



Play It Fair!

4 hour Workshop for Camp Leaders

Workshop Manual

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Introduction

This manual is aimed at individuals – day camp managers or coordinators, heads of community organisations, or professional trainers – who wish to **strengthen the capacity of camp leaders to use the *Play it fair!* Toolkit.**

This workshop can fit both within the framework of leaders' core training as well as serve as complementary training to equip camp staff with the tools needed to promote human rights and interculturalism, to fight discrimination, and to prevent and resolve conflicts. As with the *Play it fair!* Toolkit, this workshop is aimed at those who work directly with children.

Background

This training 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 five (5) communities across the country (including Montreal) 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 5 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

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.

Funders

The project *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society* is being implemented by Equitas in partnership with Municipal agencies and community-based organizations involved in delivering non-formal education programs for children and youth. This project is made possible thanks to: The City of Montreal through its Direction de la diversité sociale, the Ministère de l'immigration et des communautés culturelles du Québec, The TD Bank Financial Group, The J.W. McConnell Family Foundation, and Canadian Heritage.

The project *Strengthening Human Rights Education among children and youth in Vancouver* is being implemented by Equitas in partnership with the Vancouver Board of Parks and Recreation, with the ongoing support of day camp staff and camp leaders from the different community centres.

Schedule

<i>Activity</i>	<i>Time</i>	<i>Title</i>
	5 min	Welcome The facilitator presents the objectives, methodology, and the content of the workshop.
Activity 1	15 min	Getting to know each other : Around the World in a Hula-Hoop The participants and facilitators play a game from the Toolkit to get to know each other.
Activity 2	15 min	My Top Choice The facilitator leads his/her favourite Toolkit game, and presents the game sheet.
Activity 3	30 min	The values of the Toolkit 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 previous years.
Activity 4	20 min	The educational approach of the Toolkit: After a short activity, participants will briefly explore the concept of group discussion.
Activity 5	15 min	Presentation of the Toolkit The facilitator presents the Toolkit, the reference sheets, and the basic concepts.
Activity 6	30 min	Games led by the Facilitator The facilitator leads 2 or 3 Toolkit games. Within the framework of the discussion that follows, (s)he emphasizes the values that the games promote.
Break	10 min	
Activity 7	70 min	Games led by the Participants In teams, the participants prepare some games.
Activity 8	20 min	Using the Toolkit in a Camp Setting The facilitator presents the objectives set for the use of the Toolkit, and leads a discussion on ways to meet these objectives.
Evaluation	10 min	Oral Evaluation The facilitator leads the <i>It's Hot! It's Not!</i> game (34) or Written Evaluation The facilitator distributes an evaluation questionnaire
Total:	4 hours	

Activity 1 Getting to know the participants: “Around the world in a hula-hoop”

Objectives

Getting to know the participants and trying out one of the activities from **Play it Fair**

Time

15 min

Description

During this activity, you will introduce yourself to the other members of the group

Part A

Ice Breaker

The facilitator will lead one of the activities from the Toolkit: “Around the world in a hula-hoop” (Activity 5). The participants will introduce themselves by saying their name and giving a reason why they like working with children. The facilitator leads the group discussion after the game:

- What did you find easiest and most difficult in this game?
- What strategies did you use in order to succeed in this game?
- Did you succeed on your own or did others cooperate with you so that you could succeed?

End of Session ■

* Alternatively, play “What are you doing?” (Mini-Game 62)

Activity 2 My Top Choice

Objectives

- To stimulate the participants' interest in the *Play it fair!* Toolkit.
- To give the participants the opportunity to familiarize themselves with a game sheet from the Toolkit.

Time

15 min

Description

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).

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 the *Layout of a Game Sheet* diagram (p. 7 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"> • Cooperation, inclusion • To experience feelings of inclusion and exclusion and to think about: <ul style="list-style-type: none"> - How we can cooperate to include others - How cooperation brings positive results
07- <i>Exclusion by numbers</i> (6-8 years old)	<ul style="list-style-type: none"> • Inclusion, respect, acceptance. • To experience feelings of exclusion or marginalization and to think about: <ul style="list-style-type: none"> - Why it is important to include everyone - Ways to include everyone in the group
23- <i>Tra-la-la... silence</i> (9-10 years old)	<ul style="list-style-type: none"> • Inclusion, acceptance. • To experience a loss of sight and to think about: <ul style="list-style-type: none"> - The difficulties faced by people with disabilities - How we can help one another when we need assistance
45- <i>Draw it right</i> (11-12 years old)	<ul style="list-style-type: none"> • Responsibility, cooperation, fairness • To experience teamwork and to think about: <ul style="list-style-type: none"> - Children's rights - How we can work together to increase respect for children's rights

Layout of a Game Sheet

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.

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 end goal 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

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/sr/do_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 group discussion on the principal values

Activity 3 The values promoted by the Toolkit

Objectives

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

Time

20 min

Description

This activity is divided into 3 parts:

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

In **Part B**, participants will illustrate the value through “tableaux vivants” and discuss the importance of promoting these values at camp.

In **Part C**, the facilitator will lead a discussion on children’s rights.

Part A

Discussion in small groups

The facilitator presents a number of values written on large sheets of paper and posts them in different places around the room: Responsibility, respect for diversity, inclusion, collaboration, etc.

Participants choose the value around the room, which in their opinion, is the most important when working in a camp context. In small groups, participants discuss with the other participants why each of them has chosen that value. They illustrate their value through a tableaux vivants (like a comics of 3 fixed pictures).

Part B

Discussion in a large group

The participants will present their tableaux to the large group, who have to guess what is being illustrated. After, explain why, in their opinion, it is important to promote these values in day camps. The

facilitator will present some of the results gathered from those who used the Toolkit in the previous years.

Part C

Discussion on children's rights

The facilitator will lead a discussion on children's rights based on the reference sheets 01 to 05.

Reference Sheet 6: The values promoted by the Toolkit

Play It Fair!

Reference 06

The Toolkit Values

Values		Examples
Cooperation	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.
Respect	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.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is affording 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.
Inclusion	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).
Respect for diversity	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.
Responsibility	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.
Acceptance	Acceptance ¹ 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.

1 The value of acceptance used in this Toolkit integrates the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance*, November 16, 1995.

Activity 4 Educational approach of the Toolkit

Objectives

To present a summary of the essential elements of the educational approach of the Toolkit and the importance of Group discussion

Time

20 min

Description

This activity is divided into two steps:

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.

Part A

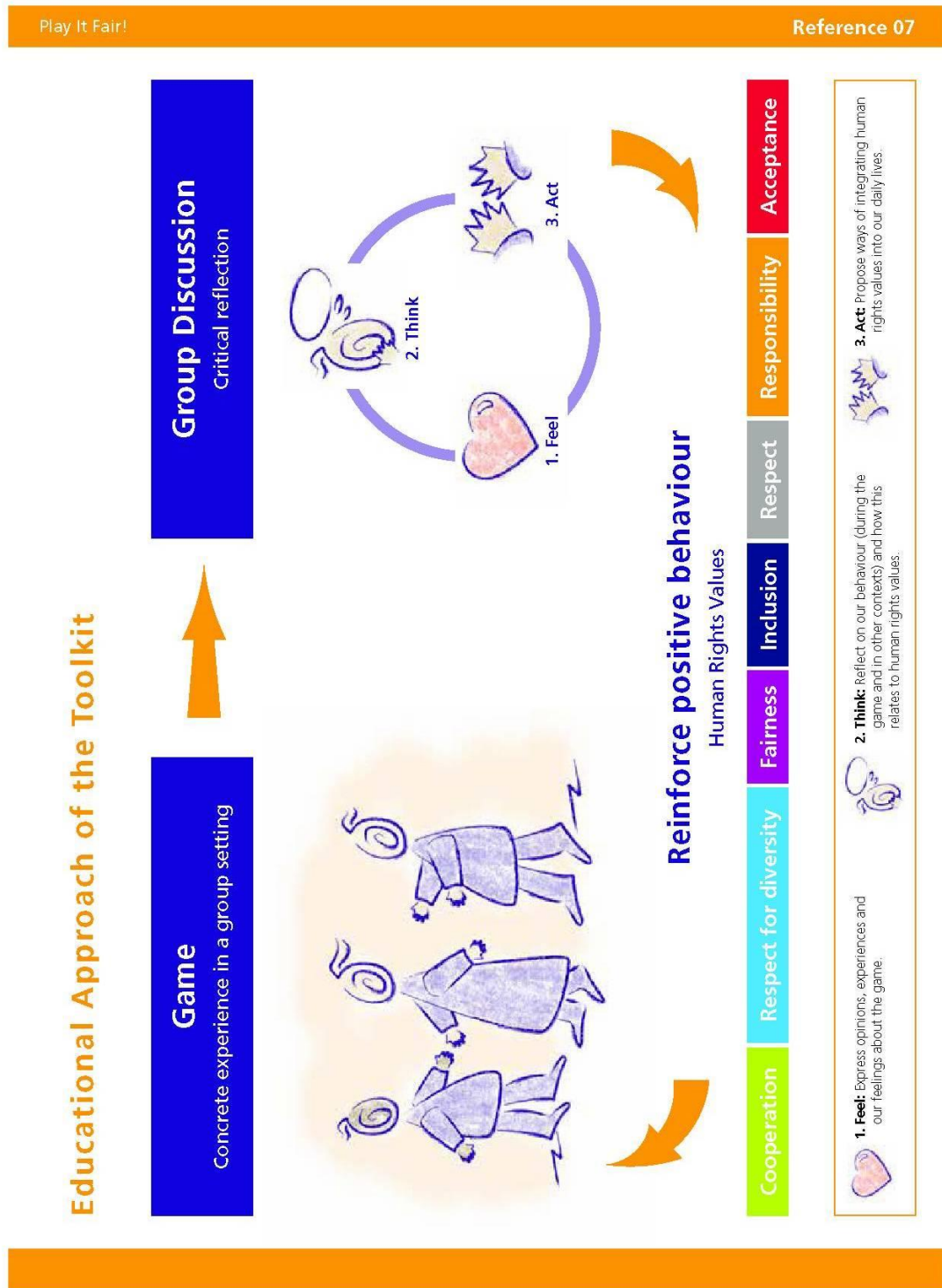
Play a game (Feel-Think-Act)

The facilitator leads the game “inclusion - exclusion” (game 24) or “all in good order” (game 22) to illustrate the educational approach of the Toolkit. The facilitator should be explicit in the group discussion after the game about the different levels of questions (feel –think-act)

Part B

Discussion on Educational Approach

The facilitator explains that the group discussion is at the basis of educational approach of the Toolkit by presenting the reference sheet 07.



Activity 5 Presentation of the Toolkit

Objectives

To give participants the opportunity to familiarize themselves with:

- The Toolkit objectives
- The reference sheets

Time

15 min

Description

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 **prevention** tool, and a tool for **intervention**. (S)he gives some examples by drawing on the *What is the Toolkit Used For?* table (p.15 of this manual).

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 sheets 14 to 17 on Group Discussion*. (S)he stresses the importance of the group discussion and presents one or two of the ideas contained in the reference sheet 15.

A Useful Tool for Presenting the Toolkit

A Microsoft PowerPoint™ presentation of the Toolkit is available at <http://www.equitas.org/Toolkit>

What is the Toolkit Used For?

The Toolkit is simultaneously:

A programming tool

- To lead fun and dynamic games with the children
- To fill time slots in camp programming, 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 camp: 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."

Activity 6 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

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.

Part B

Discussion of the Games

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

- a) What is the purpose of leading these games in a camp setting?
- b) What challenges or problems could these games help to resolve?
- c) 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.

Some Suggestions of simple, Easy-to-Lead Games

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

Where Can You Find the games ?

The *Toolkit* and the reference sheets can be downloaded for free from the Equitas website, at www.equitas.org/Toolkit. The *Toolkit* and the other tools are available in French and English.

How to select and facilitate a Game?

Consult the Reference sheet 13!

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 that are 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 group discussion. Use the questions provided on the game sheet and refer to the reference sheet 06 on group discussion.

Things to keep in mind:

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

Activity 7 : Games led by the Participants

Objectives

To allow the participants to practice using the Toolkit and leading games.

Time

70 min

Description

Part A

Group Work (20 min)

The facilitator forms teams and instructs each group to organize a Toolkit game, which they will then be able to lead with children. The facilitator gives a different game sheet to each team and the participants prepare the game using *Worksheet 1* (p.15-16 of this manual).

In preparing their questions for the group discussion, participants could use the worksheet 2.

Part B

Participants lead games (50 min)

Subject to the time available, the facilitator invites the 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*.

Worksheet 1

The goal of this exercise is to help you to prepare the games by effectively linking them to the information contained in the Reference sheets. As well as making use of the knowledge of the members of the group, use the information in the Game Sheet and the Reference sheets to complete the worksheet below

General information on the game

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

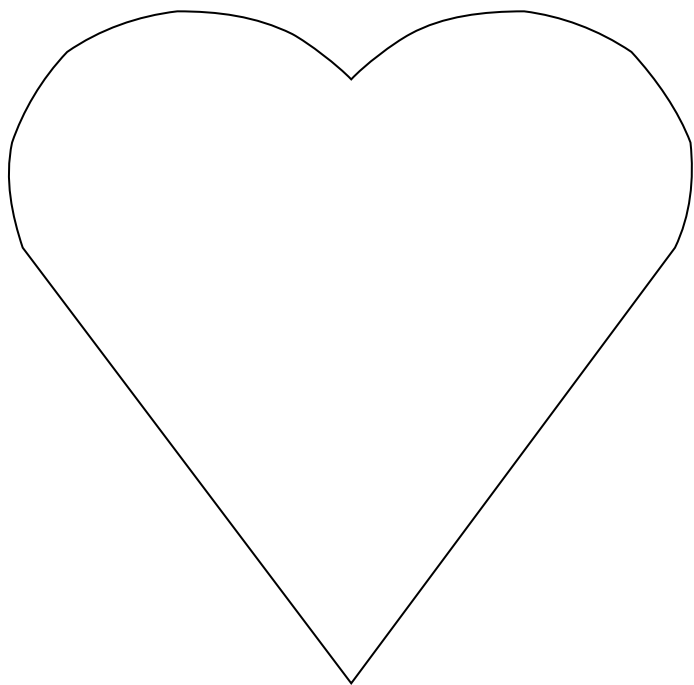
Promoted values

What are the principal and secondary values promoted by the game?	
What is the meaning of each of these values? (Consult the <i>Reference sheets</i> for a description of these values)	

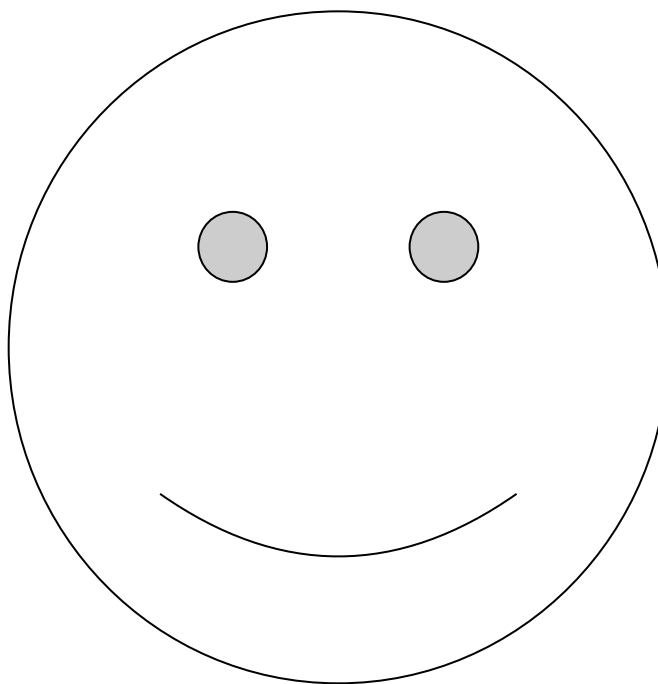
<p>Does this game refer to other information found in the <i>Reference sheets</i>? If so, what is it?</p> <p>How can you use this information in the preparation of the game?</p>	
Purpose of the game	
<p>What is the purpose of this game?</p>	
Group discussion	
<p>What questions or topics of discussion can you suggest after playing the game?</p>	

Worksheet 2

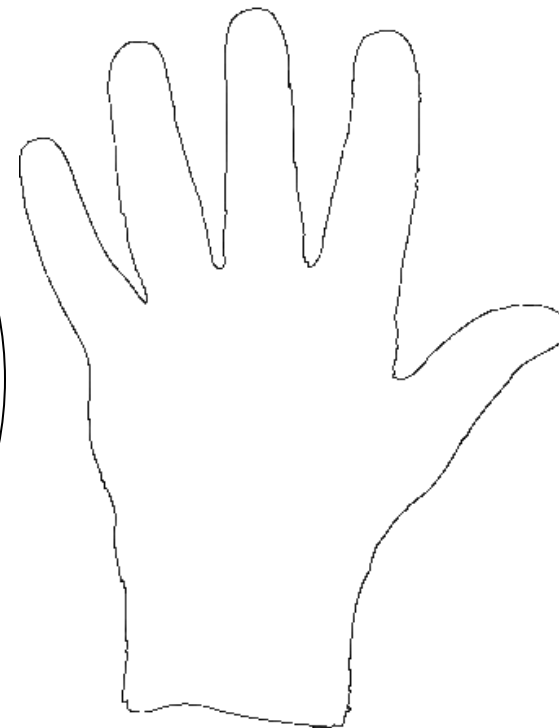
Prepare your group discussion by writing down some questions



1. Feel



2. Think



3. Act

Activity 8 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

Part A

Presentation of the Objectives for the use of the Toolkit

The facilitator outlines the objectives set by the camp or organization for using the Toolkit.

The facilitator also presents the reference sheets 18 to 23 and in particular 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 table below.

Part B

Presentation of Tips for Successful Use of the Toolkit

The facilitator presents the *5 Tips for Successful Use of the Toolkit*.

(S)he hands out photocopies of these tips to the participants as a reminder.

Examples of Objectives for Toolkit Use	Examples of 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 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."

On ne joue pas avec les dents					
Groupe 6-8 ans					
Suggestion d'intégration des activités de la trousse dans la programmation hebdomadaire					
	Lundi	Mardi	Mercredi	Jeudi	Vendredi
Matin	04. Tempêtes imaginaires 05. Le tour du monde en canot	07. L'exclusion par le nombre 08. Écolovoleurs I		06. Kullit K'ung 10. Les transports imaginaires	09. Crocodile 11. Chat (9-10 ans)
Diner			Sortie de camp		
Après-midi		01. La chasse coopérative		03. Plus léger que l'air	02. Dessin-souvenir

Examples of weekly programming are included in the Toolkit.

Tip 2

Discuss the Toolkit at your team meetings.

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

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



Experimenting with Toolkit games 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!"

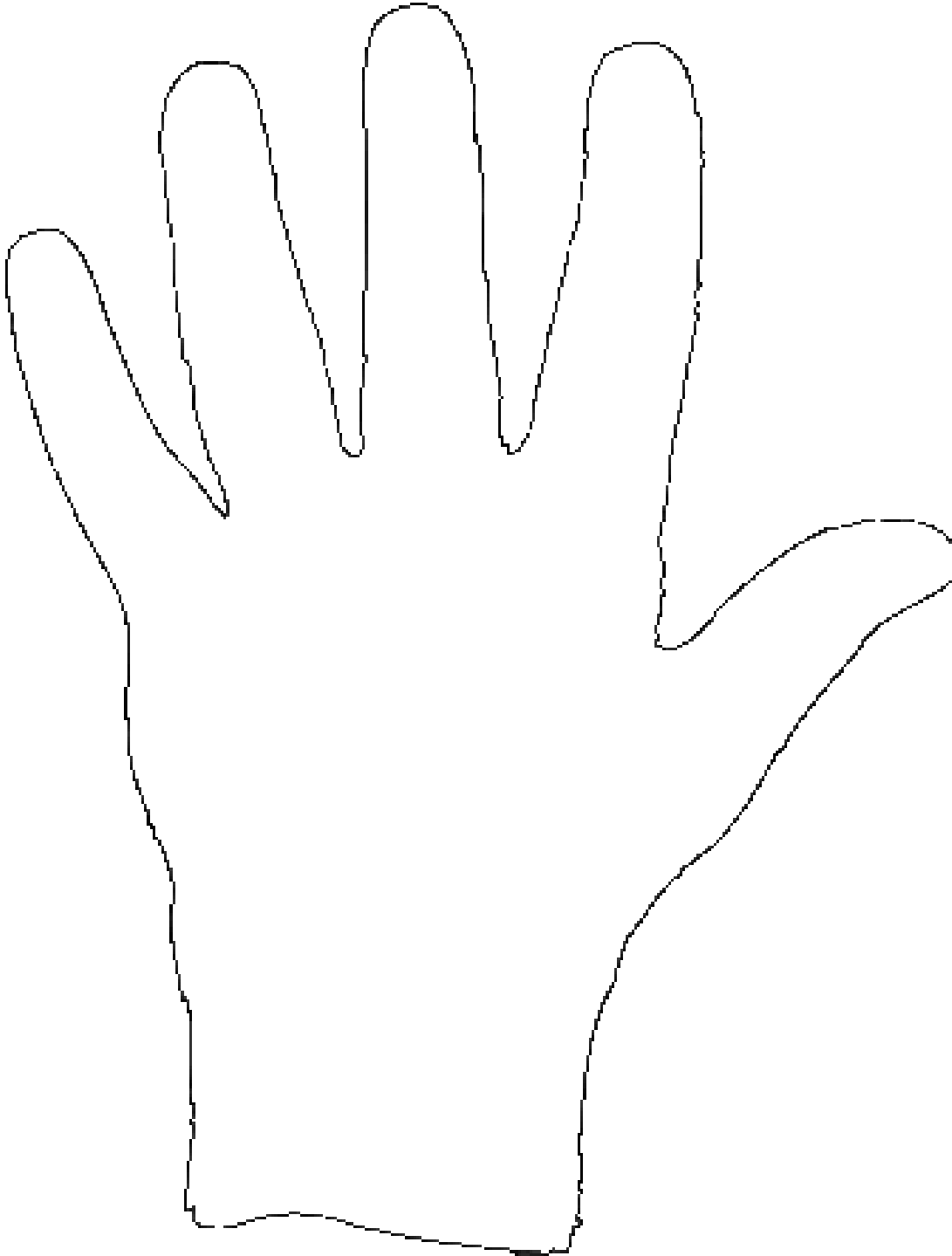
Part C

Develop concrete actions

The participants 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.

Five actions at the tip of my fingers!

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



Did You Know?

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."



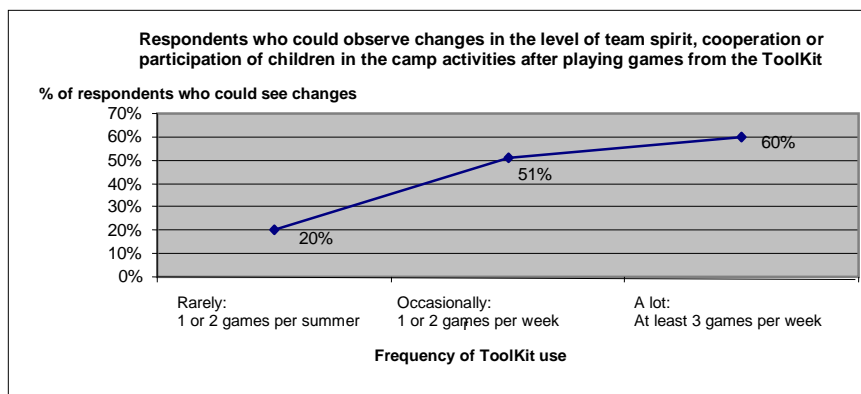
70 % of camp coordinators and leaders confirm that the *Toolkit* **helped them in their work with children**



"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."

Evaluation

Objectives

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

Time

10 min

Description

Oral Evaluation

The facilitator leads the game *It's Hot! It's Not!* (34) 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.

OR

Written Evaluation

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

Play it Fair!

Participant's Evaluation for the training session

1. Did we meet our workshop objectives?	Strongly agree	Agree	Disagree	Strongly disagree
I am more aware of the importance of promoting values such as inclusion, collaboration and respect with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I better understand the educational approach and general contents of the Toolkit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a chance to participate in various Toolkit activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel well equipped to use the Toolkit in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This workshop reinforced my capacity for planning and follow-up of the use of the Toolkit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I think that what I learned from this training session is relevant to my work.	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Please explain your response:

a. The aspect that I found the most useful during this workshop was:

b. The aspect that I found the **least useful** during this workshop was:

c. Think about what you found to be the most useful aspect of this workshop. If you were to use information or techniques from this workshop tomorrow in your work, what would you use? Please explain your response.

d. Have your ideas or perceptions changed following the activities and discussions held during this workshop?

Yes () No ()

Please, explain your response :

e. General comments :

Sex : M() F()

City :

Age: () year-old

Your function: () Camp councillor () Camp coordinator

() Other. Specify_____

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 contacting:

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