

National Training for Trainers Workshop: 16-19 April 2007





Centre international d'éducation aux droits humains International Centre for Human Rights Education





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Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society

National Training for Trainers Workshop

Montreal, Québec 16-19 April 2007

Workshop Manual

Equitas – International Centre for Human Rights Education

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Equitas is the new name of the Canadian Human Rights Foundation

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Introduction

Background

This training is part of the program '*Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society*', which aims to develop sustainable strategies to promote inclusion, non-discrimination, multiculturalism, human rights, and peaceful conflict resolution in existing education programs for children and youth. This goal will be achieved by integrating non-formal multicultural training and human rights education into selected community-based endeavours focusing on children and youth, particularly summer camps.

National Training of Trainers Workshop Goal

The goal of this National Training of Trainers (TOT) Workshop is to strengthen the capacity of the participants' organizations to implement non-formal multiculturalism and human rights education programs aimed at children using the *Play It Right! Toolkit.*

National TOT Workshop Objectives

The objectives of the National TOT Workshop are to have participants:

- Explore human rights values and principles essential to the promotion of multiculturalism, inclusion, non-discrimination, human rights and peaceful conflict resolution;
- Strengthen skills in developing and delivering non-formal multiculturalism and human rights education programs aimed at children using the *Play It Right! Toolkit;*
- Develop plans for applying their learning and implementing the *Play It Right! Toolkit* within their organization and their community;
- Share lessons learned and best practices, network and explore opportunities for collaboration at the national level.

Participants

The participants are members of organizations or institutions that are engaged in the implementation of the *Play It Right! Toolkit* across the country. They are actively involved in non-formal programming with children (in particular summer camps) and will be involved in the training of leaders who work with children. Participants will retransmit the knowledge and skills acquired during this training to other colleagues involved in the implementation of *Play It Right!*

Methodology

The curriculum design model of the training session is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the Program will serve as a framework for drawing out this content. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process. There will be debriefing and evaluation sessions at the end of each day and recaps at the beginning of each day to establish the linkages between the modules. The facilitators are skilled in adult education methods, knowledgeable about human rights and the *Play It Right! Toolkit*.

About the Manual

This manual outlines the format of the workshop with objectives, descriptions of activities, and suggested time frames for each module. There are Worksheets and Reference Sheets for many of the activities.

In **Module 1 – Getting Started**, participants will get to know the members of their working group and engage in activities that lay the ground work for developing a productive group dynamic based on mutual respect. They will become familiar with the overall content of the training. Participants will share their motivations for working with children and youth as well as their expectations of, and resources for, the training session. They will also become familiar with the pedagogical approach of the training.

In **Module 2 – Exploring The Context,** participants will start by describing both their current summer camps and communities. The focus will then shift from an analysis of the current situation to a vision of future situations. This will enable participants to reflect on desirable changes in the summer camps environment. Participants will also be given the opportunity to explore the concept of transformative learning and its potential. Finally, participants will become familiar with the *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society* program and the *Play It Right! Toolkit.*

Module 3 – Basic Concepts in Human Rights will provide participants with important background information in the area of human rights. The participants will explore the human rights framework, including the systems and structures that establish human rights norms and monitor their implementation. Particular attention will be paid to the Convention on the Rights of the Child, as this human rights instrument has specific relevance to work with children. The participants will reflect upon the application of human rights within the summer camp context. They will also gain hands-on experience on how to effectively communicate human rights values to youth.

Module 4 – Moving Toward Action will provide opportunities for participants to reflect practically on how they will transfer knowledge and skills gained during the training and how they will implement the *Play It Right! Toolkit* in their work environment. Through a case study, participants will reflect on different strategies to overcome challenges that may exist in summer camps. Participants will also become familiar with the lessons learned from the Montréal pilot project. Planning and training tools will be shared. Participants will visit the YMCA in Pointe-St-Charles where groups have used some activities from the *Play It Right! Toolkit*. They will have the opportunity to participate in games as well as to discuss the project with the YMCA staff. Finally, participants will develop an action plan and will present it, sharing ideas and lessons learned.

Finally, in **Module 5 – Next Steps and Workshop Evaluation**, participants will discuss the next steps of the project and will have the opportunity to give their feedback on the training session through a final evaluation questionnaire.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education with the support of the J.W. McConnell Family Foundation, the TD Bank Financial Group and Heritage Canada.

Equitas – International Centre for Human Rights Education was established as a nonprofit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas' capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment.

Equitas' human rights education programs focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; human rights education with children and youth in non-formal settings; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current plans call for the expansion of its programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

Acknowledgements

The following team developed this training manual:

Equitas – International Centre for Human Rights Education

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This program and manual have been realized with the financial support of the J.W. McConnell Family Foundation, the TD Bank Financial Group and Heritage Canada.

Workshop Schedule

Monday 16 April 2007			
Time	Module/Activity	Title	
9:00 – 9:10	Welcome	Welcome	
	Module 1	Getting Started	
9:10 – 9:40	Activity 1	Getting to Know the Participants	
9:40 – 10:30	Activity 2	Expectations/Resources and Workshop Content	
10:30 – 10:45	BREAK		
10:45 – 11:30	Activity 3	Methodology	
11:30 – 11:45	Activity 4	Toolkit Activity: Where's My Banana?	
	Module 2	Exploring the Context	
11:45 – 12:15	Activity 1	From Here to There: A Visioning Exercise	
12:15 – 1:15	LUNCH		
1:15 – 2:30	Activity 1	Visioning Exercise (continued)	
2:30 - 3:30	Activity 2	Transformative Learning	
3:30 - 3:45	BREAK		
3:45 – 4:45	Activity 3	Orientation Session: Play It Right!	
4:45 – 5:00	Evaluation	End of Day Evaluation	

Tuesday 17 April 2007				
Time	Module/Activity	Title		
9:00 – 9:10	Recap	Review of previous day		
9:10 – 10:00	Module 3 Activity 1	Basic Concepts in Human Rights The Meaning of Human Rights		
10:00 - 10:30	Activity 2	Evolution of Human Rights		
10:30 – 10:45	BREAK			
10:45 – 11:15	Activity 2	Continued		
11:15 – 12:00	Activity 3	Situating Children's Rights		
12:00 – 1:00	LUNCH			
1:00 – 2:30	Activity 3	Continued		
2:30 – 2:45	Activity 4	Toolkit Activity: Draw it Right!		
2:45 – 3:30	Activity 5	Communicating Human Rights Values		
3:30 – 3:45	BREAK			
3:45 - 4:30	Activity 5	Communicating Human Rights Values (continued)		
4:30 - 4.45	Evaluation	End of Day Evaluation		
5:00 -	Wine and Cheese	Visit to the Equitas Offices		

		Wednesday 18 April 2007
Time	Module/Activity	Title
9:00 – 9:10	Recap	Review of previous day
9:10 – 10:40	Activity 6	Applying Human Rights Values and Concepts
10:40 - 11:00	BREAK	
	Module 4	Moving Toward Action
11:00 – 12:00	Activity 1	Developing An Action Plan: First Steps
12:00 -12:45	Activity 2	The Montreal Example
12:45 – 1:30	LUNCH	
1:30 –	Activity 3	Site Visit: Seeing the Toolkit in Action

—		Thursday 19 April 2007
_Time	Module/Activity	Title
9:00 – 9:10	Recap	Review of previous day
9:10 – 10:30	Activity 4	More Games: Sharing Personal Experiences
10:30 – 10:45	BREAK	
10:45 – 11:45	Activity 4	Continued
11:45 – 12:15	Activity 5	Developing an Action Plan
12:15 – 1:15	LUNCH	
1:15 – 2:45	Activity 5	Continued
	Module 5	Next Steps and Evaluation
2:45 – 3:15	Activity 1	Next Steps
3:15 – 3:30	BREAK	
3:30 – 4:30	Activity 2	Evaluation and Closing

Module 1 Getting Started

Activity		Time
Activity 1	Getting to Know the Participants	30 min
Activity 2	Expectations/Resources and Workshop Content	50 min
Activity 3	Methodology	45 min
Activity 4	Toolkit Activity: Where's My Banana?	15 min

Overview

In this module, participants will get to know the members of their working group and engage in activities that lay the ground work for developing a productive group dynamic based on mutual respect. They will become familiar with the overall content of the training. Participants will share their motivations for working with children and youth as well as their expectations of, and resources for, the training session. They will also become familiar with the pedagogical approach of the training.

Activity 1 Getting to Know the Participants

Objectives

By the end of this activity, you should be able to:

- Name some other participants and describe their work
- Explain what other participants appreciate most about working with children

Time

30 min

Description

	Summary
	This is an "icebreaker" activity that gives you the opportunity to meet the other participants.
	This activity is divided into two parts.
	In Part A , the facilitator will lead participants in the icebreaker activity.
	In Part B , the facilitator will then lead a short debriefing of the content and process of the activity.
25 min	Part A Introductions The facilitator leads participants through an icebreaker activity adapted from the <i>Play It Right! Toolkit</i> whereby everyone introduces themselves, where they are from, and reasons that motivate them to work with children.
5 min	Part BDebriefingThe facilitator debriefs the activity with participants.

End of Activity

Activity 2 Expectations/Resources and Workshop Content

Objectives

By the end of this activity, you should be able to:

- Develop a set of ground rules for working effectively as a group
- List the different resources and expectations participants bring to the workshop
- Describe the goal, objectives and content of the workshop
- Explain the framework of the workshop

Time

50 min

Description

Summary

This activity is a discussion on the expectations and resources you listed in your application forms. The facilitator makes the links between your expectations and resources and the workshop objectives.

This activity is divided into three parts.

In **Part A**, you will develop ground rules for working effectively as a group.

In **Part B**, you will examine your expectations and resources for the workshop.

In **Part C**, the facilitator will review the workshop goal, objectives, and content in relation to expectations and resources expressed.

15 min Part A Ground Rules The facilitator invites participants to share with the group their ideas for ground rules in order to create an effective group dynamic during this workshop. Participants can refer to their own techniques and experiences setting ground rules with children.

From the Toolkit

Setting Ground Rules

In the camp context, setting ground rules together with a group can facilitate management of behaviour problems and help children take ownership of rules and commit to respecting them. At the back of your User Guide for the *Play It Right! Toolkit* there is a "Practical Guide to Setting Rules of Behaviour With Your Group." It addresses the following aspects of setting ground rules:

- Why set rules with your group?
- How do you involve children in the process of establishing ground rules?
- How it's done (a suggested process)
- Tips to help children respect the rules

20 min Part B Expectations and Resources

Participants were asked in their application form to indicate their expectations (what they expected from the workshop) and resources (what they could bring to others' during the workshop). Refer to **Reference Sheet 1** for a summary of these expectations and resources. Take this opportunity to make sure your expectations and resources are listed.

The facilitator also explains the idea of a "parking lot," where participants can list issues/topics/questions not necessarily addressed during the workshop which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during coffee breaks and meal breaks.

The Equitas team briefly describes how the training needs for this workshop were identified, namely:

- Through interviews with the cities and organizations across the country throughout 2006-2007
- Through the application form for the national training
- Through the pilot project conducted in Montréal

15 min Part C Goal, Objectives, and Content

The facilitator goes over the goal, objectives, and content of the workshop making reference to the participants' expectations and resources.

The facilitator presents the framework for the workshop (see **Reference Sheet 2**).

The facilitator also highlights the importance of working toward an action plan by the end of the session.

End of Activity

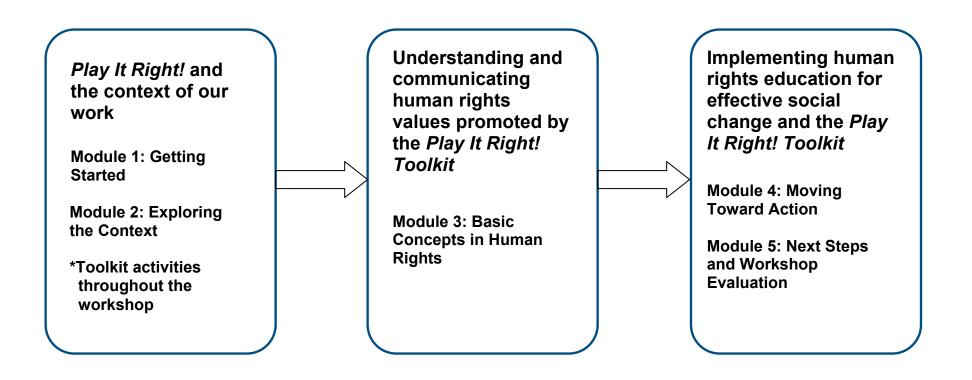
	Dectations and Resources
Expectations	Resources
 Training Training skills/ methods that are interesting for learners Interactive learning - Developing training related to racism, bullying, conflict Developing workshops Train the trainer manual Training and cooperative games to help increase awareness of issues (bullying, racism etc) Evaluating a training session 	 Training Developing training sessions Experience in staff training Designing / Implementing training Team building activities for camp leaders Training tips for adult learners Synthesizing information to share with others
Program planningProgram planning	 Program planning Planning and coordinating programs and services Planning activities Programming in unstructured settings Program development
Information	Information
 Info on core values /beliefs of diverse religions and better understanding of how these can conflict with camp activities Multicultural needs and sensitivities Statistical / research information 	 Shares research on HR and diversity studies taken with Vancouver youth
Practical tools:	Practical tools:
Skills at camp	Skills at camp
 Strategies for peaceful conflict resolution Integrating youth from diverse backgrounds Challenging stereotypes Decrease bullying incidents, increase leaders observation skills 	 Non violent crisis intervention Conflict resolution Common mistakes camp staff make when giving instructions to campers Trainer in non-violent crisis intervention Behaviours management in small to large group settings
Skills with parents and children	
 Practical techniques for addressing conflict between parents and staff Tools to deal with racism, bullying, conflict and abuse Human rights activities and games Talking with children about racism and discrimination 	
Skills with staff	
 Tools to train staff to do behavior needs assessment Identify needs of children 	

Reference Sheet 1: Expectations and Resources

Reference Sheet continued

Expectations	Resources
Other:	Other:
Using the Toolkit	Local camp system
 Understanding / knowledge of toolkit (implementation / training staff / modifying) Best practice in implementing toolkit Facilitating games 	 Knowledge of city camp system Programming successes and concern in Vancouver inner city
Knowledge of toolkit	Personal experience (HR)
 Implementing the toolkit Implementing the toolkit in diverse settings (drop in) Incorporating active learning through play Modifying / adapting the toolkit 	 Experience as HR worker with children and families. Background in HR training Personal experience as a new-comer
	Working with children
 Practical resources Game ideas Resources on diversity Activities to strengthen youth Networking / sharing / partners Successes and challenges from people already implementing toolkit How other cities are dealing with reduction in government funds Expectation of Equitas Policies other camps have regarding physical violence 	 What children like and don't like Communicating with children Experience working with children from challenging backgrounds Working with diverse communities Working with high risk youth (sexually exploited) First hand experience of diversity and human rights issues Professor of child development Working with children in care Working with communities speaking different languages Appropriate activities for camps
 Issues Conflict resolution Preventing discrimination Promote interculturalism 	 Group coordination Team work / coordinating groups Managing large staff and camper numbers

Reference Sheet 2: Workshop Framework



Activity 3 Methodology

Objective

By the end of this activity, you should be able to:

• Explain educational methods and approaches used in this workshop

Time

45 min

Description

Summary

This activity provides background information explaining how the workshop is designed and why. You have the opportunity to become familiar with participatory methodology and the spiral model for adult learning.

This activity is divided into two parts.

In **Part A**, the facilitator will present methods and approaches to learning used in the workshop.

In **Part B**, you will discuss your participation in the workshop.

30 min Part A Methodology

The facilitator briefly explains the participatory approach to adult learning and the "Spiral Model" for curriculum design (refer to **Reference Sheet 3**).

The role of debriefings and feedback is discussed as well as the use of recaps and games (refer to **Reference Sheet 4**) throughout the workshop.

15 min Part B Participation

Since this workshop is a TOT, participants are encouraged throughout to practice their facilitation skills. Participants will have the chance to sign up for a number of different activities, such as: 1) facilitating activities from the *Play It Right! Toolkit*, 2) recaps of the previous day, and 3) attending debriefs at the end of each day.

End of Activity

Reference Sheet 3: Participatory Approach

Underlying Beliefs

People learn more effectively when:

- Their own capacity and knowledge is valued
- They are able to share and analyze their experiences in a safe and collective environment
- They are active participants in the learning process

Some Assumptions about a Learning Event (program, workshop, activity)

- Much of the content comes from the participants the agenda or the program provides the framework for drawing out this content
- Participants bring analysis and experience to the program
- Participants take responsibility for their own learning and interaction with other participants
- Everyone participate fully in the sessions
- There is acceptance of differences in approaches and strategies

Some Assumptions about Ourselves As Educators

- We know less than the participants in our programs, about their particular social context
- Who we are, has been shaped by our particular knowledge, experience, perspectives
- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Curriculum Design Model

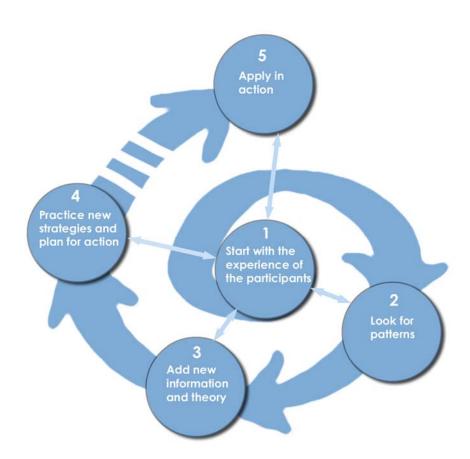
The "Spiral Model", which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

• Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.

Reference Sheet continued

- After the participants have shared their experience, they analyze that experience and look for patterns or (i.e., what are the commonalties? what are the patterns?)
- To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
- Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.
- Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

Reflection and evaluation are built into the program design and are systematically carried out throughout. They are not just done at the end.

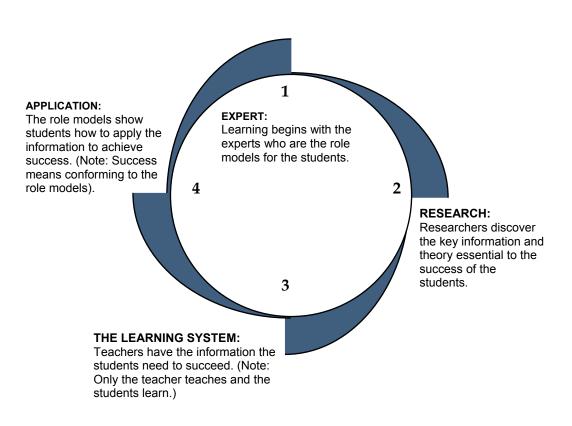


The Spiral Model

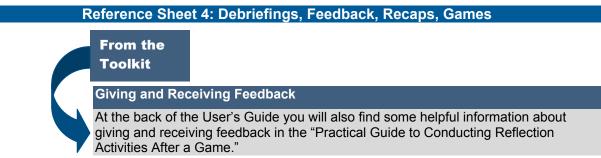
Source: Arnold, R., et al. (1991). <u>Educating for a Change</u>. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Reference Sheet continued

The Expert Model



Source: Arnold, R., et al. (1991). <u>Educating for a Change</u>. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.



Debriefings

Debriefing is a process of guided reflection carried out after a learning activity or a series of activities which allows participants to express their thoughts and feelings about the content and process of the learning experience. It is a means of gathering "live" feedback from participants which engages the emotions as well as the intellect.

It allows the facilitator to assess how successful participants have been at integrating and assimilating new knowledge as well as their underlying feelings about the learning process. It also provides the facilitator with insight into how to improve the activity the next time.

Effective debriefing creates a positive environment and communicates to participants that their participation is vital to the success of the training.

Feedback

When we share our opinions and reactions about the learning process, we are giving feedback. Feedback is a welcome part of participatory learning and can lead to very constructive discussions. Below are some tips for giving feedback.

- **Be constructive**. The goal of feedback should be to offer helpful input. Consider your reasons for giving your comments and ask yourself, "Am I being helpful?"
- **Be personal**. Your comments are valuable so speak for yourself. Start with, "I noticed..."; "I saw..."; "I observed..." Don't generalize or assume that others have the same reaction.
- **Be specific**. Use examples of what you are referring to whenever possible.
- **Balance your comments**. When offering criticism, try to state both positive and negative statements, starting with the positive.
- **Feedback should be prompt**. There is less chance of confusion and misunderstanding when feedback is given immediately after an activity.
- **Take it easy**. Do not overload the other person with too much information. Keep it simple and to the point.

Reference Sheet continued

• **Use different methods**. Feedback can be verbal, but it can also be through other means, such as written feedback through evaluations.

Recaps

Throughout this TOT, you will be provided with a variety of opportunities to actively take part in the learning process. One of these is to have you individually or as a small group take responsibility for preparing a recap or summary of the day's learning and presenting it to the larger group the following morning. While recaps are a summary of the previous day's learning, they should also be an opportunity for participants to reflect on what that learning means within the context of their work (for example, how will they apply what the have learned?).

Participants responsible for the recap are encouraged to use creative presentation methods (e.g., skits, poems, narratives, pantomimes). Recaps should be brief, to the point, and memorable. They should not exceed 15 minutes. The facilitator will ask for volunteers and/or assign participants to facilitate recaps during the training.

Games

Games are another opportunity for you to be involved in the learning process. Throughout the week, you will explore some of the games from the *Play It Right! Toolkit*. These games are developed from a human rights perspective and aim to strengthen positive values such as respect, acceptance, inclusion, fairness, cooperation, respect for diversity and responsibility. In other words, the games challenge us to bring these values alive and give them meaning.

Starting on Day Two, participants are responsible for facilitating and debriefing the games. Each game is brief and should not exceed 10 minutes. The facilitator will ask for volunteers and/or assign participants to facilitate games during the training.

Section on feedback Adapted from: Instructional Resource Centre. <u>Teaching Resources Guide,</u> <u>Enhancing Learning, Interactive Classroom, Debriefing in the Interactive Classroom</u>. University of California, Irvine.

Available online: www.irc.uci.edu/TRG_2006/TRG/Enhancing_Learning/Interactive/Debriefing.htm.

Activity 4 Toolkit Activity: Where's My Banana?

Objective

To give you the opportunity to explore the different games and activities of the *Play It Right! Toolkit*.

Time

15 min

Description

10 min		Activity tor leads and debriefs <i>Activity</i> #16 <i>Where's My Banana</i> ? from <i>t Right! Toolkit</i> .
5 min	Part B The facili	Discussion tator leads a brief discussion on the activity.
	•	What will you take away from the activity?
	•	What do you think children would take away from the experience?

End of Activity

Module 2 Exploring the Context

Activity		Time	
Activity 1	From Here to There: A Visioning Exercise	1 hr 45 min	
Activity 2	Transformative Learning	1 hr	
Activity 3	Orientation Session: Play It Right!	1 hr	

Overview

Module 1 set the groundwork for this TOT workshop. In this module, participants will explore ways in which the Toolkit can be used in the context of their summer camps and communities. Participants will begin by describing both their current summer camps and communities. The focus will then shift from an analysis of the current situation to a vision of future situations. This will enable participants to reflect on desirable changes in the summer camps environment. Participants will also be given the opportunity to explore the concept of transformative learning and its potential. Finally, participants will become familiar with the *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society* program and the *Play It Right! Toolkit*.

Activity 1 From Here to There: A Visioning Exercise

Objectives

By the end of this activity, you should be able to:

- Describe current and "ideal" day camp situations
- State some possible directions for change

Time

1 hr 45 min

Description

	Summary	
	In this activity, you will start by describing your current camp/community environment and discussing the information that has been collected by Equitas regarding the summer camps. You will then have the opportunity to envision an ideal future situation, describing it concretely and then reflecting on different ways to get from "here to there."	
	This activity is divided into three parts.	
	In Part A , you will work in small groups to describe the current and "ideal" or "improved" situations in camps.	
	In Part B , you will share your descriptions with the larger group.	
	In Part C , the facilitator will lead a reflection regarding possible directions for change.	
30 min	Part A Small Group Work The facilitator divides participants into four groups:	
	a) Two groups examine the current situation in camps (in terms of positive aspects and challenges) using Worksheet 1	
	b) Two groups reflect on what an ideal or improved situation in camps would look like using Worksheet 2	
	Each group may use the suggested format of Worksheet 1 or 2 to present their work to the large group in Part B or create an alternative way of presenting their results.	

30 min Part B Group Discussion and Presentation

Each group presents the results of their discussion (5 min each).

The Equitas team then complements participants' presentations by presenting observations gathered by Equitas as part of the Project. It is important that you have a sense of what different contexts are represented in the room and what are common challenges and realities for participants.

45 min Part C Large Group Discussion

The facilitator invites participants to review the mission statements from their organizations listed in **Reference Sheet 5**. These mission statements represent an "ideal" situation. The facilitator leads a large group discussion.

End of Activity

Worksheet 1: "Here" – Current Situation in Camps

Reflect on the current situation in a camp. How would you describe:			
The attitudes and behaviours of the children (including differences between boys and girls)?			
Positive aspects	Challenges		
The attitudes and behaviours of the staff?			
	Obellenges		
Positive aspects	Challenges		
The profile of the staff (experience, training, skills, etc.)?			
Positive aspects	Challenges		
The relationships between the children? The relationships between the children and the staff?			
Positive aspects	Challenges		

Worksheet 2: "There" – An Ideal or Improved Situation in Camps

The attitudes and behaviours of the children (including differences between boys and girls)? The attitudes and behaviours of the staff? The attitudes and behaviours of the staff? The profile of the staff (experience, training, skills, etc.)? The relationships between the children? The relationships between the children and the staff?	Reflect on an ideal or improved situation in a camp. How would you describe:
The attitudes and behaviours of the staff? The profile of the staff (experience, training, skills, etc.)?	The attitudes and behaviours of the children (including differences between boys and girls)?
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Reference Sheet 5: Mission Statements

Mission Statements from participants' organizations:

- Provide accessible and affordable recreation, social, cultural, and educational programs and services to the neighborhood.
- To offer a great diversity of recreational programs for all ages at a minimal fee.
- Ensures that people in the diverse communities have full and equitable access to high-caliber locally responsive recreational programs.
- To provide a variety of sports and recreational facilities and programs that are attractive, safe, well maintained, cost-effective, ecologically healthy, and which promote personal and social health and wellness.
- We are committed to the healthy development of residents by providing safe, accessible, quality programs and services that engages the public in a welcoming environment.
- To protect the public health, safety and environment and enhance quality of life by ensuring efficient, responsive and integrated community-based services.
- To provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life.
- To build the capacity of the community to maintain healthy, happy children, families and neighborhoods.
- To develop an awareness of, and a concern for, environmental conservation by establishing and maintaining comprehensive educational initiatives. To provide a specialized developmentally appropriate learning environment that promotes lifelong learning.
- To provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and skills for life.
- Offer children and youth opportunities to develop skills, knowledge, and values they seek to become fulfilled individuals.
- To develop people in spirit, mind and body.
- To be a recognized leader in building community, promoting partnerships, celebrating diversity and enhancing the life and well-being of everyone who lives, works and plays in our community.
- To celebrate strength in diversity by enabling meaningful exchange and full community participation among people of all backgrounds and circumstances
- To offer diverse and affordable activities for our citizens.

Activity 2 Transformative Learning

Objectives

By the end of this activity, you should be able to:

- Identify the main elements of transformative learning theory
- Give an example of an activity which has transformative potential.

Time

1 hr

Description

Description	
	Summary
	In the previous activity, you examined the current situation in your camps and communities. You also explored potential changes you would like to see. In this activity, you will explore the concept of transformative learning as a potential approach to facilitating the changes you envisage.
	This activity is divided into five parts.
	In Part A , the facilitator leads participants through an activity.
	In Part B , the facilitator will debrief the activity with the group.
	In Part C , the facilitator will lead a short brainstorm on the meaning of transformative learning.
	In Part D , the facilitator will present the key elements of transformative learning and the conditions which foster it.
	In Part E , the facilitator will lead a large group discussion.
5 min	Part A Activity The facilitator leads participants through an activity from the <i>Play It</i> <i>Right! Toolkit</i> .
10 min	Part B Debriefing The facilitator leads a reflection on the activity in Part A . Together, you will consider the following questions:
	 What happened during the activity?
	• How did you feel about your partner during the activity?
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	• What does this activity tell us about ourselves?
	• How is this activity an example of transformative learning?
5 min	Part C Brainstorm The facilitator leads a short brainstorm around the questions below.
	• What comes to mind when I say the word "transformative"?
	• What comes to mind when I then add the word "learning"?
20 min	Part D Presentation The facilitator makes links with the group's ideas about transformative learning throughout the presentation.
	The facilitator:
	Provides an explanation of what transformative learning involves
	• Describes the ideal conditions for transformative learning
	Following the presentation, you have an opportunity to ask questions. Refer to Reference Sheet 6 for more information on transformative learning.
20 min	Part E Large Group Discussion The facilitator asks some participants to pick quotations from a hat/box. Each quotation is representative of conditions that favour transformative learning. Participants are invited to read the quotations aloud, match the quotations with elements on the list, and say how the quotation and condition are related. You can note the results of the matching activity on Worksheet 3 .

End of Activity

Reference Sheet 6: Transformative Learning

Transformative Learning

Mezirow, who pioneered the theory of transformative learning, suggests that individuals can be transformed through a process of critical reflection. He goes on to explain that in transformative learning the most significant learning occurs in the communicative domain which "involves identifying problematic ideas, values, beliefs and feelings, critically examining the assumptions upon which they are based, testing their justification through rational discourse and making decisions predicated upon the resulting consensus." (Taylor, 1998, p. 43)

Adapted From: Nazzari, V., et al. (Canadian Human Rights Foundation, former name of Equitas). (2005). Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186.

Conditions Which Foster Transformative Learning

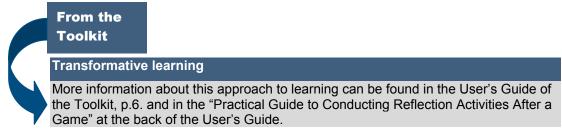
Jack Mezirow¹ and subsequent researchers identified key essential practices and conditions for fostering transformative learning. Although developed essentially as an adult learning theory, the educational practices and conditions promoted are very relevant for children's education. The formulation of these practices as provided below was adapted to a children's learning context.

- Safe and open learning environment
- Open, accessible atmosphere which children have helped to create by participating in the setting of rules and norms
- Child-centered programs and activities
- Background of children is valued including their cultural background and personal experiences
- Learning takes place in a group setting and is based around collaboration and exchange of perspectives
- Learning activities involve problem-posing and critical reflection
- Giving and receiving feedback is encouraged to foster critical discussion
- Disagreement is not avoided, but is viewed as an opportunity for reflection
- Trusting, empathetic, skilled facilitators are necessary

¹ Jack Mezirow pioneered the theory of transformative learning. He is Emeritus Professor of Adult and Continuing Education at Teachers College, Columbia University. Professor Mezirow's research interests are in adult learning and education. His work has resulted in an evolving Transformation Theory that outlines generic dimensions and processes of learning and their implications for educators of adults.

Play It Right! and Transformative Learning

The activities of the Toolkit have transformative potential. Each game is followed by a period of reflection or debriefing in which children can engage in critical reflection around their experiences. The games are "fun", but they also challenge assumptions, behaviours and attitudes, examine values, and bring out children's beliefs and feelings in simple and meaningful ways. It is on this level that transformative learning can occur.



Play It Right! and the Learning Spiral

1: Start with the experience of the participants

The game itself is an experience within which the child can make links, either consciously or not, with his or her own personal experiences or similar situations. Since the camp counselor/leader chooses a game that may help raise awareness among the child, the game must be judiciously chosen. The game should enable the child to draw conclusions and help him or her with similar situations in the future.

2: Look for patterns

Following the game, there is a period of reflection whereby children discuss the experience. Talking about the game enables children to express how they feel and to critically analyze their own attitudes and behaviours (depending on their abilities and taking into account their age). Exposure to other opinions and different points of view enable them to identify common ideas.

3: Add new information and theory

To further develop and enhance children's knowledge and understanding of certain issues, concepts and values, new information is either presented to them or created among the group of children. Often times, the camp counselor/leader is the one bringing new information, while also synthesizing what the children have learned.

4: Practice new strategies and plan for action

Children must put into practice what they have learned. The camp counselor/leader invites children to find solutions to the questions that are raised as a result of the game. For example, how can we change the situation? Or how can the situation be improved? Children need to think of specific strategies or concrete actions.

5: Apply in action:

The actions decided on in camp are put into practice in the camp and/or transferred into the children's daily lives.

An example of tranformative learning in action		
From the Learning Spiral	Example	
 1. Start with the experience of the participants: The game itself is an experience The game enables children to make links with their personal experiences 	The child experiences collaboration and success as part of a game. or The child experiences conflict and competition within the game. The game might remind the child of lining up in single file at school, or waiting in line for the bus,	
	or pushing his or her way to get a drink at the water fountain at camp.	
 2. Look for patterns: Children can talk about the game afterwards Children can share different points of view Patterns and common ideas may surface and enable children to build consensus 	 A: I don't like being pushed. B: The first time we tried the game, we did not succeed, because everyone was pushing. C: It's easier when we pay attention to signals that others are giving us. D: It's more fun when no one pushes and we try to understand other kids' gestures. 	
 3. Add new information and theory: New information and ideas are brought forward or created collectively The camp counselor/leader can bring new information and synthesize the information discussed 	A: For a game like this to work, we must all work together. B, C, D: That's right! Camp counselor: Do you all know what the word collaborate means? It means	
 4. Practice new strategies and plan for action: Children must put into practice what they have learned The camp counsellor/leader invites children to come up with solutions 	Camp counselor: What can we do to make sure no one pushes anyone else at the water fountain? A: It doesn't do any good to push each other. B: It's like in the game – when we push each other, it takes too much time! C: It's better if we wait our turn. Sometimes, I'm the one pushing, and I see now that it's not nice.	
 5. Apply in action: Proposed actions can be undertaken either in the camp or in another context When necessary, the camp counselor/leader can remind children of the experience and what was discussed 	Less pushing near the water fountains, children collaborate more in the games, when camp counselors talk to the children they can relate to concrete examples of what they did during the games.	

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Worksheet 3: Conditions Matching Activity

For **Part E** of Activity 2:

Below is a list of quotations related to peoples' experiences using the *Play It Right! Toolkit* in their camps and communities last year. Each of these quotations illustrates a condition for transformative learning. As the matching activity takes place, you can fill in this chart.

Quotations From the Field	Conditions for Transformative Learning
After playing Draw it right, we had a debate. Does everyone have rights? And who has more rights – girls or boys? One boy argued that girls had no rights. It was really interesting and the kids really liked participating in the debate	Leanning
Sometimes they confide in you, saying things you didn't know. After, you look at them differently and talk to them differently.	
There was a boy with down syndrome in our group and we were able to include him in a game about differences. After, the children appreciated him being there.	
If you are the one who decides on the rules then you are the authority, but if they develop the rules then they become responsible to themselvesI asked them to sign the rules sheet, to show that they agreedNow, they are responsible and I find that there is more team spirit.	
I was surprised that children talked about war. I have lots of children from Israel, Syria and Lebanon in my group. It's interesting to hear what they have to say and see how they relate to one another. "So, you come from Lebanon?", "No way, I don't come from a country where there are bombs!" I was surprised that 6 year olds were talking about war.	
We could talk about topics that we don't usually get into with kids. Talking about problems is the first step in solving them, I think.	
One game that worked really well for us was the game when you reflect back on what happened during the day. I did it every week at every meal and it really worked. When they are older, they think about what we did, what we don't want to happen tomorrow, what we would like.	

Activity 3 Orientation Session: *Play It Right!*

Objectives

By the end of this activity, you should be able to:

- Explain the raison d'être and content of the *Play It Right! Toolkit*
- Name some ways in which the Toolkit may be useful in your programs with children

Time

1 hr

Description

	Summary
	In the previous activity, you reflected in detail on your camp or community contexts and the potential of transformative learning to bring about change. Now, the Equitas team will provide you with background information on the project and the <i>Play It Right! Toolkit</i> to explore how these can help promote transformative learning with children and youth. You will also be given the opportunity to think ahead to develop training related to the Toolkit.
	This activity is divided into four parts.
	In Part A , the facilitator will lead a Toolkit activity.
	In Part B , the facilitator will present information about Equitas, the project and the Toolkit.
	In Part C , the facilitator will invite the participants to ask questions.
	In Part D , the facilitator will present information about the <i>Play It Right!</i> Training Table of Contents and developing an action plan.
15 min	Part A Activity A facilitator leads participants through the "Inclusion by Numbers" activity from the <i>Play It Right! Toolkit</i> .
15 min	Part B Presentation The facilitator presents background information about Equitas, the <i>Preventing Racism and Discrimination: Preparing Canadian Children for a</i> <i>Multicultural Society</i> Project, and the <i>Play It Right! Toolkit</i> .

20 min Part C Large Group Discussion

Participants are encouraged to ask questions related to the information that has been presented.

10 min Part D Large Group Activity

Referring to a flip-chart, the facilitator presents the *Play It Right!* Training Table of Contents. Throughout the training, participants are invited to fill in this Table of Contents, indicating into what categories the different activities should fall. You can fill in the copy of the Table of Contents contained in this manual (**Worksheet 4**).

(WOIKSHEEL 4).

The purpose of this exercise is to give participants the opportunity to reflect on the various elements which belong in a training on the *Play It Right! Toolkit*. Defining the basic building blocks of the training will help you as you begin to plan your next steps regarding the Toolkit.

During this training, you will have the opportunity to develop an action plan related to the training of staff on the *Play It Right! Toolkit*. The facilitator will invite you to quickly take a look at the materials that have been developed to help you elaborate your action plan this week.

End of Activity

Worksheet 4: Play It Right! Training Table of Contents

Contents To Be Included	Activities
Camp / Community Context	
Human Rights Concepts and Values	
Educational Approach of the Toolkit	
How to Use the Toolkit	
Applying What Has Been Learned	
Next Steps and Follow- Up	

Module 3 Basic Concepts in Human Rights

Activity		Time	
Activity 1	The Meaning of Human Rights	50 min	
Activity 2	Evolution of Human Rights	1 hr	
Activity 3	Situating Children's Rights	2 hrs 15 min	
Activity 4	Toolkit Activity: Draw It Right!	15 min	
Activity 5	Communicating Human Rights Values	1 hr 30 min	
Activity 6	Applying Human Rights Values	1 hr 30 min	

Overview

To fully appreciate and engage with the materials presented in the Toolkit, so as to be able to effectively use them in work with children and youth, it is essential for participants to gain an understanding of human rights. This module provides participants with important background information in the area of human rights and also gives them the opportunity to apply some of this knowledge. The participants will explore the human rights framework, including the systems and structures that establish human rights norms and monitor their implementation. Particular attention will be paid to the Convention on the Rights of the Child (CRC) as this human rights instrument has specific relevance to work with children. The participants will reflect upon the application of human rights within the summer camp context. They will also gain hands-on experience on how to effectively communicate human rights values to youth.

Activity 1 The Meaning of Human Rights

Objectives

By the end of this activity, you should be able to:

- Explain what human rights mean to you
- Name some principles underlying the Universal Declaration of Human Rights

Time

50 min

Description

	Summary
	As you begin the third module of the training, you will reflect on what human rights mean to you and look at some of the principles underlying the Universal Declaration of Human Rights.
	This activity is divided into three parts.
	In Part A , you will draw what "human rights" mean to you.
	In Part B , you will present your drawings to the large group.
	In Part C , the facilitator will lead a discussion about the principles and characteristics of human rights.
20 min	Part A Reflecting on Human Rights The facilitator divides you into small groups. Each group takes a few minutes to draw on a flipchart what their understanding of "human rights" means.
20 min	Part B Presentations Each group presents their drawing of what human rights mean to them. The facilitator leads a brief discussion on the interpretation of the drawings, and how this exercise can be used with children.

10 min Part C Defining Human Rights

The facilitator leads a group discussion relating to the meaning of human rights. Participants will be encouraged to share their thoughts about any of the key principles and characteristics of human rights. Refer to **Reference Sheet 7** for more information on human rights.

End of Activity

Reference Sheet 7: Defining Human Rights

Human Rights

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Human rights are legally guaranteed in human rights law, protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specific activities. However, the law does not establish human rights. Human rights are inherent entitlements which come to every person as a consequence of being human.

Important Characteristics

- Human rights are founded on respect for the dignity and worth of each person
- Human rights are universal, meaning they are applied equally and without discrimination to all people
- Human rights are inalienable, in that no one can have his or her human rights taken away other than in specific situations – for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law
- Human rights are indivisible, interrelated and interdependent, for the reason that it
 is insufficient to respect some human rights and not others. All human rights should
 therefore be seen as having equal importance and of being equally essential to the
 respect and worth of every person.

(Reference: Human Rights – A Basic Handbook for UN Staff, p.3)

From the Toolkit

What are human rights?

Human rights are based on the inalienable principle that all human beings are born equal in dignity and rights. These rights are indivisible from humanity. That is to say, they are fundamental rights, inherent by virtue of the fact of being human. Human rights apply to all persons equally, universally and eternally. They should never be denied.

Human rights cross borders, cultures, political ideologies, and religious beliefs. No matter where we live in the world, who our parents are or the nature of our governments, human rights are our rights. They are inalienable.

Human rights stipulate that we should all be able to meet our need for the basic necessities of life, such as food and shelter. Human rights protect us from violence and abuse and oppose ignorance and hate.

Human rights allow us to develop our full human potential. They protect our right to participate in society, to work, to have access to shelter, to meet our basic needs, to practice our cultural values, to speak our language, and to live in peace and security.

More importantly, these rights favour mutual respect. They force us to act responsibly and in full knowledge of the facts to ensure the rights of others are not infringed upon. For example, it is our right to live free of all forms of discrimination, but it is our responsibility not to discriminate against others.

Human rights are first and foremost agreed upon by the nations of the world and defined in the *Universal Declaration of Human Rights*. They are then codified and recognized in a number of legal instruments at the international level (e.g. *International Convention on the Elimination of All Forms of Racial Discrimination or Convention on Rights of the Child*), national level (e.g. *Canadian Charter of Rights and Freedoms*), and at local level (e.g. *Montreal Charter of Rights and Responsibilities*).

Human rights include civil and political rights – such as freedom of expression, fair and due process, the right to associate freely with others, etc. – and social and economic rights – such as the right to healthcare, education and freedom of religion.

From the Toolkit

Human rights violations can attack a person's physical integrity, as in the case of rape, assault, torture, false imprisonment or summary execution. Human rights violations may also be more subtle in nature, such as economic, religious and sexual discrimination. They can take place in various contexts and environments (at work, at school, in the community, etc.).

What are the fundamental principles of the Universal Declaration of Human Rights?

Human rights have two key principles at its core: human dignity and equality. Above all, human rights are the standards that enable people to live with dignity. Furthermore, they are grounded in the fact that all human beings are equal.

Human Dignity

The principles of human rights are based on the notion that all individuals, regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, disability or social condition deserve to be respected and esteemed.

Equality

The concept of equality expresses the notion of respect for the dignity inherent to all human beings. As stated in Article 1 of the *Universal Declaration of Human Rights,* and it is at the root of all human rights: "*All human beings are born free and equal in dignity and rights.*"

Non-discrimination is an integral part of the concept of equality. It ensures that no one is denied the protection of his or her human rights based on visible factors.

What are the characteristics of human rights?

Human rights are universal, indivisible, interdependent, and inalienable.

Universality

Human rights are universal. This means that some moral and ethical values are shared equally by all people, across all continents and governments and communities should acknowledge them and ensure they are respected. However, universality of rights does not mean uniformity and that these values should be expressed in the same manner, everywhere, by all people.

From the Toolkit

Indivisibility

The rights that are stipulated in the *Universal Declaration of Human Rights* cannot be isolated from one another. Everyone has the right to have his or her human rights respected as he or she has the responsibility to respect the rights of others.

Interdependency

Human rights are interconnected. The promotion of one human right supports the promotion of all human rights. Similarly, the violation of one right detracts from other rights.

Inalienability

Human rights that individuals have cannot be taken away, surrendered, or transferred.

Activity 2 Evolution of Human Rights

Objectives

By the end of this activity, you should be able to:

• Explain key events in the history and development of human rights

Time

30 min

1 hr

Description

Summary

In the previous activity, you reflected on the meaning of human rights. Now, the focus will be on the history and evolution of human rights. It should help you broaden your understanding of the human rights framework.

This activity is divided into two parts.

In **Part A**, a resource person will present key events in the history and development of human rights.

In **Part B**, the resource person will answer questions from participants.

Part A Presentation A resource person presents key events in the history and development of human rights.

30 min Part B Large Group Discussion The resource person answers questions from participants about the history and development of human rights.

End of Activity

Activity 3 Situating Children's Rights

Objectives

By the end of this activity, you should be able to:

- Identify the main elements of the Convention on the Rights of the Child (CRC)
- Discuss the principles that have guided its evolution
- Make links between children's rights and camp realities

Time

2 hrs 15 min

Description

Summary

In the previous activity, you reflected on the history and evolution of human rights. Here, you will explore the human rights tool that is the closest to your work with children – the Convention on the Rights of the Child (CRC).

This activity is divided into four parts.

In **Part A**, you will reflect on your personal notions of how children respect certain human rights values.

In **Part B**, the resource person will present the key elements of the CRC.

In **Part C**, you will work in small groups to examine a particular right and how it applies to children's experiences in day camps.

In **Part D**, you will share the results of your small group work with the larger group.

45 min

Part A Group Reflection

The facilitator leads the participants through an exercise that enables them to share some of their experiences about values and attitudes present in camps.

For this activity, an equal number of chairs are placed in two rows facing each other. The facilitator asks the following question to participants:

	Think of an example from a camp where certain values (such as inclusion, tolerance, acceptance, etc.) were or were not respected between children. The example you use can be one taken from your own direct experience or from a situation you have heard about.
	Participants with "positive" examples to share where values were respected place themselves in one row. Participants with "negative" examples to share where values were not respected place themselves in the other row.
	The facilitator invites participants from both sides to share their stories.
	The values highlighted in this exercise will help identify the key principles underlying the Convention of the Rights of the Child.
45 min	Part B Presentation The facilitator presents the key elements and principles of the Convention on the Rights of the Child (25 min). Refer to Reference Sheet 8 for more information on the CRC.
	There is a question and answer period after the presentation (20 min).
30 min	Part C Small Group Work The facilitator divides participants into small groups. Each group is assigned a particular right from the CRC from the list below:
	• The right to be treated with equality
	The right to express one's opinion
	The right to play
	The right to an education
	Each group answers the questions in Worksheet 5 and prepares to present the results of their discussion in Part C .
15 min	Part DLarge Group DiscussionEach group presents the results of their discussion to the large group.

End of Activity

Reference Sheet 8: Convention on the Rights of the Child

What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children— without discrimination in any form—benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in, achieving their rights in an accessible and active manner. (*Source:http://www.unicef.org/crc/index_30229.html*)

Article	Content
Article 1	Everyone under 18 years of age has all the rights in this Convention.
Article 2	The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
Article 3	All organisations concerned with children should work towards what is best for you.
Article 4	Governments should make these rights available to you.
Article 5	Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.
Article 6	You have the right to life. Governments should ensure that children survive and develop healthily.
Article 7	You have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for by your parents.
Article 8	Governments should respect children's right to a name, a nationality and family ties.
Article 9	You should not be separated from your parents unless it is for your own good - for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you.
Article 10	Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.
Article 11	Governments should take steps to stop children being taken out of their own country illegally.
Article 12	You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.
Article 13	You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Here are the articles of the Convention as they are often explained to children.

Article	Content
Article 14	You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Article 15	You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights
Article 16	You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.
Article 17	You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.
Article 18	Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
Article 19	Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.
Article 20	If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.
Article 21	If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you are taken to live in another country.
Article 22	If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.
Article 23	If you have a disability, you should receive special care and support so that you can live a full and independent life.
Article 24	You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.
Article 25	If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.
Article 26	The government should provide extra money for the children of families in need.
Article 27	You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.
Article 28	You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
Article 29	Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.
Article 30	You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.
Article 31	You have a right to relax and play and to join in a wide range of activities.
Article 32	The government should protect you from work that is dangerous or might harm your health or education.

Article	Content
Article 33	The government should provide ways of protecting you from dangerous drugs.
Article 34	The government should protect you from sexual abuse.
Article 35	The government should make sure that you are not abducted or sold.
Article 36	You should be protected from any activities that could harm your development
Article 37	If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.
Article 38	Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.
Article 39	If you have been neglected or abused, you should receive special help to restore your self-respect.
Article 40	If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.
Article 41	If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.
Article 42	The government should make the Convention known to all parents and children.
Articles 43-54	Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights.

Source: www.unicef.org.uk/youthvoice



Summary of Articles

The *Play It Right! Toolkit* lists a very brief summary of most articles from the Convention on the Rights of the Child (CRC). Each article is coupled with the responsibilities that go along with it.

Other Resources

The following activities from the *Play It Right! Toolkit* address children's rights: #24 I have the rights to..., #25 Fishing for rights and responsibilities, and #38 Draw It Right.

Worksheet 5: Rights in Action in Day Camps

Right: _____

Aspect	Examples / How it applies in a day camp
Responsabilities linked to that right	
Examples where this right is respected in the camp	
Examples where this right is not respected in the camp	
Consequences of not respecting that right in the camp	
Values linked to this right	
Why promote this right in the camp?	

Activity 4 Toolkit Activity: Draw It Right!

Objective

To give you the opportunity to explore the different games and activities of the *Play It Right! Toolkit*.

Time

15 min

Description

10 min	Part A Activity A group of participants will lead and debrief <i>Activity</i> #38 <i>Draw it right</i> .
5 min	 Part B Discussion The facilitator will lead a brief discussion on the activity. What do you think children would take away from the experience? What is the potential for transformative learning that this activity
	offers? End of Activity

Activity 5 Communicating Human Rights Values

Objectives

By the end of this activity, you should be able to:

- List values which are central to human rights
- Build a communication tool for a young audience

Time

1 hr 30 min

Description

	Summary
	To further explore the basic concepts of human rights, you will turn your attention to the values at the centre of the <i>Play It Right! Toolkit</i> . Your focus will not only be on understanding those values, but on communicating them to a young audience.
	This activity is divided into four parts.
	In Part A , the facilitator will lead a brief discussion about human rights values promoted by the Toolkit.
	In Part B , you will work in small groups to create a tool to communicate a human rights value.
	In Part C , you will present your communication tools.
	In Part D , the facilitator will lead a reflection on the activity.
10 min	Part A Large Group Discussion Values education is at the heart of the work of many organizations working with children and youth. As a large group, discuss the questions below. The facilitator will highlight the seven values which the Toolkit seeks to reinforce: respect, acceptance, inclusion, fairness, cooperation, respect for diversity and responsibility. Refer to Reference Sheet 9 .
	 How do you see these values guiding the work that you do?
	• Are you promoting other values in your work with children?

25 min Part B Small Group Work

The facilitator divides participants into 7 small groups. Each group is assigned a "value" to work with throughout the exercise. Your main task is to create a tool which can effectively communicate that value to children or youth. This tool can be anything you imagine – a one-two minute ad-spot, a game, a poster board, or a skit are some ideas. Your facilitator provides you with materials that are available.

Here is a suggested process for your group.

- 1) Brainstorm different things you know about your audience. What do they know? What do they like? What are some preferred modes of communication?
- 2) Still focusing on your audience, define what it is that you want to communicate about the value assigned to your group. Why do they need to know about it? What change would you like to bring?
- 3) After you have defined what you want to communicate, brainstorm different ways of communicating your message.
- 4) Once you have made your decision, build your tool.

45 min Part C Presentations

Each small group presents its communication tool to the other participants. There is a short period for feedback and questions at the end of each presentation. As you observe the different presentations, focus on the human rights values that are being communicated. You can use **Worksheet 6** to gather your thoughts. Depending on the time for each group to present, some of the presentations may be at a later time.

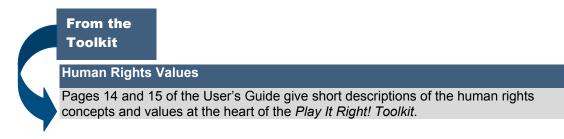
10 min Part D Large Group Discussion

The facilitator builds a list of lessons learned with the participants.

- What are some things to keep in mind when promoting human rights values?
- What are some things to keep in mind when communicating with children and youth?
- What are some best practices?
- Once the activities are completed, how do we know anything has changed with the intended audience?

End of Activity





What is respect?

Respect is an attitude and a sentiment that leads to acknowledging the rights of all persons by virtue of their humanity and to treating them with fairness. Within the context of human rights, respect is inalienable and is due to all persons, by virtue of being human. Respect is different from admiration and deference extended or received because of a person's position, accomplishments, value, or age.

What is responsibility?

Responsibility is the obligation to answer for one's actions (or inactions) and their subsequent consequences on social relations.

What is inclusion?

Inclusion means that every person is recognized as having rights and as an equal member of society, community and group, regardless of their age, sex, ethnic or national origin, disabilities, religion, sexual orientation or social condition. As such, a person is actively engaged in society's development.

What is fairness?

Fairness is a value that reflects equal rights and opportunities for all members of society.

What is dignity?

Dignity simply means that human beings must not be treated like objects. Human dignity rests on the assumption that it is an absolute and intrinsic value of all human beings.

A just society respects the dignity of all its members and expects these same members to equally respect the dignity of others.

What is cooperation?

Cooperation or collaboration is an action, activity or task done together by two or more persons with the goal of reaching a common objective.

In fact, it is a holistic value that engulfs all the other values promoted in this toolkit.

It reminds us that no one can do everything alone.

Cooperation requires recognition, appreciation, and respect for the qualities of others. It also implies the responsibility of those involved in action to work toward the common goal. In fact cooperation is, in practice, the choice of inclusion and acceptance.

What is acceptance?

Acceptance is an active value that is based on the belief that all human beings are equal and on the recognition that respect for diversity and pluralism reside in the willingness to equally respect the rights of others, without distinction of colour, sex, language, religion, opinion, ethnic or national origin, disabilities, or other conditions. The use of the term tolerance is more ambiguous and more subject to controversy. Tolerance is often associated with indifference, indulgence, and permissiveness. In this perspective, tolerance is a value that might sometimes reflect an attitude of passivity.

However UNESCO, in its Declaration of Principles on Tolerance, proclaimed and signed on November 16, 1995 by the members of this United Nations organization, defined tolerance as follows:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference....

Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace....

Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.

In order to avoid the ambiguity of the use of the term tolerance, we have chosen to use acceptance as an essential value of this toolkit. The value of acceptance used in this toolkit integrates tolerance as it is defined by UNESCO.

What is respect for diversity?

Diversity is a fact of life. It describes existing differences between individuals and between groups. Diversity is far from being unchanging. It contains elements that can change over a period of time: education, place of residence, income, civil status, parental status, religious beliefs, etc.

Respecting diversity requires recognition of the specificity of each person and group.

Worksheet 6: Analyzing Communication Tools

Use the following grid to record and analyze the different communication tools presented by participants.

Name of the activity: _

Aspect	Weak	Average	Strong	Comments
Objective Was the objective of the activity clear?				
Intended audience Were the right people targeted?				
Content Was the content (i.e., the human rights value) clearly identified?				
Techniques Were the techinques used appropriate and effective?				
Other:				

Activity 6 Applying Human Rights Values and Concepts

Objective

By the end of this activity, you should be able to:

• Propose human rights-based strategies and tools that can help address challenges arising in camp environments drawing on human rights concepts, values and principles.

Time

1 hr 30 min

Description

	Summary
	In the previous activities, you examined basic concepts of human rights and human rights values. In this activity, through a number of case studies, you will explore how these human rights concepts and values can be applied to address challenging situations arising in the camp environment.
	This activity is divided into three parts.
	In Part A , you will work in small groups to discuss the situation assigned to your group.
	In Part B , you will present the results of your group discussion to the larger group.
	In Part C , the facilitator will lead a large group discussion.
30 min	Part A Small Group Work Work in small groups to discuss the challenging situations (refer to Worksheet 7).
40 min	Part B Presentations Report the results of your group discussion to the larger group. The facilitator synthesizes and comments on the information presented by the different groups. The facilitator will build a list of strategies and tools that come from a rights perspective and draw upon human rights concepts and values.

20 minPart CGroup DiscussionThe facilitator leads a large group discussion on the presentations in
Part B.

End of Activity

Worksheet 7: Challenging Situations

Case Study 1: Mia Switches Teams

Your role

You are the director of a summer camp. You are responsible for overseeing daily activities and for supervising the whole camp staff, everyone from coordinators to counselors. You pay regular visits to the camp to make sure everything is running smoothly. You witness the following situation:

The scenario

Sarah is the counselor responsible for the 7-and-8-year-old campers. Today, she has organized an arts and crafts activity. She invites the children to create posters on what cultural diversity at day camp means to them.

After dividing the children into groups, Sarah hands out the materials. Mia, an 8-yearold girl, approaches Sarah just as the teams are getting to work.

Mia:	Sarah, could I please switch teams?
Sarah:	Why do you want to switch teams, Mia?
Mia:	I don't want to be on Mohammed's team.
Sarah:	Why not, Mia?
Mia:	My parents don't want me to play with him.
Sarah:	They don't? How come?
Mia:	People like him are dangerous. Some of them are even terrorists!
Sarah:	Listen, Mia, even though
Mia:	(Crying) Please, Sarah! I don't want my parents to get mad at me!
Sarah:	OK, OK. Please don't cry – I'll put you on a different team.

Sarah switches Mia to another team and puts another child in Mia's spot on Mohammed's team. Mia, having calmed down, tells her new team the whole story.

When you discuss the situation with one of the camp coordinators, you learn that this isn't the first time the situation has occurred.

Continued ►

Case Study 2: Everyone is Teasing Paul

Your role

You are in charge of training city camp staff.

The scenario

One morning, Hun Tse, who supervises the city's day camps, calls you to discuss current challenges in the day camps. He wants to know what you think should be done. To elaborate, he describes the following situation:

From the first day of camp, Hun Tse has noticed that a child named Paul, a newcomer to the community, is the target of teasing and is often rejected by the other children in his group. It's true that Paul can be rowdy and often disrupts camp activities. Until now, Hun Tse and the camp counselors have refrained from intervening in the situation. At lunchtime on the third day of camp, Hun Tse witnesses the following conflict in Paul's group:

Cynthia (12 yrs):	I think Paul's lame. He acts like a girl. He's probably gay.
Noah (10 yrs):	That's so true! He likes arts and crafts and he cries if you laugh at
	him. He's obviously a fag.
Cynthia:	Hey Paul, nice shirt
Paul (11 years old):	Really? You like it? My mother
Noah, laughing:	Hey, mama's boy, you're a real cutiehaha!
Paul:	Oh, you like laughing at me, don't you?
Cynthia:	If you're too lame to realise how ridiculous you look, then
	obviously it's our job to tell you.
Noah:	If you keep this up, we'll have to start calling you Paula
Paul:	You're an idiot!
Cynthia:	Paula! Paula!

Other children join Noah and Cynthia in laughing at Paul and calling out, "Paula! Paula!". Paul runs to the bathroom to hide. On his way there, he sees a younger child passing by and pushes him roughly. The child begins to cry.

Hun Tse notices that the camp counselors rushed in to calm the children down, but that's where their intervention stopped. The staff seem uneasy about the situation.

Continued ►

Worksheet continued

Case Study 3: Hands Full

Your role

You are in charge of training city camp staff.

The scenario

One morning, Sue Yue, who supervises the city's day camps, calls you to discuss current challenges in the day camps. She wants to know what you think should be done. To elaborate, she describes a conversation she overheard between two camp coordinators:

Harish: Fanny: Harish:	Day camp has been hell lately! The children have become so annoying! Tell me about it! And it just seems to get worse every year More and more children have behavioural problems. The counselors are so busy keeping the kids in line that it's impossible to run games for them.
Fanny:	At one of my camps, there are several hyperactive children. They usually take Ritalin, but over the summer their parents prefer to give them a break. At lunchtime, I have trouble getting them to sit still for ten minutes at a time. When two or three of them start yelling and running around, the entire group acts up!
Harish:	If only it were just the hyperactive kidsWe also have to try to integrate the newcomers who don't speak the language yet, kids with auditory or visual disabilities, kids in wheelchairs
Fanny:	Not to mention mentally handicapped children! Of course, some of them have integration workers, but still It's getting harder and harder to play the simplest games, like soccer and hide-and-seek!
Harish:	The camp counselors generally mean well, but they feel like they're lacking in resources. After all, they're not social workers or healthcare professionals.
Fanny: Harish:	I feel a bit overwhelmed tooWhat can we do to help them? Good question!

Sue Yue admits to you that she was surprised to hear those comments.

Continued ►

Case Study 4: Grégoire Has Trouble With "Those Children"

Your role

Since the beginning of the summer, you've been the director of a summer camp. Your camp has hired several counsellors under the supervision of Rashida, the camp's young coordinator. You witness the following situation:

The scenario

Rashida, the camp coordinator, speaks with Grégoire, the counsellor for the 8-and-9-year olds :

Rashida:	Grégoire, it seems to me that you've been having some difficulties with your group lately.
Grégoire:	Yeah, but it's not my fault: there are so many foreigners in my group. I have the entire gang from the West End neighbourhood!
Rashida:	It doesn't look like an easy group, I'll give you that.
Grégoire:	They're all from a poor area of the city and their parents don't look after them properly It's no wonder they act up in camp. In a few
	years the boys will all be in gangs and the girls will be prostitutes. I really don't see why I should go out of my way for them.
Rashida:	So what exactly are you planning to do with your group?
Grégoire:	What can I do? Nothing works with those kids, no matter how
0	hard I try. In their countries, everyone's violent! I have no choice
	but to let them fight it out. The main thing is to make sure they
	leave the others alone. And when they act up too much, all you can
	do is yell louder than they do or threaten to throw them out. That's
	what I've been doing.
Rashida:	I see your point. Anyway, it's obvious that those people don't pay much attention to their children and it's not our job to educate their kids for them! Just make sure they're not hitting the others. I
	don't want their parents coming to me about that.
	ter e mar alen parente coming to me about and

Continued ►

Worksheet continued

Case Study 5: A Colourful Dispute

Your role

Since the beginning of the summer, you've been the director of a summer camp. Your camp has hired several counsellors, including Ismaël. You witness the following situation:

The scenario

Anouchka (9 years old) and Simon (10 years old) are doing arts and crafts together. After several uneventful minutes of work, a conflict arises. Ismaël intervenes to try to resolve the conflict before it gets worse.

Anouchka: Simon: Anouchka:	Maybe we could paint our man purple Ew! I hate purple – it's girly. Besides, like I said, I get to decide. What do you mean, you get to decide? Anyway, purple's way nicer		
Anouenka.	than the brown you used.		
Simon:	But brown is less babyish. My father's always telling me that girls have no taste – and he's right!		
Anouchka:	<i>You're</i> the one with no taste, stupid.		
Simon:	Shut up, you cow! Girls aren't supposed to talk back to guys! If you don't stop it, I'll have to smack you		
Anouchka:	Idiot!		
inoucliku.	Anouchka deliberately spills the purple paint onto their art project.		
Simon:	If you're going to be like that, well then – you'll see what you get!		
	Simon dips his hand in the spilled paint and wipes it roughly on		
	Anouchka's shirt.		
Ismaël:	Whoa Calm down, kids! What's going on here?		
Anouchka:	This big jerk just got my shirt dirty!		
Simon:	This little idiot completely ruined our project!		
Ismaël:	Be respectful to each other, please.		
Anouchka:	I have to get <i>him</i> dirty. He has to suffer what I suffered – that's the rule!		
Simon:	Just try it!		
	Anouchka picks up the paint-covered project and		

Continued ►

Worksheet continued

Reflection Questions for Each Case Study:

Qı	lestion	Your group's answers
1.	What human rights issues can you identify in this situation?	
2.	What specific challenges are raised by this situation?	
3.	What knowledge, skills and attitudes do camp staff need to respond to similar situations? And to prevent those from occurring?	
4.	How could the Toolkit be used to respond to similar situations and to prevent those from occurring?	
5.	What other strategies and tools could be used?	

Module 4 Moving Toward Action

Activity		Time	
Activity 1	Developing an Action Plan: First Steps	1 hr	
Activity 2	The Montreal Example	45 min	
Activity 3	Site Visit: Seeing the Toolkit in Action	2 hrs 15 min	
Activity 4	More Games: Sharing Personal Experiences	2 hrs 20 min	
Activity 5	Developing an Action Plan	2 hrs	

Overview

This module creates opportunities for participants to reflect practically on how they will transfer knowledge and skills gained during the training and how they will implement the *Play It Right! Toolkit* in their work environment. Participants will also become familiar with the lessons learned from the Montréal pilot project. Planning and training tools will be shared. Participants will visit the YMCA in Pointe-St-Charles where groups have been using the *Play It Right! Toolkit*. They will have the opportunity to participate in games as well as to discuss the project with the YMCA staff. Finally, participants will develop an action plan and will present it, sharing ideas and lessons learned.

Activity 1 Developing an Action Plan: First Steps

Objectives

By the end of the activity, you should be able to:

- Identify elements that should be included in a training related to the *Play It Right! Toolkit*
- List key actions that can lead to a successful implementation of the Toolkit.

Time

1 hr

Description

Summary It is now time for you to begin to apply what you have been discussing and to reflect on your action plan. One of the first actions many of you will take will be to develop training. Here you will reflect on what should be the key elements of your training and also on other steps that will enable you to successfully implement the Toolkit.

This activity is divided into two parts.

In **Part A**, the facilitator will lead a group discussion on the use of the Toolkit.

In **Part B**, working in small groups, you can explore challenges related to the implementation of the Toolkit.

As you take the first steps in developing your plan, you will have the opportunity to think ahead to the training many of you will be putting together in the next few months. You will also take the time to reflect on some of the other challenges you may encounter in implementing the Toolkit.

20 min Part A Small Group Discussion

The facilitator explains two ways you can integrate the Toolkit and its educational approach into your existing programming. Consider the following questions in small groups:

• Are you going to integrate the training on the *Play It Right! Toolkit* into an existing training program?

• Are you going to design a separate training tool or workshop on the *Play It Right! Toolkit?*

The facilitator leads a discussion on the advantages of both of these approaches.

40 min Part B Large Group Discussion

Together with the facilitator, review the **Training Table of Contents** that you have been filling in as a group (**Worksheet 4**). Consider these questions :

- Why do you think we have chosen to work with this Table of Contents in our training?
- What do you think are the most important elements to be included in a training for camp/community leaders and coordinators?
- What skills and attitudes should be conveyed in the training?
- Considering the specific context in which you work, what should be the contents of an effective training session?
- What other challenges do you foresee as you implement the *Play It Right! Toolkit*?

Activity 2 The Montréal Example

Objective

By the end of the activity, you should be able to:

• Explain the main elements of the Montréal pilot project

Time

45 min

Description

	Summary
	In previous activities, you have looked at some of the challenges that have arisen in your camps and communities and how these could be addressed by drawing on human rights values and concepts. Now, you can learn from the experience of one community, Montréal. After the presentation, resource people will answer your questions about the implementation of the project.
	This activity is divided into two parts.
	In Part A , a resource person will present an overview of the Montréal experience using the <i>Play It Right! Toolkit</i> .
	In Part B , the resource person will lead a question and answer period.
25 min	Part A Presentation In the summer of 2006, Montréal implemented the use of the <i>Play It Right! Toolkit</i> in over 80 camps. A resource person will give an overview of the experience including the results achieved and the lessons learned. The resource person will also focus on how the project was implemented and will present some of the tools that were used.
20 min	Part B Large Group Discussion Participants are invited to ask questions to a resource person who was involved in implementing the Montreal pilot project.
	As you are soon going to be implementing projects in your own communities, take the opportunity to get the information you need.
	End of Activity

Activity 3 Site Visit: Seeing the Toolkit in Action

Objectives

By the end of the activity, you should be able to:

- Identify factors which foster the successful use of the *Play It* • Right! Toolkit
- Explain the role of the reflection component of the activities •

Time

2 hrs 15 min

Description

	Summary
	This activity gives you the opportunity to see the toolkit in action. The YMCA in the Pointe-St-Charles area of Montréal has introduced the Toolkit as a component of their after-school programming. After your observation, there will be time to discuss with the YMCA staff.
	This activity is divided into four parts.
	In Part A , a facilitator will introduce the activity, describing the context and logistics.
	In Part B , you will observe a group using activities from the toolkit.
	In Part C , the facilitator will lead a discussion involving resource people from the observation.
	In Part D , the YMCA staff will lead participants in an activity.
15 min	Part A Introduction You have been invited to the YMCA in Pointe-St-Charles for an observation. The staff began implementing activities from the <i>Play It</i> <i>Right! Toolkit</i> several months ago as part of their after-school program. A facilitator will give you an overview of the site visit, describing the context of the Pointe-St-Charles area of Montréal and giving you any other pertinent information before the visit.
1 hr	Part B Observation As you observe the session, you may want to consider the following questions:

• What is the purpose of the activity?	
--	--

- What factors contribute to the success of an activity?
- What is the role of the reflection?
- What do you think the children will take away from the experience?

30 min Part C Large Group Discussion

The facilitator will lead a discussion involving resource people from the YMCA. You can share your impressions of the observation and ask any questions you have regarding the impact of the Toolkit or its implementation.

The facilitator will ask the group to give their ideas related to factors that contribute the the success of an activity.

The facilitator will lead a discussion related to the role of the reflection component of the activities.

For some information related to reflections, you can to the "Practical Guide on Conducting Reflection Activities After a Game." This is found in the back of your User's Guide.

30 min Part D Activity

The staff of the YMCA lead participants through the "Quack like a duck" activity from the YMCA *Hands UP!* program.

Activity 4 More Games: Sharing Personal Experiences

Objective

By the end of the activity, you should be able to:

• Demonstrate and share some personal examples of games or activities with children

Time

2 hrs 20 min

Description

Summary This activity gives you the opportunity to share some of your "best practices" when it comes to games or activities with children in camps. This activity is divided into three parts. In **Part A**, you will prepare to share a game or activity with other participants. In **Part B**, participants will demonstrate their games/activities. In **Part C**, the facilitator leads a large group discussion on the activities. 30 min Part A **Preparing Games** Participants take the time to demonstrate and share any games or activities they may have for children in camps. 1 hr 30 min Part B Sharing Games Participants demonstrate their games for each other. 20 min Part C Large Group Discussion The facilitator leads a discussion on the games that were presented in Part B.

Activity 5 Developing an Action Plan

Objectives

By the end of the activity, you should be able to:

- Describe two different ways of integrating the *Play It Right! Toolkit* Training into your programming.
- Detail actions to be taken to implement the Toolkit.
- Present your model for an effective training plan.

Time

2 hrs

Description

	Summary
	This planning time has been reserved for you to develop an action plan. When you return home, you will no doubt have many responsibilities to juggle. Take the time now to reflect concretely on the steps ahead. This is the second activity related to planning. You may want to refer to some of the notes you took in Activity 1 of this module.
	This activity is divided into three parts.
	In Part A , you will complete your action plan.
	In Part B , participants will be invited to share their action plans with the group.
	In Part C , facilitator will lead a brief discussion about the action plans.
45 min	Part A Action Plans The facilitator explains the format of the action plan in Worksheet 8 . The facilitator then invites participants to complete Worksheet 8 . Even though this is an individual workplan, participants may work together to get ideas from each other.
1 hr	Part B Presentations The facilitator invites some participants to present their action plans to the larger group.

15 min Part C Large Group Discussion

The facilitator leads a discussion highlighting the differences and similarities in the different action plans. At this time, participants who did not get a chance to present will also be invited to add information and make links with the presentations.

Worksheet 8: A Model for Your Training Session

If you decide to develop a training plan, you can use this model as a guide.

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 1 Description of your TARGET AUDIENCE	 Who are the participants? What is their profile? (For example, age, gender, experience, knowledge prior to training, responsibilities, etc.) What is the day camp context in which the participants work? Is it multicultural? Bilingual? What is the socio-economic profile of the group? 	
Step 2 Determine NEEDS	 What is the participants' current level of knowledge on matters like non-discrimination or conflict management for example? What knowledge, attitudes, skills, do participants need to develop? 	

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 3 Set GOAL and OBJECTIVES	Which needs will the training address? Determine this based on your target group, the time you have and other logistical limitations.	
Step 4 Determine CONTENT	 What content will you include? See your worksheet. If you are integrating this training into an existing training program, where will it fit? In what module or section will it figure? 	

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 5 Determine TRAINING MATERIALS	 What existing materials can be used? What is available to you from your own organization, from Equitas, or from other sources? Do new materials need to be developed? 	
Step 6 Determine TIME FRAME	 What is the length of the training? How many hours of training is needed? Is the time frame realistic in relation to the amount of material you want to cover? 	

Main Steps	What questions do you need to answer?	Model for Your Training Session
Step 7 Design EVALUATION & FOLLOW-UP TOOLS	 What strategies will you use to ensure the implementation of the Toolkit? Will you do an evaluation? If so, what information do you 	
Determine Strategies for Transfer of Learning	want to obtain?	

Module 5 Next Steps and Workshop Evaluation

Activity		Time	
Activity 1	Next Steps	30 min	
Activity 2	Workshop Evaluation and Closing	1 hr	

Overview

In this module participants will discuss the next steps of the project and will have the opportunity to give their feedback on the training session through a final training session evaluation questionnaire.



Activity 1 Next Steps

Objective

By the end of this activity, you should be able to:

• Explain the next steps of the *Preventing Racism and Discrimination: Preparing Canadian Children for a Multicultural Society* project.

Time

30 min

Description

The facilitator leads a discussion on the next steps of the project.

Activity 2 Workshop Evaluation and Closing

Objectives

By the end of this activity, you should be able to:

- Situate your own learning with regard to the workshop
- Give examples of what you appreciated about the workshop
- Give examples of how the workshop could be improved

Time

1 hr

Description

The facilitator provides you with a general evaluation questionnaire.