

## *Play It Fair!*

### Basic One-Day Training

#### Workshop Manual



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## Introduction

This manual is for individuals such as summer and after school program coordinators, staff of municipalities and community organizations, or professional trainers – who wish to strengthen the capacity of staff working with children through the *Play It Fair!* program..

This workshop can fit within core training of staff, or can serve as a complementary training to equip staff with the tools needed to promote human rights and multiculturalism, to counter discrimination, and to prevent and resolve conflicts between children.



## Background

This training aims to develop the knowledge and skills of staff who work directly with children in day camps and the after school context so that they can promote inclusion, non-discrimination, multiculturalism, human rights, and peaceful conflict resolution in their programs for children and youth.

## Objectives

The objectives of the broader *Play it Fair!* Program are:

1. To sensitize municipalities and community-based organizations about the opportunities and importance of promoting multiculturalism, inclusion, non-discrimination, and human rights in their current programs for children.
2. To strengthen the capacity of municipalities and community-based organizations to deliver non-formal human rights education and multiculturalism programs aimed at children.
3. To raise awareness of discriminatory attitudes and behaviour among youth and children, to facilitate the integration of the underlying values of multiculturalism, non-discrimination, human rights and peaceful conflict resolution in their behaviour and attitudes and to prevent conflict over the long term.
4. To share lessons learned from the program with leaders of municipalities and community-based organizations across the country in order to facilitate the development of national, provincial and local strategies.

For more information about this program, please consult the Equitas website: [www.equitas.org](http://www.equitas.org).

## Workshop Objectives

By the end of the training, staff should:

- Have an increased understanding of the importance of promoting values such as inclusion, non-discrimination and respect for diversity with children, as well as a basic knowledge of children's human rights

- Be equipped to use the Toolkit games in their work with children
- Be better equipped to conduct group discussions with the children after the games
- Have developed a basic plan for integrating Toolkit activities in to their daily work

## About Equitas

Equitas is a Canadian non-profit organization that has been promoting equality, social justice and respect for human dignity for over 40 years. Equitas' Canadian Program focuses on knowledge-building, leadership training and participatory education projects for children and youth that promote inclusion, respect for diversity, peaceful conflict resolution and community engagement. Each year over 65,000 children participate in Equitas' *Play it Fair!* Program in over 10 communities across Canada. Equitas has more than 100 partners nationally who work together on *Play it Fair!*

The training manual was developed by the Equitas Team:

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This program and manual were developed with the financial support of *TD Bank Financial Group, Citizenship and Immigration Canada, Telus, the City of Montreal, the Ministère de l'Immigration et des communautés culturelles du Québec, the Foundation of Greater Montreal, the Vancouver Foundation and the MK Endowment for Social Justice.*

## Schedule



Time	Activity	Title
9:00 – 9:10		<b>Welcome</b> The facilitator presents the objectives, methodology, and the content of the workshop.
9:10 – 9:30	Activity 1	<b>Getting to Know Each Other</b> The participants and facilitators play a game from the Toolkit.
9:30 – 9:45	Activity 2	<b>Code of behaviour</b> The participants develop ground rules for working effectively as group.
9:45 – 10:10		<b>Game On!</b>
10:10 – 10:30	Activity 3	<b>Toolkit Values</b> The participants participate in an activity based on the values promoted by the Toolkit. The facilitator presents some of the results gathered from those who have used the Toolkit.
10:30 – 10:45	Break	
10:45 – 11:00		<b>Game On!</b>
11:00 – 11:30	Activity 4	<b>Getting to Know the Toolkit</b> The facilitator presents the Toolkit, the reference sheets, and the basic concepts.
11:30 – 12:30	Activity 5	<b>Introducing Children’s Rights</b> Participants learn about children’s rights
12:30 – 1:30	Lunch	
1:30 – 3:00	Activity 6	<b>Practising Toolkit Activities</b> Participants practise some activities.
3:00 – 3:15	Break	
3:15 – 3:45	Activity 7	<b>What Next?</b> Participants discuss how they will implement the PIF in their organizations (train colleagues on its use and plan for activities).
3:45 – 4:00		<b>Game On!</b>
4:00 – 4:15	Activity 8	<b>Evaluation</b> The participants complete the evaluation form.

# Activity 1 Getting to Know Each Other

## Objective

- To get to know each other better.

## Time

20 min

## Description

During this activity, participants will introduce themselves to the other members of the group.

**15 min**

### Part A Icebreaker

To allow participants to get to know each other, the facilitator leads one of the icebreaker activities from the Toolkit (see list below). During the activity, the participants introduce themselves by giving their name and giving a reason why they like working with children.

#### From the Toolkit: Icebreaker Games

05: Around the World with a Hula-hoop  
14: Look for Similarities, Discovering Differences  
18: All in Good Order  
54: The Curtain Comes Down  
62: What Are You Doing?

**5 min**

### Part B Group Discussion

The facilitator leads the group discussion after the game:

- What did you enjoy about the game? Was there anything you did not like about the game?
- Did you learn new things about members of the group?
- What are some examples of other activities you could lead with children to help them to get to know each other better?

**End of Activity ■**



## Activity 2 Code of Behaviour

### Objective

- To develop ground rules for working effectively as group.

### Time

15 min

### Description

During this activity, participants will develop ground rules for the workshop and they will talk about the importance of establishing a code of behaviour with children.

### 15 min Code of Behaviour

The facilitator invites participants to share their ideas for developing ground rules that will help create an effective group dynamic during the workshop. Participants can refer to their own techniques and experiences for establishing ground rules with children. See Reference 09 in the Toolkit, "*Establishing a Code of Behaviour*".

The facilitator leads a group discussion. Questions to consider:

- Why is there a need to set rules when working with groups with children?
- How do you go about establishing a code of behaviour with children?
- How do you involve children in the process of establishing a code of behaviour?
- Do you have any tips on how to help children respect the code of behaviour?

From the  
Toolkit

#### Highlights from Toolkit Reference 09: Establishing a Code of Behaviour

When working with groups, developing ground rules in a group helps to manage behavior problems, provides a sense of ownership, and fosters commitment to respecting them. Below are some tips from the Play It Fair! Toolkit. See Toolkit Reference 09 for more tips.

##### How to establish a code of behaviour with children

- Ask the children why a group should have a code of behavior
- Encourage the children to suggest guidelines that they feel are necessary

- Get agreement from all members of the group

**How to help children respect the code of behaviour**

- Remind the children of their commitments
- Involve the group in resolving issues
- Apply the guidelines and consequences fairly

# Game On!



## Objectives

- To generate participant interest in the *Play It Fair!* Toolkit.
- To introduce the participants to the content and layout of a game sheet from the Toolkit.

## Time

25 min

## Description

During this activity, the facilitator will lead the participants in one of his/her favourite activities and present the content and layout of the activity sheet from the Toolkit.

## **10 min Part A Leading a Favourite Activity**

The facilitator leads one of his/her favourite Toolkit activities:

- (S)he names the activity and specifies the age group targeted.
- (S)he leads the game and the group discussion.
- (S)he highlights the values the activity promotes.
- (S)he explains the purpose of leading this activity. (S)he gives a short summary of the “Purpose of the activity” section of the sheet).

After the activity, there is a brief discussion on changes the activities, the toolkit and the approach can bring about.

Questions to consider related to the changes possible and the Toolkit values:

- When you think about the Toolkit values (inclusion, cooperation, respect for diversity, etc.) why are these important? And what changes do you think the toolkit games and the approach can make in the long term for you, the children you work with, and your organization?
- Are the changes realistic and possible?
- What other things can you do in your work or are you already doing that can reinforce Toolkit values and activities and increase children’s participation?

**5 min**

**Part B Presentation of an Activity Sheet**

The facilitator presents the activity sheet corresponding to her/his favorite activity:


- (S)he hands out photocopies of the activity sheet and explains its structure using Layout of an Activity Sheet (**Tip Sheet 1**).
- (S)he explains that the game comes from the *Play It Fair!* Toolkit, and presents the Toolkit.

**End of Activity ■**

Play It Fair! Activity 01  
Cooperation

## Cooperative Musical Chairs

**Age:** 6-8 years old  
**Time:** 15 minutes  
**Location:** Indoors/Outdoors  
**Group Size:** 8-15  
**Activity Level:** Active  
**Materials:** 1 chair or piece of newspaper per child, music  
**Principal Value:** Cooperation  
**Other Value:** Inclusion



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### References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

### Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- How we can cooperate to include others
- How cooperation brings positive results

### Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

### Object of the Game

For as many children as possible to find a place to sit.

### How to Play

1. Place the chairs (or newspaper) in a circle. In the beginning, there should be 1 chair or place per child.
2. Play as you would normally play musical chairs: Play music and ask the children to skip around the chairs. Explain that they must find a chair to sit on when the music stops.
3. Before the second round, take away 1 of the chairs. This time when the music stops, the child who does not find a chair is eliminated. Repeat this 2 more times.
4. At the fourth round, ask the children who have been eliminated to return to the game. Challenge all the children to find a way to play so that no one is eliminated. Do not offer any solutions; let the children figure it out for themselves. They will quickly discover that they can share a chair by sitting on someone's lap or standing on the chair.

Activity Number

Principal value promoted by the game; values are identified by colour for quick reference in the index

Information summary box

Refers the user to the relevant resources provided in the Reference sheets

Presents the objective of the activity

Presents the link between the game, the values, and the human rights principles

Presents the instructions needed to carry out the game in easy-to-understand language

Layout of an Activity Sheet (continued)

Play It Fair!
Activity 01

5. Continue to take away a chair at each turn and to eliminate the children who do not find a seat. The game will become progressively more difficult as the number of chairs decreases.

6. Congratulate the children on their creativity when they succeed in staying in the game while including, rather than excluding, others.

7. The game ends when there is only 1 chair left. The winners are the children who have succeeded in staying in the game until the last chair.

### Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

**Feel**

- How did you like the game?
- Did someone try to make room for you in the game? How did that feel?

**Think**

- Have you ever played musical chairs? How is this game different?
- Did you try to help others during the game? What did you do?
- Who was the winner of this game?

**Act**

- What can you do to include others when you are playing?
- What are some other things we can do every day to include others?

Adapted from the Woodcraft Folk, [http://globalvillage2006.org/en/doing\\_something\\_about/co\\_operatives/co\\_operative\\_chairs](http://globalvillage2006.org/en/doing_something_about/co_operatives/co_operative_chairs), consulted on March 18, 2008.

You can download other games from the following website:

<http://www.equitas.org/toolkit/>

Includes questions to stimulate and guide reflection on the principal values

## Activity 3 Toolkit Values

### Objectives

- To become familiar with the values promoted in the Toolkit
- To reflect on the importance of these values in the context of your work with children.

### Time

20 min

### Description

This activity is divided into two parts:

In Part A, participants choose a value that is important to them and then share why they chose that value with the other participants.

In Part B, participants discuss the importance of promoting these values with children.

### 10 min **Part A Toolkit Values**

To introduce participants to the values promoted in the Toolkit, the facilitator presents the seven values (see **Tip Sheet 2**), written on large sheets of paper, placed around the room.

Participants go stand next to the value which, in their opinion, is the most significant in their work environment. They then have a discussion (see questions below) with the other participants standing next the same value and prepare to share the results of their discussion with the larger group. Participants are encouraged to present their discussion through a tableau, skit or a song.

- Why have they chosen that value?
- Why is it important to promote that value in their work with children?
- How is that value promoted in their programs?
- What are the challenges they face when they try to promote that value?

Each group will share the result of their discussion with the large group in the next part of the activity.

Each group can create a tableau (freeze frame), a skit or a song to represent their value which they will present, in the next part of the activity, to the larger group.

**10 min**

## **Part B Larger Group Discussion**

Each group makes their presentation to the larger group.

The facilitator then leads a discussion and presents some of the results gathered from those who have used the Toolkit.

- How are the values interrelated?
- Why is it important to promote that value in their work with children?
- What are the challenges they face when they try to promote that value?

**End of Activity ■**

### **As a trainer:**

How will you explain the Toolkit values to your colleagues? What is the best way: a presentation, discussion, have them try this activity, think of another activity...?

Are any of these values part of your organization's own values or mission statement?



Value	Meaning	Examples
<b>Cooperation</b>	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	Exchanging ideas and pooling our talents to accomplish a group task that is meaningful to all the members of the group.
<b>Respect</b>	Respect is recognizing that each person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned, it is the right for every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
<b>Fairness</b>	Fairness is according to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
<b>Inclusion</b>	Inclusion is recognizing that every person is a full member of society and of the group.	Exploring together ways to modify an activity so that everyone can participate (for example, children who are learning the language, who are shy or who are living with a disability).
<b>Respect for diversity</b>	Respect for diversity is recognizing and appreciating individual differences.	Valuing the many differences in the group so that each child can feel proud of who they are, their physical appearance, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.
<b>Responsibility</b>	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	Behaving in ways that contribute to the positive functioning of the group, for example, listening to and following instructions, picking up our things, and participating to the best of our abilities.
<b>Acceptance</b>	Acceptance is acting to ensure the full participation of everyone without exception.	Encouraging each child to express his/her ideas without fear of being judged or rejected because of their age, sex, culture, religion, sexual orientation, ability or any other characteristic.

# Game On!

## Objectives

- To generate participant interest in the *Play It Fair!* Toolkit.

## Time

15 min

## Description

During this activity, the facilitator will lead the participants in one of his/her favorite activities.

### **15 min      Part A      Leading a Favourite Activity**

The facilitator leads one of his/her favorite Toolkit activities:

- (S)he names the activity and specifies the age group targeted.
- (S)he leads the game and the group discussion.
- (S)he highlights the values the game promotes.
- (S)he explains the purpose of leading this activity. (S)he gives a short summary of the “Purpose of the game” section of the sheet).

After the activity, ask the following question on changes the activity could bring about.

- When you think about the values (inclusion, cooperation, respect, etc.) that appeared in the activity you just did, what changes do you think that activity could bring about in children, in you, and in your organization?

**End of Activity ■**

## Activity 4 Getting to Know the Toolkit

### Objective

To gain an overview of the Toolkit and to understand the educational approach.

### Time

30 min

### Description

This activity is divided into three parts.

In Part A, the *Play It Fair* DVD will be shown and participants get an overview of the Toolkit

In Part B, the facilitator will present the Toolkit's educational approach.

In Part C, there will be a Toolkit quiz.

#### 10 min

#### Part A The *Play It Fair!* Program and Toolkit

The facilitator provides background information about the *Play It Fair!* Program as follows:

1. The facilitator plays Part 1 (4 min) of the *Play it Fair!* DVD to provide a general overview of the program. Part 1 of the DVD is available on Equitas' website at <http://equitas.org>
2. In order to familiarize participants with the Toolkit content, the facilitator presents the following:
  - The overall content of the Toolkit (overview of the Toolkit; reference sheets; sample programs; indexes by age, value and issues; activities)
  - Reference sheets
  - Index of activities by age, value, and issues
  - Activities
  - Sample programs

#### 10 min

#### Part B Educational Approach

The facilitator presents the educational approach of the Toolkit stressing the importance of the group discussion (**Tip Sheet 3**). The facilitator then presents what the Toolkit is used for, stressing the importance of the Toolkit as a programming tool and a tool for prevention and intervention (**Tip Sheet 4**).

10 min

## Part C Ultimate Toolkit Quiz!

In order to familiarize participants with the contents of the Toolkit, the facilitator leads them through a quiz (See **Ultimate Toolkit Quiz provided in this manual**). The facilitator divides the group into teams and leads the quiz as a challenge. The first team to come with the right answer to a question gets one point. The guessing team needs to answer the question and provide the reference sheet from the Toolkit where the answer can be found.

End of Activity ■

### As a trainer:

Can you think of other ways to learn about the parts of the Toolkit? How would you train your staff on the information presented in the numerous reference sheets?

**Tip Sheet 4: Educational approach of the Toolkit**

**What is the educational approach of the Toolkit?**

It is an approach which helps develop in children an awareness of the values promoted in the Toolkit based on their own experiences and critical reflection.

The approach actively engages children in their own learning process and provides them with the opportunity to understand their rights and responsibilities as members of their communities.

**What is the goal of this approach?**

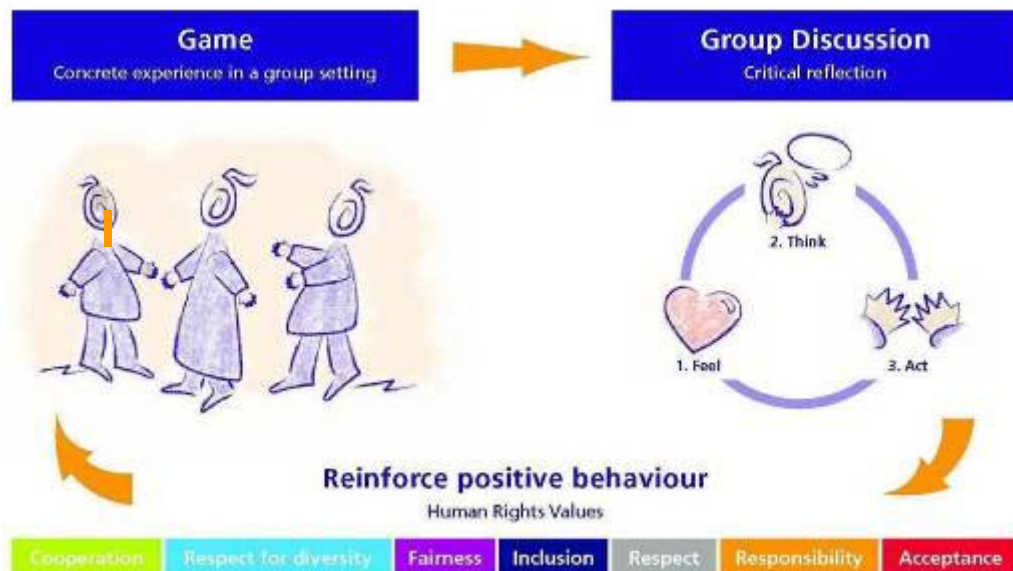
The goal is to bring about changes in attitudes and behaviors by encouraging children to incorporate human rights values into their lives and the way they treat those around them.

**How do the activities work?**

Games provide the children with the opportunity to live a concrete experience together in their group from which they can learn.

Each game is followed by a group discussion, which engages the children in a process of critical reflection.

Participating in a game (concrete experience) followed by a group discussion (critical reflection) helps to build in the children an awareness of human rights values and reinforces positive behaviors based on these values.



**What is the Toolkit Used For?**

The Toolkit was designed as a tool to help leaders/coordinators of programs with children in their work.

The Toolkit helps to promote human rights, non-discrimination and peaceful conflict resolution.

The Toolkit is simultaneously a programming tool, a prevention tool, and a tool for intervention, as illustrated below.

<p><b>A programming tool</b></p> <ul style="list-style-type: none"> <li>• To lead fun and dynamic games with children</li> <li>• To fill time slots in programs with children, or transition periods (downtime) between two activities</li> </ul>	<p><i>"We play that game often [Exclusion by Numbers, 07]. The children love it. Whenever we have 10 minutes to kill, we play that game. I ran that game twice this week."</i></p>
<p><b>A prevention tool</b></p> <ul style="list-style-type: none"> <li>• To prevent conflicts from occurring</li> <li>• To promote positive values, such as respect, inclusion, and cooperation</li> </ul>	<p><i>"I did the activity, 'Establishing rules of behaviour' with my group. 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 themselves...I asked them to sign the rules sheet, to show that they agreed...Now, they are responsible and I find that there is more team spirit."</i></p> <p><i>"They played 'Around the World with a Hula-hoop (05)' and the leader said, 'If no one cooperates, this will never work. To succeed in a game, you have to work as a team.' It helped us from that point on."</i></p>
<p><b>A tool for intervention</b></p> <ul style="list-style-type: none"> <li>• To peacefully resolve conflicts</li> <li>• To respond to incidents that take place in after school programs: racist insults, a child excluded, a fight, etc.</li> </ul>	<p><i>"My monitors led the Rock-Paper-Conflict (22) game several times because there were many conflicts occurring. It worked very well. I had to step in with Samuel because of a conflict that took place, and I asked him if he remembered what to do. He remembered the important points, and he put them into practice."</i></p> <p><i>"There was a youth who had a tendency to exclude others, particularly based on body type and skin colour. After the game [Inclusion...exclusion (20)], he understood that it's unpleasant to be excluded for reasons beyond one's control. He almost never does it anymore."</i></p>

## Ultimate Toolkit Quiz<sup>1</sup>

Please answer all of the questions and provide the reference sheet number where you found each answer.

**1. Why are Human Rights important?**

**Answer:** Human rights are important because they protect our right to live in dignity, which includes the right to life, freedom and security. (Reference Sheet 1)

**2. What are the guiding principles of the Convention on the Rights of the Child?**

**Answer:** a. Non-discrimination and equal opportunity. Article 2

- a. Best interest of the child. Article 3
  - b. Right to life, survival and development. Article 6
  - c. Participation. Article 12.
- (Reference Sheet 2)

**3. There are two rights that specifically address education, which are they and what do they say?**

**Answer: Article 28.** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. **Article 29.** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. (Reference Sheet 3)

**4. What is respect?**

**Answer:** Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances. (Reference Sheet 6)

**5. Please give three ways that the Toolkit values can be promoted?**

**Answer:**

- a. Add values to your objectives.
- b. Increase the visibility of the values.
- c. Establish a values-based code of behaviour together.
- d. Choose activities that focus on promoting a specific value.

(Reference Sheet 6)

**6. What makes a good code of behaviour?**

**Answer:**

- a. Develop the code by consensus
- b. Use positive language
- c. Speak using the first person (i.e. "I")
- d. Make the guidelines relevant and practical.
- e. Keep it simple and to the point.

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<sup>1</sup>This quiz was developed in 2010 by Angie (Mapara) Osachoff, *Play it Fair!* Project Coordinator in Vancouver.

(Reference Sheet 9)

**7. Please give three examples of games that promote peaceful conflict resolution?**

**Answer:** a. Memory picture

- a. Friendly crossing, safe passage
- b. Rock-paper-conflict
- c. The race against anger
- d. It Hot...It's Not...
- e. The bears and the bees
- f. The worst day of my life.

(Reference Sheet 10)

**8. What is the purpose of a group discussion?**

**Answer:** The group discussion encourages children to think about what happened during the game and to draw life lessons that they can then apply in other contexts. (Reference Sheet 14)

**9. When leading a group discussion, what can you do if some of the children are not fluent in the language being spoken?**

**Answer:**

- a. Translate for them if possible.
- b. Ask very basic questions that can be answered with gestures.
- c. Ask the children to draw or choose a picture that expresses how they feel.
- d. Try some of the variations provided in reference sheets 17, and 17A.

(Reference Sheet 16)

**10. Please list three ways that you can integrate the Toolkit on a regular basis?**

**Answer:**

- a. Set aside specific periods of time.
- b. Set a minimum number of activities.
- c. Set a long term goal.

(Reference Sheet 18)

**Extra questions:**

**11. What are the five steps to facilitating an activity?**

**Answer:**

- a. Get ready.
- b. Explain the activity.
- c. Facilitate the game.
- d. End the game.
- e. Facilitate the group discussion. (Reference Sheet 13)

**12. Name 2 group discussion variations for each age group.**

**Answer:** The Interview, The Memory Photo, Draw your face, The Call-in Show, etc. (Reference Sheets 17 and 17A)



## Activity 5 Introducing Children's Rights

### Objectives

- To gain an overview of children's rights

### Time

1 hr

### Description

This activity is divided into three parts.

In Part A, participants will play a Toolkit game.

In Part B, participants will reflect on children's rights from a personal perspective.

In Part C, participants will learn about children's rights and the *Convention on the Rights of the Child* by asking each other questions.

#### 15 min Part A Introducing Children's Rights

- 1) As a way to introduce children's rights, the facilitator leads the following Toolkit activity: 45 – Draw it Right.
- 2) After the game, the facilitator leads a discussion. Questions to consider:
  - Why are children's rights important in everyday life? In your work?
  - Are some rights more important than others, depending on the context? Why?
  - How can we promote children's rights in our work?

#### 20 min Part B Individual and Group Reflection

- 1) The facilitator leads the participants through an exercise that enables them to share some of their experiences about respect for children's rights from a personal perspective. Participants take a few minutes to reflect on one instance in their lives as children when they felt their rights **were** or **were not** respected.
- 2) The facilitator briefly presents the core principles of the *Convention on the Rights of the Child* and writes them on a flip chart.
- 3) Then, participants who want to share their experience may do so with the larger group.

Questions to consider:

- How are these personal stories linked to the core principles of the CRC, namely non-discrimination, best interests of the child, right to life, and participation?
- Which rights are at issue in the stories shared? Are these the same rights that you are addressing in your work today?



From the  
Toolkit

### Highlights from Toolkit Reference 02: Children's Rights

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be realized. These principles must be respected in order for children to enjoy their rights.

**1. Non-discrimination and equal opportunity**  
(Article 2)

All children have the same rights. The Convention applies to all children, whatever their ethnic origin, religion, language, culture, or sex. It does not matter where they come from or where they live, what their parents do, whether they have a disability, or whether they are rich or poor. All children must have the same opportunity to reach their full potential.

**2. Best interests of the child** (Article 3)

The best interests of the child must be the primary consideration when making decisions that may affect children. When adults make decisions, they should think about how their decisions will affect the children.

**3. Right to life, survival and development** (Article 6)

Children have the right to life. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

**4. Participation** (Article 12)

Children have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, the child's age, level of maturity, and best interests should always be kept in mind when considering the ideas and opinions of children.

Adapted from Information on Guiding Principles:  
[http://www.unicef.org/crc/index\\_30177.html](http://www.unicef.org/crc/index_30177.html)

25 min

**Part C Learning from each other about children's rights and the *Convention on the Rights of a Child***

- 1) The facilitator copies and cuts the attached questions (see **Questions on Children's Rights and the *Convention on the Rights of the Child***).
- 2) The facilitator hands out a card to each participant and asks them to read their cards without showing them to anyone else.
- 3) Participants pair up into teams of 2.
- 4) Each participant asks his/her question to the other person who tries to guess the answer. He/She then reads the answer written on the card. Both participants can discuss the suggested answer and add additional elements.
- 5) When they are done, participants pair up with someone else and repeat the same process.
- 6) The activity ends when participants have answered 10 questions and have asked their question to 10 different people.
- 7) Participants return into a circle and everyone reads his/her question and the answer to the group. The facilitator and the participants can add personal experiences or additional information.

End of Activity ■

## Questions on Children's Rights from the *Convention on the Rights of a Child*

<p>1. What is the <i>Convention on the Rights of the Child</i>?</p>	<p><b>Answer:</b> The <i>Convention on the Rights of the Child</i> is an international treaty that recognizes, through its 54 articles, the civil, political, economic, social and cultural rights of children.</p>
<p>2. In what year was the <i>Convention on the Rights of the Child</i> adopted by the United Nations?</p> <p>a) In 1989 b) In 1975 c) In 2000</p>	<p><b>Answer:</b> The <i>Convention on the Rights of the Child</i> was adopted by the United Nations on November 20, 1989. Did you know that Canada designated November 20<sup>th</sup> as National Child Day to commemorate the day the Convention was adopted?</p>
<p>3. True or False? In the <i>Convention on the Rights of the Child</i>, a child is defined as a person younger than 16 years old.</p>	<p><b>Answer:</b> False. In the <i>Convention on the Rights of the Child</i>, a child is defined as a person younger than 18 years old unless the laws in a particular country set the age of majority at a younger age.</p>
<p>4. What is the purpose of having children's rights?</p>	<p><b>Answer:</b> Children's rights aim to ensure that each child has the opportunity to reach their full potential.. Children's rights are a tool to protect children from violence and abuse. Children's rights foster mutual respect among people and promote children's participation.</p>
<p>5. True or False? Canada ratified the <i>Convention on the Rights of the Child</i>.</p>	<p><b>Answer:</b> True. In December 1991, Canada ratified the Convention and thus committed itself to this international law to respect, protect, promote and fulfil the rights of children in Canada.</p>
<p>6. True or False? By ratifying the <i>Convention on the Rights of the Child</i>, an international treaty, Canada has to respect children's rights at the national level.</p>	<p><b>Answer:</b> True. The Convention requires a government to respect and uphold children's rights, particularly through the laws it develops at the national level. Let's remember that, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to children themselves.</p>
<p>7. True or False? Every country in the world has ratified the <i>Convention on the Rights of the Child</i>?</p>	<p><b>Answer:</b> False. Even though the <i>Convention on the Rights of the Child</i> has been ratified by more countries than any other international treaty, two countries in the world did not ratify it: Somalia and the United States.. Somalia does not have a recognized government and cannot therefore ratify the Convention. The United States of America have announced their intention to ratify it.</p>
<p>8. Can you name one of the guiding principles</p>	<p><b>Answer:</b> There are four guiding principles that represent the underlying requirements for any and all</p>

<p>of the <i>Convention on the Rights of the Child</i>?</p>	<p>rights of the Convention to be realized.</p> <ul style="list-style-type: none"> <li>A) Non-discrimination and equal opportunity</li> <li>B) Best interests of the child</li> <li>C) Right to life, survival and development</li> <li>D) Participation</li> </ul> <p>For more information on the principles, read Reference 02 in the <i>Play it Fair</i> Toolkit.</p>
<p>9. Can you name 10 children's rights?</p>	<p><b>Answer:</b> There are 54 articles in the <i>Convention on the Rights of the Child</i>, that protect rights including: Right to life; Right to express yourself; Right to education; Right to practise a religion; Right to healthcare; Right to food; Right to play or rest; Right to be protected from sexual abuse; Right to legal aid; Right to privacy; Right to equality; Right to information; Right to choose my friends; Right to be protected from abuse; Right to a name; Right to live with your parents; Right to a clean environment; Right of children with disabilities to lead a life with dignity and respect for their autonomy.</p> <p>For the complete list of rights, look at the <i>Convention on the Rights of the Child</i> in a Child Friendly Language in reference 03 of the <i>Play it Fair</i> Toolkit.</p>
<p>10. What do you think of this statement: 'Children have the right to express themselves and to be heard'?</p>	<p><b>Answer:</b> Personal answer</p> <p>This is part of the <i>Convention on the Rights of the Child</i>, article 12. Participation of children is one of the guiding principles of the Convention. Children must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. The child's age, level of maturity and best interest should always be kept in mind when considering the ideas and opinions of children and making decisions about them.</p>
<p>11. What do you think of this statement: 'All children have the same rights'?</p>	<p><b>Answer:</b> Personal answer</p> <p>This is part of the <i>Convention on the Rights of the Child</i>, article 2. Non-discrimination and equal opportunity is one of the guiding principles of the Convention. The Convention applies to all children, whatever their ethnic origin, religion, language, culture or sex. It does not matter where they come from or where they live, what their parents do, whether they have a disability, or whether they are rich or poor. All children must have the same opportunity to reach their full potential.</p>

<p>12. What do you think of this statement: 'When adults make decisions about children, they should think about how their decisions will affect the children'?</p>	<p><b>Answer:</b> Personal answer This is part of the <i>Convention on the Rights of the Child</i>, in article 3. The best interests of the child is one of the guiding principles of the Convention. The best interests of the child must be the primary consideration when making decisions that may affect children.</p>
<p>13. What do you think of this statement: 'Children have the right to life, survival and development'?</p>	<p><b>Answer:</b> Personal answer This is part of the <i>Convention on the Rights of the Child</i>, article 6. Right to life, survival and development is one of the guiding principles of the Convention. Children must receive the care necessary to ensure their physical, mental and emotional health as well as their intellectual, social and cultural development.</p>
<p>14. Why is important to ensure that children understand that they have rights and responsibilities?</p>	<p><b>Answer:</b> Personal answer Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognize that every person has the same rights, and then adopts attitudes and behaviours of respect, inclusion and acceptance.</p>
<p>15. What kind of activities could you do to promote children's rights in your organization or in your community?</p>	<p><b>Answer:</b> Personal answer <b>Suggestions :</b></p> <ul style="list-style-type: none"> <li>• Talk about children's rights and decorate your space with examples. A children's rights coloring book can be found on the <i>Canadian Coalition for the Rights of Children</i> website: <a href="http://rightsofchildren.ca/wp-content/uploads/color-it-rights-coloring-book-on-childrens-rights.pdf">http://rightsofchildren.ca/wp-content/uploads/color-it-rights-coloring-book-on-childrens-rights.pdf</a></li> <li>• Create a children's rights banner or collective artwork</li> <li>• Choose one <i>Play it Fair!</i> value to promote each week in your organization and play games from the Toolkit</li> <li>• Organize a <i>Play it Fair!</i> Day – look at the <i>Play it Fair!</i> Day Project in the Toolkit.</li> </ul>

## Activity 6 Practising Toolkit Activities

### Objectives

To practice facilitating Toolkit activities and leading group discussions.

### Time

1 hr 30 min

### Description

#### 15 min Part A Group Work

The facilitator divides participants into small groups. Each group organizes a Toolkit activity, which they will then lead with the other participants.

#### 1 hr Part B Game Time!

The group leads its Toolkit activities:

- The group names the activity and specifies the age group targeted.
- The group leads the game and the group discussion.
- The highlights the values the activity promotes.
- The explains the purpose of leading this activity. (S)he gives a short summary of the “Purpose of the activity” section of the sheet).

After the activity, ask the following question on changes the activity could bring about.

- When you think about the values (inclusion, cooperation, respect, etc.) that appeared in the activity you just did, what changes do you think that activity could bring about in children, in you, and in your organization?

**End of Activity** ■

#### **As a trainer:**

How do you teach staff who will be facilitating the activities to lead the group discussion effectively and with confidence?

## Activity 7 What Next?

### Objectives

- To identify where toolkit activities can fit within participants programs.
- To explore various concrete strategies for integrating the Toolkit into the organizational activities with children.

### Time

30 min

### Description

#### 10 min Part A Setting Objectives

The facilitator discusses possible objectives that an organization could set for using the Toolkit.

The facilitator also presents Reference 18 in the Toolkit, “Integrating Toolkit Activities into a Program” and 19, “Team Planning and Follow-up” with some ideas that can help the organization to meet its objectives.

(S)he invites the participants to identify different actions that can be used to meet these objectives. Some examples are listed below (also refer to tips on using the Toolkit successfully in **Tip Sheet 6**). (S)he also presents **10 Ways to Implement *Play it Fair!* in your Organization (Tip Sheet 7)**.

Sample Objectives for Toolkit Use	Sample Actions to Meet the Objectives
Train colleagues on the use of the Toolkit.	Include 10 minutes during each staff meeting to talk about the Toolkit, its approach, and perhaps try out some games with colleagues.
All the leaders lead 3 Toolkit games per week.	Every Friday, all the leaders choose 3 games and mark them on their schedules for the coming week.
2 hours per week are dedicated to playing Toolkit games.	From 4pm – 5pm every Tuesday and Thursday, the children participate in Toolkit games. Every Monday, the leaders prepare some games to fill these time slots.
Some Toolkit games are used to fill transition periods (downtime).	Each leader selects between 5 and 10 15-minute games and integrates them, as needed, into their daily programming.



**15 min**

**Part C Develop Concrete Actions**

The participants will divide into small groups to write down five concrete actions they can take to facilitate the implementation of the Toolkit at their organization. To do so, they will use the “Five Actions at My Fingertips” (**Tip Sheet 8**). At the end, they will present their actions to the group.

**End of Activity ■**

**Tip Sheet 6: Five Tips for Successful Use of the Toolkit**

**Tip 1 Write down in your weekly planner the games you would like to lead**

*"The leaders had to include games in their weekly planning, and adapt them to the week's themes."*

- Examples of weekly programming are included in the Toolkit.



**Tip 2 Discuss the Toolkit at your team meetings**

*"Personally, I was motivated to use the Toolkit by a leader who told me, 'Try this game, it'll work great with your group!'"*

- Suggest that one person per week present a Toolkit game.
- Discuss the games you played, particularly what worked and what didn't work.
- Ask the others about the games they tried.



Experimenting with Toolkit activities as a team is a good way to become familiar with the Toolkit.

**Tip 3 Ask an after school program coordinator or another leader to lead a new game with you**

*"I told the leaders: if you'd like me to come help you, just let me know and I will."*

*"The first time, the coordinator led the game, and she asked the leaders to play the game with the children."*



It's twice as easy in pairs!

#### Tip 4 Try a new game each week

*"He led The Noisiest Game in the World (21). It worked very well! The kids were very calm after that. They started listening better. Thanks to the game, they understand the concept of listening."*

*"After Exclusion by Numbers (07), the kids were much nicer when it came to forming teams. There have been fewer quarrels."*

*"I had a fairly lively group that fought and quarreled. I decided to try Rock-Paper-Conflict (22). It worked. I used it all summer long."*



Why not put up a Game of the Week on the notice board each week?

#### Tip 5 Repeat the children's favourite games

*"We played Cooperative Musical Chairs (01) very often. The children reported that they were all friends during that game. That was our top game this summer, and that's including all of our games!"*

*"I did Rock-Paper-Conflict (22) because it's a popular game here."*

*"The children ask to play the games again!"*

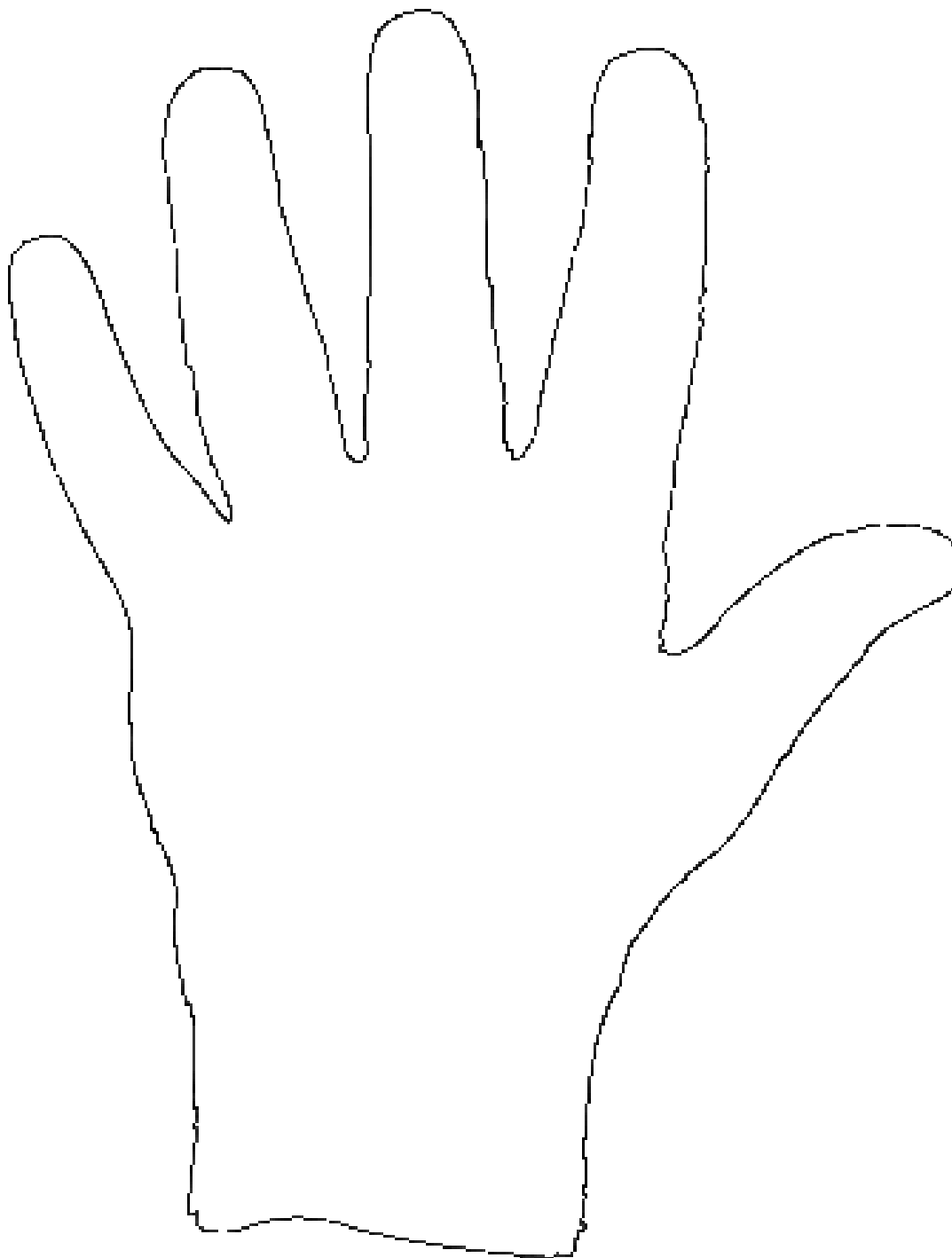


Tip Sheet 7: 10 Ways to Implement *Play it Fair!* in your Organization

1. Choose one *Play it Fair!* value to promote each week
2. Create a *Play it Fair!* banner or collective artwork at the beginning of each week
3. Talk about children's rights and decorate your space with examples. A children's rights coloring book can be found on the *Canadian Coalition for the Rights of Children* website: <http://rightsofchildren.ca/wp-content/uploads/color-it-rights-coloring-book-on-childrens-rights.pdf>
4. Create a sticky wall where children can use post it notes to express their comments about *Play it Fair!*
5. Make a *Play it Fair!* Toolkit with the supplies for all your favorite games
6. Create a *Play it Fair!* calendar which shows the days you will try out new games
7. Talk about *Play it Fair!* during the hiring process and during orientation
8. Keep a journal of how you are using *Play it Fair!* – what's hot, what's not
9. Get parents involved by giving out a description of *Play it Fair!*
10. Participate in the *Play it Fair!* Day and don't forget to take pictures, invite the media, and have the community join in!

## Tip Sheet 8: Five Actions at My Fingertips!

Identify **5 actions** that **you** will take to promote the use of the Toolkit:



## Game On!



### Objectives

- To encourage the participants' interest in the *Play It Fair!* Toolkit.

### Time

15 min

### Description

During this activity, the facilitator will lead the participants in one of his/her favourite activities.

**15 min**

### **Part A Leading a Favourite Activity**

The facilitator leads one of his/her favourite Toolkit activities:

- (S)he names the activity and specifies the age group targeted.
- (S)he leads the game and the group discussion.
- (S)he highlights the values the activity promotes.
- (S)he explains the purpose of leading this activity. (S)he gives a short summary of the “Purpose of the activity” section of the sheet).

After the activity, ask the following question on changes the activity could bring about.

- When you think about the values (inclusion, cooperation, respect, etc.) that appeared in the activity you just did, what changes do you think that activity could bring about in children, in you, and in your organization?

**End of Activity ■**

# Evaluation

## Objective

To evaluate the workshop.

## Time

5 min

## Description

The facilitator hands out copies of the evaluation questionnaire and invites the participants to fill them out.

End of Activity ■

## Evaluation

Workshop Objectives	Strongly disagree	Disagree	Agree	Strongly agree
a) Through this workshop, I better understand the importance of promoting values such as collaboration and respect with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I have sufficiently experienced some games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel well equipped to use the Toolkit games in my work with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel well equipped to conduct group discussions with the children after the games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) What I learned will be useful in addressing the challenges that I face in my work in the camp (e.g. bullying, exclusion, conflicts, racism...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The aspect that I found the <b>most useful</b> during this workshop was:				
g) The aspect that I found the <b>least useful</b> during this workshop was:				
h) Do you feel ready to use the Toolkit? Yes <input type="checkbox"/> No <input type="checkbox"/>				
If no, what more do you feel you need?				



i) Have your ideas or perceptions changed following the activities and discussions held during this workshop? Yes  No

Please, explain your response :

j) My suggestions for improving this orientation workshop are:

k) General comments :

Thank you!