

## *Play It Fair!*

### Basic 3 hour Training

#### Workshop Manual



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## Introduction

This manual is aimed at staff- including day camp coordinators, staff at community organisations, or professional trainers – who wish to strengthen the capacity of camp staff working with children leaders to use the Play it fair! Toolkit.

This workshop can fit both within the framework of staffs' core training as well as serve as complementary training to equip staff with the tools needed to promote human rights and multiculturalism, to fight discrimination, and to prevent and resolve conflicts. This workshop is aimed at those who work directly with children.

## Background

This manual is part of the program *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society*.

Equitas is working with municipal governments and community-based organizations in Canada to develop sustainable strategies to promote inclusion, human rights, anti-discrimination, multiculturalism, and peaceful conflict resolution in existing education programs for children. This goal will be achieved by integrating non-formal human rights education and multicultural training into selected endeavours focusing on children, such as summer camps.

The objectives of the program are:

1. To sensitize municipal governments 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 municipal agencies and community-based organizations in selected communities across the country 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 develop comprehensive strategies to integrate themes of inclusion, non-discrimination, multiculturalism, conflict resolution, and human rights into the non-formal education programs of selected communities.
5. 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 project, please consult the Equitas website:  
[www.equitas.org/english/programs/canada.php](http://www.equitas.org/english/programs/canada.php)

## Workshop Objectives

To strengthen the capacity of front-line employees (i.e. staff working directly with children) to promote human rights and interculturalism, to fight discrimination, and to prevent and resolve conflicts through the use of the *Play it fair!* Toolkit.

By the end of the training, staff should:

- Have an increased understanding of the importance of promoting values such as collaboration and respect with children
- 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

## Funders

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.*

## Workshop Schedule

Activity	Time	Title
	5 min	<b>Welcome</b> The facilitator presents the objectives, methodology, and the content of the workshop.
<b>Activity 1</b>	15 min	<b>Getting to know each other</b> The participants and facilitators play a game from the Toolkit to get to know each other.
<i>Optional Activity</i>	15 min	<i>My Top Choice</i> <i>The facilitator leads his/her favourite Toolkit game, and presents the game sheet.</i>
<b>Activity 2</b>	20 min	<b>Values of the Toolkit</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 used the Toolkit in the prior year.
<b>Activity 3</b>	20 min	<b>Educational approach of the Toolkit:</b> After a short activity, participants will briefly explore the purpose of group discussion and the educational approach of the Toolkit.
<b>Activity 4</b>	10 min	<b>Presentation of the Toolkit</b> The facilitator presents the Toolkit, the reference sheets, and the basic concepts.
<i>Optional Activity</i>	45 min	<i>Games led by the Facilitator</i> <i>The facilitator leads 2 or 3 Toolkit games. Within the framework of the discussion that follow, (s)he emphasizes the values that the games promote.</i>
<b>Break</b>	10 min	
<b>Activity 5</b>	75 min	<b>Games led by the Participants</b> In teams, the participants prepare some games.
<b>Activity 6</b>	20 min	<b>Using the Toolkit in a Camp Setting</b> The facilitator presents the objectives set for the use of the Toolkit, and leads a discussion on ways to meet these objectives.
<b>Evaluation</b>	5 min	<b>Evaluation</b> The facilitator leads an evaluation of the workshop

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**3 h** (4h including the optional activities)

## Activity 1 Getting to know the participants

### Objectives

To get to know the participants and try out one of the activities from *Play it Fair!*

### Time

15 min

### Description


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

10 min

#### **Part A Ice Breaker**

To allow participants to get to know each other, the facilitator will lead one of the icebreaker activities from the Toolkit (see list below). During the activity, the participants will 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 games?
- Did you learn new things about members of the group?



- What are some examples of other activities you could lead with children in order for them to get to know each other?

**End of Session ■**

## Optional Activity My Top Choice

### Objectives

To stimulate the participants' interest in the Play it fair! Toolkit.

To introduce the participants to the content and layout of a game sheet from the Toolkit.

### Time

15 min

### Description

During this optional activity, the facilitator will lead the participants in their favourite game and present the content and layout of the game sheet from the Toolkit

10 min

#### **Part A Leading the *My Top Choice* game**

The facilitator leads his/her favourite Toolkit game. (S)he proceeds as follows:

- (S)he names the game and specifies the age group targeted.
- (S)he leads the game and the Group discussion.
- (S)he highlights the values that this game promotes.
- (S)he explains the purpose of leading this game in a camp setting. ((S)he gives a short summary of the "Purpose of the game" section of the sheet).

5 min

#### **Part B Presentation of a Game Sheet**

The facilitator presents the game sheet corresponding to her/his Top Choice:

- (S)he hands out photocopies of the game sheet and explains its structure using Layout of a Game Sheet (p. 8 and 9 of this manual).
- (S)he explains that the game is drawn from the Play it fair! Toolkit, and presents the Toolkit.

## Some Examples of *My Top Choice* games

Games	Values and Purpose of the game
01- <i>Cooperative</i> musical chairs (6-8 years old)	<ul style="list-style-type: none"> <li>• Cooperation, inclusion</li> <li>• “To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins.”</li> </ul>
07- <i>Exclusion by numbers</i> (6-8 years old)	<ul style="list-style-type: none"> <li>• Inclusion, respect, acceptance.</li> <li>• “To sensitize children to the difficulties that people regularly excluded by others face, and fosters attitudes and behaviours that reflect inclusive practices.”</li> </ul>
23- <i>Tra-la-la... silence</i> (9-10 years old)	<ul style="list-style-type: none"> <li>• Inclusion, acceptance.</li> <li>• “To sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.”</li> </ul>
45- <i>Draw it right</i> (11-12 years old)	<ul style="list-style-type: none"> <li>• Responsibility, cooperation, fairness</li> <li>• “To help children know their rights”. “Reinforces the idea that rights and responsibilities go hand in hand, and can only be fulfilled in a context of respect and cooperation.”</li> </ul>

# Layout of a Game Sheet (1)

**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**

**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

**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.

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.

Includes questions to stimulate and guide reflection on the principal values



You can download other games from the following website:

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

## Activity 2 Values promoted by the Toolkit

### Objectives

To become familiar with the values promoted by the Toolkit  
To reflect on the importance of these values in the context of a day camp

### Time

20 min

### Description

This activity is divided into two parts:

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

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

10 min

#### Part A Toolkit Values

As a way to introduce participants to the values promoted in the Toolkit, the facilitator will conduct one of two activities below: The 7 Corners and Freeze Frames.

From the  
Toolkit

#### Values Promoted in the Toolkit

- **Cooperation** is working together to achieve a common goal.
- **Respect** is recognizing that every person is important and must be treated with dignity.
- **Fairness** is affording to every person the same importance, the same rights, and the same opportunities.
- **Inclusion** is recognizing that every person is a full member of a group.
- **Respect for diversity** is recognizing and appreciating individual differences.
- **Responsibility** is thinking before we act and being ready to accept the consequences of our actions (or inaction).

- **Acceptance** is acting to ensure the full participation of everyone without exception. This value integrates the notion of tolerance as defined by UNESCO in its Declaration of Principles on Tolerance.

### The 7 Corners

The facilitator presents the seven values promoted in the Toolkit (see list below), already written on large sheets of paper, and places them around the room. See Toolkit, Reference 06: The Toolkit Values (screen capture provided below).

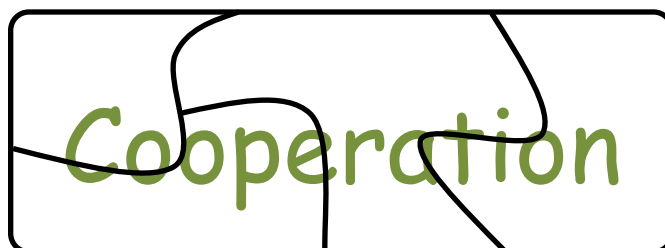
Participants go stand next to the value which, in their opinion, is the most significant in their work environment. They then have a discussion (see questions below) with the participants standing next the same value and prepare to share the result of their discussion with the large group. Participants 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.

### Freeze Frames

The facilitator writes each of the seven values promoted in the Toolkit on a separate index card; he/she then cuts them into three or four pieces (depending on the number of participants) and distributes one piece to each participant (see example below).



Participants must find the other participants who have pieces of the index card belonging to the same value. Once all the pieces of each value have been gathered, participants discuss the following in their small groups and prepare to share the result of their discussion with the large group:

- What does that value mean to them?
- 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 creates 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 large group who will have to guess the values being represented.

**10 min**

### **Part B Discussion in a large group**

Each group makes their presentation to the large group.

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

- 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?

The facilitator also presents some results obtained by participants who have implemented the toolkit in their programs (see *Did You Know?* on p. 14 of this manual).

**End of Activity ■**



## Reference Sheet 06: The Toolkit Values

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.

## Did you know? Facts about the Play it Fair!

83% of coordinators and leaders found the *Toolkit* **easy to use**

*“Everything is clear. The colour coding system and the separation by values were very useful.”*

*“The Toolkit is brilliant! These are subjects that are difficult to discuss, to convey as a message. It’s an excellent idea to do it through play.”*



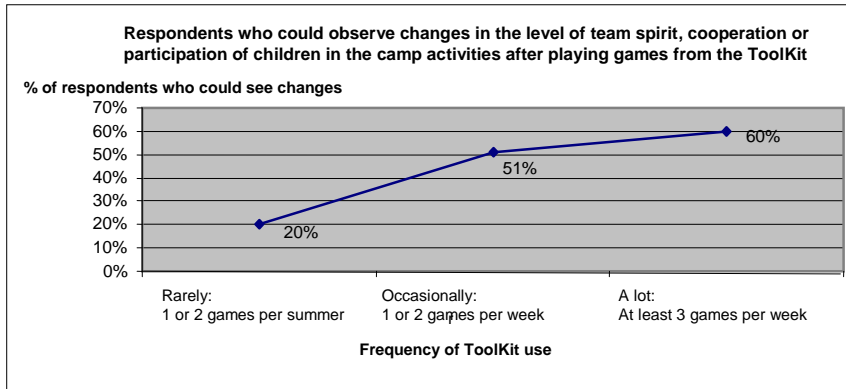
70 % of camp coordinators and leaders confirm that the *Toolkit* **helped them in their work with children**



*“There was less conflict and more respect. The children needed less assistance in resolving their conflicts; they remembered the games and used the solutions.”*

*“The game “Exclusion by number”(07) really helped my group. After the game, I didn’t have any further problems in dividing my group into teams, the children included each other... The children realized how it felt to be excluded.”*

Regularly playing Toolkit games (3 per week) promotes cooperation and encourages the children to adopt a positive attitude.



*“It had an impact. I take better care of others and they take better care of me.”*

*“Name-calling decreased.”*

## Activity 3 Educational approach of the Toolkit

### Objectives

To gain an overview of the educational approach of the Toolkit and the importance of Group discussion

### Time

20 min

### Description

This activity is divided into two parts:

In **Part A**, the facilitator leads an activity from the Toolkit to illustrate its educational approach and the importance of group discussion

In **Part B**, the facilitator will present the reference sheet 07: educational approach of the Toolkit.

10 min

#### **Part A Game from Play It Fair! Toolkit**

The facilitator leads an activity from the Toolkit to illustrate its educational approach.

#### **Suggested Toolkit Games**

01: Cooperative Musical Chairs  
02: Crocodile  
07: Exclusion by numbers  
24: Inclusion...Exclusion...  
25: The Nosiest Game in the World

Process for leading the game:


1. Give the name of the game and specify the age group targeted
2. Perform the activities described in the game
3. Lead a group discussion, going through the different types of questions (Feel - Think - Act).

10 min

#### **Part B Educational Approach of the Toolkit**

The facilitator presents the educational approach of the Toolkit which focuses on group discussions as a learning method. *See below and/or see Toolkit, Reference 07: Educational Approach.*

Topics to be discussed include games and concrete experiences, group discussions, and reinforcement of positive values.



From the  
Toolkit

### Main Points of Reference 07: Educational Approach

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

Develop in children an awareness of the values promoted in the Toolkit based on their own experiences and critical reflection.

Actively engage children in their own learning process by providing them with the opportunity to discover for themselves the importance of human rights.

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

Bring about changes in attitudes and behaviours by encouraging children to incorporate human rights values into their lives.

#### **How do the activities work?**

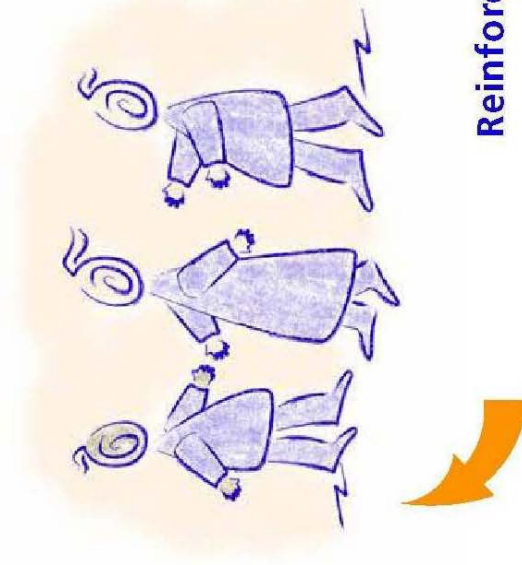
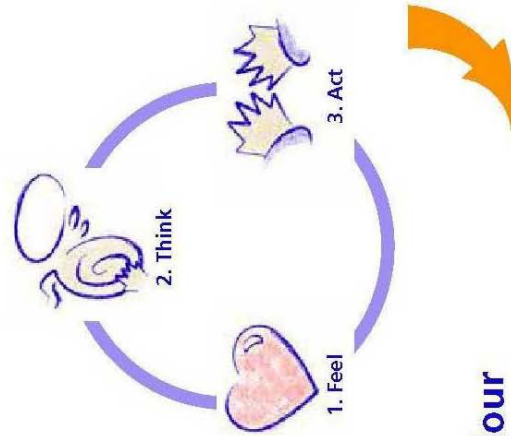
Games provide the children with the opportunity to live a concrete experience together in their group from which they can learn.

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 behaviours based on these values.

**End of Activity ■**

**Educational Approach of the Toolkit**



**Reinforce positive behaviour**

Human Rights Values



**1. Feel:** Express opinions, experiences and our feelings about the game.

**2. Think:** Reflect on our behaviour (during the game and in other contexts) and how this relates to human rights values.

**3. Act:** Propose ways of integrating human rights values into our daily lives.



## Activity 4 Presentation of the Toolkit

### Objectives

To give an overview of the Toolkit objectives and the contents of the Toolkit

### Time

10 min

### Description

This activity is divided into two parts:

In **Part A**, the facilitator will present the objectives of the Toolkit

In **Part B**, the facilitator will present the contents of the Toolkit, highlighting the reference sheets and index of activities

10 min

#### **Part A Presentation of the Toolkit Objectives**

The facilitator explains that the Toolkit was designed as a tool to help leaders in their work with children. The Toolkit enables users to promote human rights, diversity, and harmonious intercultural relations, and to contribute to the peaceful resolution of conflicts.

The facilitator emphasizes that the Toolkit is simultaneously a programming tool, a preventive tool, and a tool for intervention. (S)he gives some examples by drawing on the reference sheet '*What is the Toolkit Used For?*' below.

5 min

#### **Part B Presentation of the reference sheets**

The facilitator presents the reference sheets:

- (S)he explains that the reference sheets are a reference tool that was designed for use by camp staff.
- (S)he briefly presents the content of some reference sheets:
- 02 Children's Rights
- 09 Establishing a Code of Behaviour for the Group
- 18 Integrating Toolkit Activities into a Program
- (S)he distributes a photocopy of the Reference 14 to 17 on Discussion groups. (S)he stresses the importance of

the group discussion and presents one or two of the ideas contained in Reference 15.

- (S)he briefly presents the three indexes of activities: by age, by value, and by issue.

### A Useful Tool for Presenting the Toolkit

The PowerPoint presentation “The Play it Fair! Program” (available on Equitas’ website at [www.equitas.org/toolkit](http://www.equitas.org/toolkit)) can also be used to present the Program.

**End of Activity ■**



## 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 enables users to promote human rights, diversity, and harmonious intercultural relations, as well as contribute to the peaceful resolution of conflicts.

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

### A programming tool

- To lead fun and dynamic games with children
- To fill time slots in programs with children, or transition periods (downtime) between two activities

*"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."*

### A prevention tool

- To prevent conflicts from occurring
- To promote positive values, such as respect, inclusion, and cooperation

*"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."*

*"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."*

### A tool for intervention

- To peacefully resolve conflicts
- To respond to incidents that take place at camps: racist insults, a child excluded, a fight, etc.

*"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."*

*"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."*

## Optional Activity Games led by the Facilitator

### Objectives

To allow the participants to experience several games and to develop a sense of ownership regarding the approach of the Toolkit.

### Time

30 min

### Description

During this optional activity, the facilitator will lead participants in several games in order to model the educational approach

**20 min**

#### **Part A Leading Games**

The facilitator leads 2 or 3 Toolkit games. For each one, (s)he proceeds as follows:

- (S)he gives the name of the game and specifies the age group targeted.
- (S)he leads the game and the group discussion.
- (S)he names the values that this game promotes.

**10 min**

#### **Part B Discussion of the Games**

The facilitator leads a short discussion with the participants, based on the following questions:

- What is the purpose of leading these games in a camp setting?
- What challenges or problems could these games help to resolve?
- What challenge or problems could these games help to prevent?

The facilitator completes the responses given by the participants by summarizing the “Purpose of the Game” section located on the game sheet for each of the games that (s)he led.

**End of Activity ■**

## Selecting and Facilitating Games

See the Toolkit, reference 13 "Selecting and Facilitating Activities"

### Some tips:

- Read the game sheet carefully.
- Make sure that the game is appropriate for your group and that you have the necessary materials.
- Consult the reference sheets to ensure you understand the values highlighted in the game. You can consult the reference sheets to learn more about these values.
- Make sure you leave enough time at the end of the game for a group discussion. Use the questions provided in the game sheet and refer to Toolkit, Reference 06 on group discussions.

### Things to keep in mind:

1. Be flexible.
2. Be creative.
3. Be open-minded.
4. Reinforce the human rights/children's rights concepts and values learned.
5. Always make time for the group discussion after the game: It is essential!

### Simple, Easy-to-lead Toolkit Games:

- 01: Cooperative musical chairs
- 04: Tropical storm
- 05: Around the world with a hula-hoop
- 07: Exclusion by number
- 09: Friendly crossing, safe passage
- 17: Hello from around the world
- 22: All in good order
- 23: Tra-la-la...Silence
- 25: The noisiest game in the world
- 34: Sitting together
- 36: The human knot
- 45: Draw it right

## Activity 6 Games led by the Participants

### Objectives

To practice facilitating Toolkit activities and leading group discussions.

### Time

75 min

### Description

15 min

#### **Part A Group Work**

The facilitator forms small groups of participants. Each group will organize a Toolkit game, which they will then lead with the other participants. The facilitator gives a different game sheet to each team and the participants prepare the game using *Worksheet 1* (see below).

In preparing their questions for the group discussion, participants could use *Worksheet 2* (see below).

60 min

#### **Part B Participants lead games**

Subject to the time available, the facilitator invites three or more teams to present the games that they have prepared. The participants proceed as follows:

- They name the game and specify the age group targeted
- They lead the game and the group discussion.
- They present the responses they have entered into *Worksheet 1*.

End of Activity ■

## Worksheet 1: Preparing to Lead a Toolkit Game

Use the information in the game sheet and the Toolkit reference sheets to complete the worksheet below.

### General Information

Name of the game	
Age group	
Location of the game	
Activity level	
Materials needed	
Purpose of the game	

### Values Promoted

What are the principal and secondary values promoted by the game?	
What is the meaning of each of these values? See Toolkit, Reference 6 for a description of these values.	
Does this game refer to other information found in the Toolkit reference sheets? If so, what is it?	
How can you use this information in the preparation of the game?	

## Worksheet 2: Preparing the Group Discussion

Prepare your group discussion by writing down some questions below.



**FEEL QUESTIONS**



**THINK QUESTIONS**



**ACT QUESTIONS**

## Activity 7 Using the Toolkit in a Camp Setting

### Objectives

To specify the camp / organization's expectations of those who will use the Toolkit.

To explore various concrete strategies for integrating the Toolkit into the camp's activities with children.

### Time

20 min

### Description

5 min

#### Part A Presenting our Objectives for using the Toolkit

The facilitator outlines the objectives set by the camp or organization 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 will allow the camp to meet its objectives.

(S)he invites the participants to identify different strategies that can be used to meet these objectives. In doing so, the facilitator can draw on the reference sheet below, "Objectives and Strategies for Using the Toolkit"

Examples Objectives for Toolkit Use	Examples Strategies to Meet the Objectives
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 10:00 to 11:00 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.

**5 min**

**Part B Tips for Successful Use of the Toolkit**

The facilitator asks participants to present the *5 Tips for Successful Use of the Toolkit*. (S)he hands out photocopies of these tips to the participants as a reminder.

**10 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/camp. To do so, they will use the "*Five Actions at My Fingertips*". At the end, they will present their actions to the group.

**End of Activity ■**



## 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.

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
Matin	10. Jeux de société 11. Activités de plein air	12. Exercices de écriture		14. Jeux de société 15. Activités de plein air	16. Exercices de écriture
Après-midi		17. Jeux de société 18. Activités de plein air	19. Activités de plein air	20. Jeux de société 21. Activités de plein air	22. Exercices de écriture

### 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 a camp 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 quarrelled. 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!"*



#### Support to answer questions or solve problems that may arise

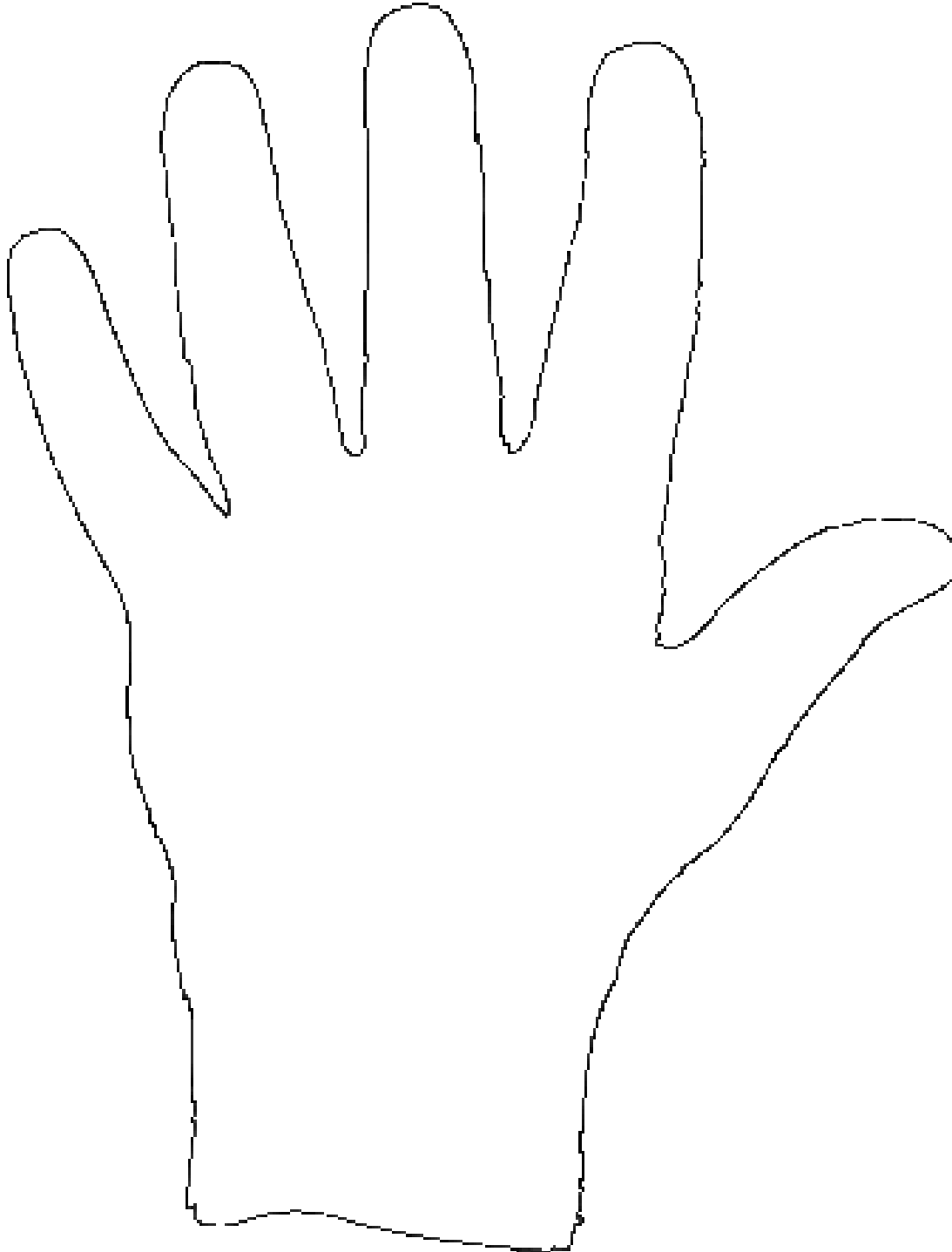
The staff of Equitas is available to answer questions, and in some cases, can support staff directly during camp visits. The Equitas staff responsible for this project can be reached by phone or email:

Telephone : 514 954-0382

Courriel : [onjpadmtl@equitas.org](mailto:onjpadmtl@equitas.org)

## Reference Sheet: Five actions at the tip of my fingers!

Identify **5 actions** that **you** will take this summer to facilitate the use of the Toolkit:



## Evaluation

### Objectives

To evaluate what the participants liked and did not like about this workshop.

### Time

5 min

### Description

The facilitator leads one of the evaluation activities below: Oral evaluation or written evaluation

#### **Oral Evaluation**

The facilitator leads game 41 from the Toolkit, “It’s Hot!... It’s Not!” as a means to evaluate the workshop.

This will also give the participants the opportunity to experiment with a Toolkit game that they will then be able to use with the children to evaluate a day of camp.

#### **Written Evaluation**

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

**End of Activity ■**

## Participant's Evaluation for the training session

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?				

<p>i) Have your ideas or perceptions changed following the activities and discussions held during this workshop?      Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Please, explain your response :</p>
<p>j) My suggestions for improving this orientation workshop are:</p>
<p>k) General comments :</p>

Thank you!