![Equitas – Centre international d'éducation aux droits humains / International Centre for Human Rights Education](logo)

Play It Fair!
2-Day Training of Trainers Session

Workshop Manual

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Introduction

Background

This training of trainers workshop is part of the project entitled *Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society.* This project aims to develop an effective strategy for promoting diversity and harmonious multicultural relationships by combating discrimination based on race, ethnicity, culture, gender and sexual orientation, with the active participation of children and youth.

Workshop Goal

The goal of this workshop is to strengthen participants' capacity to implement programs that will help promote harmonious intercultural relations, human rights, peaceful conflict resolution, and anti-discrimination.

Objectives

This training of trainers workshop will enable participants to:

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

Methodology

The methodology of this workshop is based on a participatory approach to learning. The underlying assumption is that much of the content will come from the participants and that the program will serve as the framework for drawing out this content. This approach requires that participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The focus is on applying the learning and developing strategies for action. Critical reflection and analysis are central to the learning process.

Participants

The training of trainers workshop is designed for those responsible for the planning and delivery of the Play It Fair! Toolkit within their organization and/or other organizations of interest. Participants will be responsible for delivering training about the Play It Fair! Toolkit to those in charge of putting the Toolkit into practice, such as coordinators and/or staff delivering programs with children in summer camps, after-school settings, etc. Ideally, Play It Fair! trainers will also be able to provide support and direction with respect to planning, follow-up and evaluation of the Toolkit.

About the Manual

This manual outlines the format of the workshop with objectives, descriptions of activities, and suggested time frames for each activity. There are worksheets and reference sheets for some activities.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education with the support of Canadian Heritage, the J.W. McConnell Family Foundation, the TD Bank Financial Group, the Direction de la diversité sociale of the City of Montreal, the Ministère de l'Immigration et des Communautés culturelles du Québec, the Winnipeg Foundation, and the Foundation of Greater Montreal.

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

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

Equitas' human rights education programs focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; human rights education with children and youth in non-formal settings; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights.

Acknowledgements

The following team developed this training manual:

- Vincenza Nazzari, Director of Education
- Frédéric Hareau, Senior Program Officer
- Paul McAdams, Senior Education Specialist
- Amy Cooper, Education Specialist
- Lee Ah-Nen, Instructional Designer (independent consultant)

Workshop Schedule

Day 1		
Time	**Activity**	**Title**
9:00 – 9:10	Welcome	
9:10 – 9:40	Activity 1	Getting to Know the Participants (30 min)
9:40 – 10:30	Activity 2	Workshop Methodology, Objectives and Content (50 min)
10:30 –10:45	BREAK	
10:45 – 11:25	Activity 3	The Values of the Toolkit (40 min)
11:25 – 12 :00	Activity 4	The Educational Approach of the Toolkit (35 min)
12:00 – 13:00	LUNCH	Toolkit Game 47 Lunch and Disabilities
13:00 – 15:00	Activity 5	Facilitating Toolkit Activities (2 h)
15:00 – 15:45	Activity 6	The Play It Fair! Program and Toolkit (45 min)
15:45 – 16:00	Activity 7	Evaluation (15 min)
Day 2		
Time	**Activity**	**Title**
9:00 – 9:05	Recap	
9:05 – 9:30	Quiz	(25 min)
9:30 – 9:45	Toolkit Game	(15 min)
9:45 – 10:30	Activity 8	Children's Rights (45 min)
10:30 – 10:45	BREAK	
10:45 – 11:00	Toolkit Game	(15 min)
11:00 – 12:00	Activity 9	Integrating the Toolkit into our Program (1 hr)
12:00 – 13:00	LUNCH	
13:00 – 14:00	Activity 10	Planning and Follow Up (1 hr)
14:00 – 14:15	Toolkit Game	(15 min)
14:15 – 15:15	Activity 11	Developing a Toolkit Training (1 hr)
15:15 – 15:45	Activity 12	Next Steps (30 min)
15:45 – 16:00	Activity 13	Evaluation (15 min)

Day 1

Activity	Title	Time
Activity 1	Getting to Know the Participants	30 min
Activity 2	Workshop Methodology, Objectives, and Content	50 min
Activity 3	The Values of the Toolkit	40 min
Activity 4	The Educational Approach of the Toolkit	35 min
Activity 5	Facilitating Toolkit Activities	2 h
Activity 6	The Play It Fair! Program and Toolkit	45 min
Activity 7	Evaluation	15 min

Activity 1   Getting to Know the Participants

Objective

To get to know the participants

Time

30 min

Description

20 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, participants introduce themselves by giving their name, their position, their organization's name, a positive experience related to working with children, and 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?

10 min   **Part B   Large Group Discussion**
The facilitator leads a group discussion on the content and process of the activity. Questions to consider:

- Why is it important to do an "icebreaker" and/or "getting to know you" activity during a training session?

- Why is it important to know the experiences of the other participants?

- What are some other activities that could be used as a "getting to know you" activity?

End of Activity ■

Activity 2   Workshop Methodology, Objectives, and Content

Objectives

To develop ground rules for working effectively as group

To gain an overview of the participatory approach

To identify participants expectations of the workshop

To gain an overview of the workshop content and objectives

Time

50 min

Description

15 min

Part A   Ground Rules

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 these rules?

Highlights from Toolkit Reference 09: Establishing a Code of Behaviour

When working with groups, developing ground rules in a group helps manage behaviour 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 behaviour

- 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

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20 min   **Part B   Participatory Approach**

To explain the participatory approach, the facilitator invites participants to think of something that they do well.

Participants write it down and think about how they became good at it.

Participants share their experiences and determine the key elements to learning. During the discussion, the facilitator introduces the participatory approach and the Spiral Model. See "*Participatory Approach*" and "*The Spiral Model*" (p. 10-12 of this manual).

10 min   **Part C   Expectations and Objectives**

1. The facilitator asks participants to write their expectations for this workshop on metacards (one expectation per metacard).

2. The facilitator presents the workshop's objectives.

3. Participants post their expectations next to corresponding workshop objectives. If there are no matching objectives to a participant's expectations, they can place their expectations at the end of the objectives.

4. The facilitator compares participants' expectations with the workshop objectives.

5. The facilitator briefly discusses the workshop content. See "*Workshop Overview*" (p. 13 of this manual).

5 min   **Part D   Large Group Discussion**
The facilitator leads a debriefing of the content and process of the activity. Questions to consider:

- At the beginning of a training session, what elements should be clarified with the participants? Why?

- Why is it important to build a group dynamic at the beginning of the training?

End of Activity ∎

The Participatory Approach

Underlying Beliefs

People learn more effectively when:

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

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

- Much of the content comes from the participants - the agenda or the program provides the framework for drawing out this content

- Participants bring analysis and experience to the program

- Participants take responsibility for their own learning and interaction with other participants

- Everyone participate fully in the sessions

- There is acceptance of differences in approaches and strategies

Some Assumptions about Ourselves as Educators

- We know less than the participants to our programs, about their particular social context

- Who we are, has been shaped by our particular knowledge, experience, perspectives

- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Spiral Model

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

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

- After the participants have shared their experience, they analyze that experience and look for patterns or (i.e., what are the commonalties? what are the patterns?)

- To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.

- Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.

- Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

Reflection and evaluation are built into the program design and are systematically carried out throughout. They are not just done at the end.
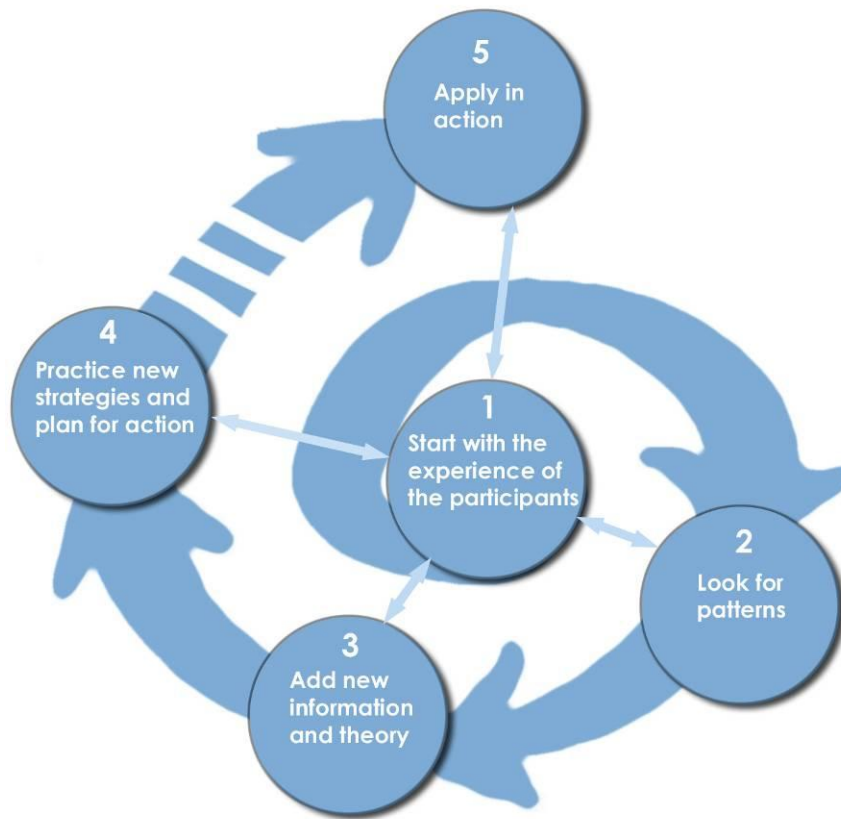
Source: Arnold, R., et al. (1991). <u>Educating for a Change</u>. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Workshop Overview

Day 1	
Activity 1: Getting to Know the Participants	This "icebreaker" activity will give participants the opportunity to meet the other participants and discuss the importance of conducting this type of activity.
Activity 2: Workshop Methodology, Objectives, and Content	In this activity, participants will establish ground rules to be applied during the workshop, gain an overview of the participatory approach, share their expectations of the workshop, and gain an overview of the workshop objectives and content.
Activity 3: The Values of the Toolkit	In this activity, participants will examine the values promoted in the Play It Fair! Toolkit and discuss the importance of promoting these values with children.
Activity 4: The Educational Approach of the Toolkit	In this activity, participants will gain an overview of the role of games in learning, explore the educational approach of the Toolkit, and discuss learning methods.
Activity 5: Facilitating Toolkit Activities	In this activity, participants will examine the steps related to facilitating Toolkit activities and practice facilitating these games.
Activity 6: The Play It Fair! Program and Toolkit	In this activity, participants will gain an overview of the Play It Fair! Program and the content of the Toolkit.
Activity 7: Evaluation	In this activity, participants will provide feedback on Day 1 of the workshop.

Day 2	
Recap	The facilitator will do a recap of the previous day's activities.
Activity 8: Children's Rights	In this activity, participants will gain an overview of children's rights and examine how the Toolkit could be used to promote these rights.
Activity 9: Integrating the Toolkit into a Program	In this activity, participants will explore how the activities in the Toolkit can be integrated in their programs with children (summer camps, after-school programs, etc.).
Activity 10: Planning and Follow Up	In this activity, participants will examine the elements of planning and follow up.
Activity 11: Developing Training on the Use of the Toolkit	In this activity, participants will gain an overview of the process for developing training sessions aimed at leaders/coordinators of programs with children.
Activity 12: Next Steps	In this activity, participants will define their action plan for developing and implementing the Toolkit within their organization or community.
Activity 13: Final Evaluation and Closing	In this activity, participants will provide feedback on the workshop.

Activity 3　　The Values of the Toolkit

Objectives

To become familiar with the values promoted in the Toolkit

To reflect on the importance of these values in programs with children

Time

40 min

Description

15 min　　**Part A　　Toolkit Values**

The facilitator names the 7 values promoted by the Toolkit: cooperation, respect for diversity, fairness, inclusion, respect, responsibility, and acceptance. As needed, he briefly explains the meaning of these values by drawing on the table below "*Values Promoted in the Toolkit*" or Reference 06 in the Toolkit, "*The Toolkit Values*" (p. 15 of this manual).

S/he then conducts one of the activities below: The 7 Corners, Freeze Frames, and Name the Value.

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 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.

The 7 Corners

The facilitator posts the seven values (written on flipchart) promoted in the Toolkit in different places 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 participants standing next the same value and prepare to share the result of their discussion with the large group.

Questions to consider:

- 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?

Freeze Frames

The facilitator writes each of the seven values promoted in the Toolkit on a separate index card; s/he then cuts them into three or four pieces (depending on the number of participants) and distributes one piece to each participant (see example below).
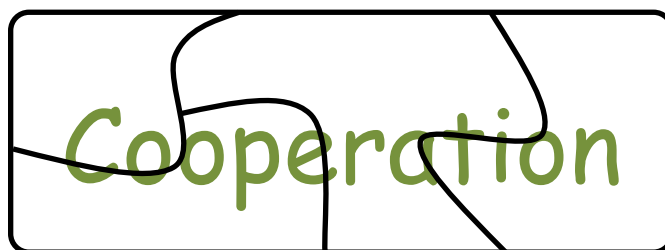
Participants must find the other participants who have pieces of the index card belonging to the same value. Once all the pieces of each value have been gathered, participants discuss the following in their small groups and prepare to share the result of their discussion with the large group:

- 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 the 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.

Name the Value

The facilitator forms 4 to 6 groups and assigns a scenario (see below) to each group.

Working in their small groups, participants identify the Toolkit value(s) that would be useful in the situations described in their scenario, have a discussion (see questions below), and prepare to present the scenario and the results of their discussion with the larger group. Questions to consider:

- Which values are being addressed in this scenario?

- Why is it important to promote these values in their work with children?

- How are these values promoted in their programs?

- What are the challenges they face when they try to promote these values?

Value Scenarios

Scenario # 1. For a few days now, Maya has had a lot of problem with children in her group not listening. All the children talk at the same time while she tries to explain the instructions. She has had enough shouting and always repeating the same things!

Scenario # 2. Today is the first day at camp. Nyan knows that several children will be a bit shy as they probably won't know anybody. He would like to find a way to put the children at ease and foster a healthy team spirit in his group.

Scenario # 3. Today, Sue has had a hard day at the camp. Her group was very aggressive. Some children got into a fight. Even if she thinks that it's normal for children to disagree, she would like to see them settle their differences using other means besides their fists!

Scenario# 4. During the day, Carlos has noticed that a child from his group, who has just settled in this country, is often rejected by the others. Some children make fun of his accent, his poor language skill, and his physical appearance.

Scenario # 5. Bernadette noticed that cliques have formed in her group. Some children exclude or ignore others when comes the time to form teams or play games.

Scenario # 6. Mohammed is a bit nervous because tomorrow a child with a disability will join his group. This child will be accompanied by a special needs worker, but all the same Mohammed wonders how the children of his group will react. He would like to discuss this subject with them today, but he doesn't quite know how to do it.

25 min   **Part B   Presentation and Large Group Discussion**

Each group makes their presentation to the large group.

The facilitator then leads a discussion. Questions to consider:

- Why is it important to promote these values in programs with children?

- How are the seven values interrelated?

- Why is it important that the participants express what the values mean to them? How this is related to the learning spiral?

End of Activity ■

Activity 4   The Educational Approach of the Toolkit

Objective

To gain an overview of the educational approach of the Toolkit

Time

35 min

Description

5 min

Part A   Let's Play

The facilitator leads one of the games below: Hands Together, Getting to the Other Side.

Hands Together

The facilitator asks participants to form two lines facing each other and to put one hand flat against the hand of the person across them.

The facilitator then states the goal of this game which is as follows: Participants have 2 minutes to get to one side of the line.

After 2 minutes, the facilitator conducts a group discussion. Questions to consider:

- What did you learn from the game?
- If you play the game again, what would you do differently?

During the discussion, the facilitator makes reference to the ways people learn. See "*Ways People Learn*" (p. 20 of this manual).

Getting to the Other Side

The facilitator places 5-6 chairs in the center of the room and then divides participants into two teams and has them stand at opposite ends of the room.

The facilitator then states the goal of this game which is as follows: Participants have 2 minutes to bring all the chairs to one side of the room.

After 2 minutes, the facilitator conducts a group discussion. Questions to consider:

- What did you learn from the game?

- If you play the game again, what would you do differently?

During the discussion, the facilitator makes reference to the ways people learn.

Ways People Learn

Learning heads demonstrate that people retain more of what they learn when they use more of their senses and can apply what they are learning.

Source: Arnold, R., et al. (1991). *Educating for a Change.* Adapted with permission of the Doris Marshall Institute for Education and Action.

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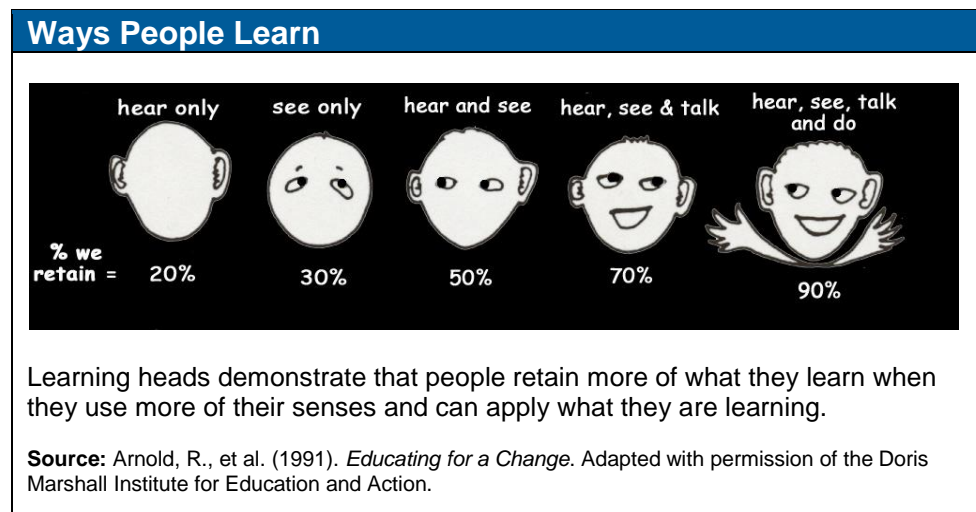
10 min

Part B   Game from the Toolkit

The facilitator leads an activity (see suggested games below) 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 steps described in the game

3. Lead a group discussion, going through the different types of questions (Feel - Think - Act).

10 min   **Part C   Educational Approach of the Toolkit**

The facilitator presents the educational approach of the Toolkit which focuses on group discussions as a learning method. See table below and Reference 07 in the Toolkit, "*Educational Approach*" (p.22 of this manual).

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

From the Toolkit

Highlights from Toolkit 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.

10 min   **Part D   Large Group Discussion**

The facilitator leads a discussion. Questions to consider:

- What are the main elements that you will need to transmit to staff/coordinators when you train them?

- What can a trainer do to ensure participants fully understand this approach?

- In what way is this approach similar to the one described in the "Spiral Model"?

End of Activity ■

Educational Approach of the Toolkit

Game
Concrete experience in a group setting

Group Discussion
Critical reflection

1. Feel
2. Think
3. Act

Reinforce positive behaviour
Human Rights Values

Cooperation | Respect for diversity | Fairness | Inclusion | Respect | Responsibility | Acceptance

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 5   Facilitating Toolkit activities

Objectives

To identify the steps for selecting and facilitating Toolkit activities

To examine the importance of group discussions in Toolkit activities

To practice facilitating Toolkit activities

Time

2 h

Description

15 min   **Part A   Selecting and Facilitating Toolkit Activities**

Reflecting on earlier discussions concerning the educational approach of the Toolkit, participants work in buzz groups to identify the important elements for successfully selecting and facilitating Toolkit activities and then share their ideas with the large group. See "*Selecting and Facilitating Toolkit Activities*" (p. 25 of this manual) and Reference sheets 15 and 16 in the Toolkit, "*Group Discussion: How does it work?*" and "*Group Discussion Tips*".

The facilitator leads a discussion. Questions to consider:

- What is the role of the staff when conducting a Toolkit game?

- What is the purpose of group discussions?

- How do children react to group discussions?

- What are the various challenges staff may face (e.g., nobody wants to speak, children not listening) and how can you resolve these challenges?

1 h 05 min   **Part B   Leading Games**

The facilitator forms 5 or 6 teams, gives a Toolkit game sheet to each team (see suggested games below), and provides instructions on how to organize the game that each team will lead.

Suggested Toolkit Games
07: Exclusion by numbers
17: Hello around the world
25: The noisiest game in the world

26: Rock-paper-conflict!

27: The race against anger

36: The human knot

37: The culture game

48: Color portraits

51: What time is it?

60: Count the contact points

Preparing the Game (20 min)

Each team prepares to lead the game as if they will be conducting the activity with children, using worksheets "*Preparing to Lead a Toolkit Game*" and "*Preparing the Group Discussion*" (on p. 26 - 27 of this manual).

The facilitator asks each group to consider how to overcome specific challenges of facilitating the group discussion and provides each group with a "What to do if…" situation as described in Toolkit Reference sheet 16, "*Group Discussion: Tips to Improve the Group Discussion*".

Conducting the Game (15 min per group)

Two or three groups will conduct their games right after they have prepared them. The remaining three groups will conduct their games on Day 2.

After each game, the facilitator leads a brief discussion. Questions to consider:

- What are some ways that the game can be played differently?

- What are the potential challenges? How would you address these challenges?

10 min	**Part C Large Group Discussion**

The facilitator leads a discussion. Questions to consider:

- What key elements must be included when training staff on leading games and group discussions?

- How will the characteristics of the group of children influence the way you will use to the Toolkit?

- How can we, as trainers, support staff who use the Toolkit with diverse groups of children (language, age, background, behaviour, etc.)?

<div align="right">

End of Activity ■

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From the Toolkit

Highlights from Toolkit Reference 13: Selecting and Facilitating Games

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

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

Worksheet : 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 06 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: Preparing the Group Discussion

Prepare your group discussion by writing down some questions below.

FEEL QUESTIONS

THINK QUESTIONS
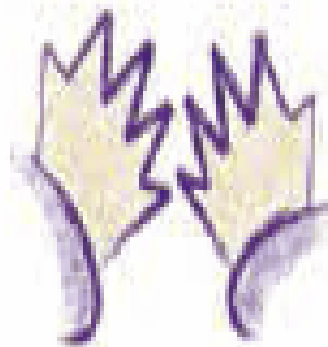
ACT QUESTIONS

Activity 6   The Play It Fair! Program and Toolkit

Objectives

To gain an overview of the Play It Fair! Program and the Toolkit content

Time

45 min

Description

35 min   **Part A   The Play It Fair! Program and Toolkit**

About the Program
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.

2. He/she presents an overview of the Play it Fair! Program using
    "*About the Play it Fair! Program*" (on p. 30 and 31 of this manual),
    stressing the importance of the Toolkit as a programming tool and
    a tool for prevention and intervention.

Note: The PowerPoint presentation "Play it Fair! Program" can also be
used to present the Program. (Available on Equitas' website at
www.equitas.org/toolkit)

About the Toolkit Content
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 (p. 32 of this manual)

- Index of activities by age, value, and issues (p. 34 of this
  manual)

- Activities

- Sample programs (p. 33 of this manual)

Then the facilitator discusses some of the most relevant reference sheets from the Toolkit, see below.

Finally, the facilitator distributes a photocopy of Toolkit Reference sheets 14 to 17 on group discussion, stresses the importance of group discussions and presents one or two of the ideas from Reference sheet 15.

Note: There will be an "Ultimate Toolkit Quiz" on Day 2 to review the Toolkit content.

Relevant Reference Sheets from the Toolkit
02 Children's Rights
10 Peaceful conflict resolution
15 Group Discussion: How does it work?
16 Group Discussion: Tips to Improve the Group Discussion
18 Integrating Toolkit Activities into a Program

10 min **Part B** **Large Group Discussion**
The facilitator leads a discussion. Questions to consider:
- Why is it important to include background information on the Play It Fair! Program in a training on the use of the Toolkit?

- What are the different ways to present information on the Play It Fair! Program and the Toolkit content during a training session? What are some engaging low-tech alternatives?

End of Activity ■

About the Play It Fair! Program and the Toolkit

Program Goal   To promote human rights, anti-discrimination, and peaceful conflict resolution in existing education programs for children

Target   Children 6 -12 and leaders/coordinators of programs with children

Approach   Use of games to promote integration of positive values such as respect, inclusion and collaboration in behaviors and attitudes

Partners   Developed by Equitas. Implemented by municipal agencies, community-based organizations

History

2004 Needs Assessment in Montreal

2005 Pilot Projects in Montreal (prototype toolkit)

2006 Implementation and training in Montreal

   Needs Assessment in Vancouver, Toronto, Winnipeg, Moncton/Dieppe/Fredericton

2007 Generalization in Montréal

   Pilot Project in Vancouver, Toronto, Winnipeg, Moncton/Dieppe/Fredericton

2008 Generalization in different cities across Canada

- 200 camps
- 2,000 people trained
- 40,000 children reached
- Also used in other countries

Toolkit Content   63 Games

23 Reference sheets

Indexes and suggested programs

What is the Toolkit?   A resource for activities

A prevention tool : promote positive values

An intervention tool : promote constructive response

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."

"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 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."*

What children have to say	*"I take more care of others and others take more care of me. "*
	"We learned how to resolve conflicts while at the same time having fun. "
	"I find that it's really…it's like something happened and everyone changed all at once. "
	" violence wouldn't be part of the solution and we want to be part of the solution."
What staff have to say	75.2% of leaders reported that the Toolkit was easy to use
	69% of leaders also indicated that the Toolkit was helpful 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."

Reference Sheets included in the Toolkit

01 Human Rights

02 Children's Rights

03 The *Convention on the Rights of the Child in Child Friendly Language*

04 Human Rights Education

05 The Right to non-discrimination

06 The Toolkit Values

07 Educational Approach of the Toolkit

08 Child Development

09 Establishing a Code of Behaviour for the Group

10 Peaceful conflict Resolution

11 Recognizing and Preventing Racism

12 Stopping Verbal Abuse

13 Selecting and Facilitating Activities

14 Group Discussion: What is it?

15 Group Discussion: How Does it Work?

16 Group Discussion: Tips to Improve the Group Discussion

17 Group Discussion: Variations

18 Integrating Toolkit Activities into a Program

19 Team Planning and Follow-Up

20 Sample Program: 6-8 years

21 Sample Program:11-12 years

22 Sample Program: 6-12 years (multi-age groups)

Toolkit Reference 20: Sample Program

Sample Program: 6-8 years

Week 1

Date: _____ Leader's name: Rainbow

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	05 Around the World with a Hula Hoop		07 Exclusion by Numbers	12 Aliens	
Afternoon	Establishing a Code of Behaviour for the group (Reference 09)	13 Sardines			08 Picture Talk

Week 2

Date: _____ Leader's name: Rainbow

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	01 Cooperative Musical Chairs	11 Octopus		10 Blind Trust	
Afternoon	Create a mural on the 7 values (Reference 06)		09 Friendly Crossing, Safe Passage		06 Kulit K'rang
Free Time Activities	53 Your Smile is Contagious	54 The Curtain Comes Down	04 Tropical Storm		

Index of Activities by Value

	6-8 year-olds	9-10 year-olds	11-12 year-olds
Cooperation	01 Cooperative Musical Chairs 02 Crocodile 03 Lighter Than Air 04 Tropical Storm 05 Around the World with a Hula Hoop 11 Octopus 13 Sardines 52 Cat and Mouse 55 The Caterpillar	15 Cat 16 Human Rights Twister 31 Human Telephone 57 The Beast Awakens	34 Sitting Together! 35 Crazy Stories 36 The Human Knot 51 What Time Is It? 60 Count the Contact Points
Respect for diversity	06 Kulit K'rang 12 Aliens 14 From Saturn to Jupiter	17 Hello From Around the World 18 Look for Similarities and Discover Differences! 19 My Group... My Culture 20 Where's my Banana? 21 Familiar Faces 56 Talyat-Malyat	37 The Culture Game 49 Inuit Hand Game 62 What Are You Doing?
Fairness			38 How is the World Divided? 39 Working in the Mines
Inclusion	07 Exclusion by Numbers	22 All in Good Order 23 Tra-la-la... Silence 24 Inclusion... Exclusion... 59 Electric Shock	40 Bullying
Respect	08 Picture Talk 09 Friendly Crossing, Safe Passage 54 The Curtain Comes Down	25 The Noisiest Game in the World 26 Rock-Paper-Conflict!	41 It's Hot... It's Not... 42 The Bears and the Bees 43 The Worst Day of My Life 44 "V-R-A-N-T-S-I-S" and "Me"
Responsibility	10 Blind Trust 53 Your Smile is Contagious	27 The Race Against Anger 28 I Have the Right to... 29 Fishing for Rights and Responsibilities 32 Squirrels in the Trees 33 The Witness	45 Draw It Right 61 Blind Spots 63 Follow the Movement
Acceptance		30 I Have a Disability 58 Random Words	46 In the Shoes of an Immigrant 47 Lunch and Disabilities 48 Colour Portraits 50 And If I Were...You?

Activity 7   Evaluation

Objective

To provide feedback on Day 1 of the workshop

Time

15 min

Description

The facilitator conducts one the following evaluation activities to evaluate Day 1 of the workshop: Toolkit Game, I Liked…I didn't Like, Evaluation Mark, and Are we Getting There?

Toolkit Game

41 "It's hot…It's not"

I Liked… I didn't Like

Working in buzz groups, participants evaluate Day 1 of the workshop by completing the statements below in regard to the content (what was covered) and/or the process (how it was covered).

1. Things I liked…....…
2. Things I did not like ………..…
3. The most important lesson I learnt…
4. What main obstacle I anticipate in applying what I have learnt…

The facilitator will write down participants' comments on flipchart as each buzz group share the result of their discussions and then leads a discussion on adjustments that need to be made, if any.

Evaluation Mark: Using Lines

The facilitator draws seven lines on flipchart and writes 0 at the beginning and 10 at the end of each line as well as the four following workshop objectives along the lines:

- To explore human rights values and principles essential to the promotion of multiculturalism, inclusion, human rights, and peaceful conflict resolution;
- To strengthen skills in developing and delivering education programs using the Play It Fair! Toolkit;
- To develop plans for applying their learning and implementing the Play It Fair! Toolkit; and

- To share lessons learned and best practices, network and explore opportunities for collaboration.

The participants put a post-it note on each line to assess to what degree each objective has been met. The post-it note will be closer to 10 if the objective has been fully met and closer to 0 if the objective has not been met at all.

The facilitator summarizes the results and discusses what corrective actions, if any, must be taken.

Evaluation Mark: Using the Target

The facilitator draws a circle on a flipchart and divides it into four parts using four lines. (S)he writes the four following workshop objectives in each part of the circle:

- To explore human rights values and principles essential to the promotion of multiculturalism, inclusion, human rights, and peaceful conflict resolution;
- To strengthen skills in developing and delivering education programs using the Play It Fair! Toolkit;
- To develop plans for applying their learning and implementing the Play It Fair! Toolkit; and
- To share lessons learned and best practices, network and explore opportunities for collaboration.

The participants put a post-it note in each part of the circle to assess to what degree each objective has been met. The post-it note will be closer to the centre of the target if the objective has been fully met and further away from the centre of the target if the objective has not been met.

The facilitator summarizes the results and discusses what corrective actions, if any, must be taken.

Are We Getting There?

The facilitator draws a human body (with well-defined head, heart, and hands) on flipchart and writes on the head "Knowledge", on the heart, "Attitudes and Values", and on the hands, "Skills".

Participants will write what knowledge, attitudes and values, and skills they have acquired on each part of the body. The facilitator will lead a discussion about questions and/or concerns the participants may have.

End of Activity ■

Day 2

Activity	Title	Time
Recap		5 min
Ultimate Toolkit Quiz		25 min
Toolkit Game!		15 mi
Activity 8	Children's Rights	45 min
Toolkit Game!		15 min
Activity 9	Integrating the Toolkit into our Program	1 hr
Activity 10	Planning and Follow Up	1 hr
Toolkit Game!		15 min
Activity 11	Developing a Toolkit Training	1 hr
Activity 12	Next Steps	30 min
Activity 13	Evaluation	15 min

5 min   Recap

The facilitator highlights the main points of Day 1 and provides an overview of the activities for Day 2.

25 min   Ultimate Toolkit Quiz

The facilitator leads the quiz to review the Toolkit content. See *"Ultimate Toolkit Quiz"* (p. 39-40 of this manual). *Note*: *The quiz is also available as a power point presentation on our website: www.equitas.org/toolkit*

15 min   Toolkit Game!

One group facilitates a Toolkit game and leads a group discussion. The group includes a tip related to the "What to do if…" scenario found in Reference 16 in the Toolkit, "*Group Discussion Tips*".

The facilitator then leads a brief discussion. Questions to consider:
- What are some ways that the game can be played differently?
- What elements from Reference 16 in the Toolkit, "*Group Discussion Tips*" did you find most useful?
- What are some potential challenges you might face when running this game? How would you address these challenges?

Ultimate Toolkit Quiz

You have questions? The Reference Sheets are there to help you

1. When I integrate the Toolkit into my program, how many activities should I do?

It all depends on your priorities and time you have available. However, to achieve maximum

impact you should ideally conduct _____ to _____activities per week.

I found the answer in Reference Sheet #: _____

2. What are the 3 steps I should follow when leading a group discussion with children?

1.

2.

3.

I found the answer in Reference Sheet #: _____

3. What is « fairness »?

Fairness is affording to every person the same_____, the same_____, and the

same_____ .

I found the answer in Reference Sheet #: _____

4. Suggest 2 variations when leading a discussion with 9-10 year olds.
1.

2.

I found the answer in Reference Sheet #: _____

5. Is there a specific right that protects children with a disability? If yes, which one?

[ ] Yes, it's article number_____
[ ] No

I found the answer in Reference Sheet #: _____

6. What should I do when the same children are always the ones speaking during the group discussion?

    A simple tip is to:

I found the answer in Reference Sheet #: _____

7. What are the first 3 steps to peaceful conflict resolution?

    1. _____

    2. _____ the _____ with the person(s) involved in the conflict.

    3._____ possible _____ with the person(s) involved.

I found the answer in Reference Sheet #: _____

8. Suggest 3 activities that are appropriate for multi-age groups (6-12 years)

    1.

    2.

    3.

I found the answer in Reference Sheet #: _____

9. Why should children be educated about human rights? (Give 3 reasons)

    1.

    2.

    3.

I found the answer in Reference Sheet #: _____

10. How can we follow up on using the Toolkit? (Give 2 tips)

    1.

    2.

I found the answer in Reference Sheet #: _____

Ultimate Toolkit Quiz Answers

	Answers
Q.1	3 to 5 games per week *Reference sheet 18*
Q,2	*1.* Feel 2. Think 3.Act *Reference sheet 14*
Q.3	Fairness is affording to every person the same IMPORTANCE, the same RIGHTS and the same OPPORTUNITIES. *Reference sheet 06*
Q.4	1.Draw your face 2. The game review 3. The trigger word *Reference sheet 17*
Q.5	Yes, it is article number 23. *Reference sheet 03*
Q.6	1. Invite children to take turns speaking one after another around the circle. 2. Suggest that each child speak at least once before a child who has already spoken is allowed to speak again. 3. Pass the 'talking stick' until it has gone round the whole circle. Suggest that everyone get equal speaking time, for example 30 seconds. 4. Give each child 2 or 3 'chips'. Each time a child speaks, he or she hands you 1 chip. When a child has no more chips left, he or she can no longer speak. *Reference sheet 16*
Q.7	1. Calm down 2. DISCUSS the SITATION with the person(s) involved in the conflict 3. EXPLORE possible SOLUTIONS with the person(s) involved *Reference sheet 10*
Q.8	1. Exclusion by numbers 2. Inuit hand game 3. Crocodile 4. Where's my banana 5. It's hot, it's not 6. Familiar faces 7. Blind trust 8. Cooperative musical chairs 9. I have a disability 10. Picture talk 11. Tropical storm 12. Your smile is contagious 13. Talymat malyat 14. The beast awakens *Reference sheet 23*
Q.9	1. Because it is their right 2. To increase respect for human rights 3. Because HR values are universally recognized 4. and active participation 5. To encourage development of self esteem 6. To reinforce positive behaviours *Reference sheet 04*
Q.10	1. Talk about the Toolkit during your meetings 2. Use a log book 3. Promote a 'group buddy' system. *Reference sheet 19*

Activity 8   Children's Rights

Objective

To gain an overview of children's rights

Time

45 min

Description

20 min   **Part A   Introducing Children's Rights**

As a way to introduce children's rights, the facilitator leads one of the activities below: Game from the Toolkit; Children's Rights Pyramid; Picturing Children's Rights; or 'Race towards Rights'

Game from the Toolkit

28 - I have the right to…

OR

45 – Draw it Right

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?

Children's Rights Pyramid

The facilitator divides participants in small groups and provides each group with a short version of the Children's rights Convention (10-15 articles). See Reference 03 in the Toolkit, "*The Convention on the Rights of the Child in Child Friendly Language*" (p. 48 - 49 of this manual).

Participants form a pyramid by placing the articles in decreasing order of importance for the children in their work environment. In other words, the most important right is placed at the top, the two second less important below the first, ending with the least important at the bottom.

Each group presents their pyramid, providing the rationale for the ranking of the rights.

The facilitator then leads a brief 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?

Picturing Children's Rights

The facilitator divides participants in small groups and assigns each group an article from the Children's rights Convention. See Reference 03 in the Toolkit, "*The Convention on the Rights of the Child in Child Friendly Language*" (p 48 - 49 of this manual).

Working in small groups, the participants find an image/symbol to represent that article.

Each group presents their images/symbols to the large group, identifying the article and stating why they chose to represent it as they did.

The facilitator then leads a brief discussion on the interpretation of the images/symbols and how this exercise could be used with children. Other 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?

Race towards Rights

The facilitator explains Toolkit Activity 27, "The Race Against Anger", but changes the last step of the obstacle course.

Instead of writing down a trick that will help children calm down when they are angry, participants write down what the idea of 'children's rights' means to them.

The facilitator then leads a brief discussion on the activity:

- Why, in your opinion, has this game been chosen before discussing children's rights?
- What is the value of combining a physically demanding activity with a brainstorming session on children's rights?

- The game, "Race Against Anger", gives the children the opportunity to come up with some useful ways to calm down when they are angry. What does this type of game contribute to a program with children?

Other 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?

20 min   **Part B   Presentation and Discussion on Children's Rights**

A resource person or the facilitator will present an overview of children's rights.

See reference sheets below on human rights, children's rights, and human rights education.

See Toolkit Reference sheets 01: *Human Rights*; 02: *Children's Rights*; 03: *The Convention on the Rights of the Child in Child Friendly Language*; and 04: *Human Rights Education*.

Note: The PowerPoint presentation "Children's Rights" can also be used to present children's rights. (Available on Equitas' website at www.equitas.org/toolkit)

The facilitator leads a discussion on the meaning of human rights and children's rights. Questions to consider:

- What are children's rights? Where do they come from? Why are there rights specific to children? How do they differ from human rights?

- What main rights are included in the children's rights? What are the four principles of the CRC (Convention on the Rights of the Child) and how they are interrelated?

- How are these rights protected? What is our role and responsibility in regard to human rights and children's rights? Why is it important to educate children about their rights?

- In what way do children's rights play an important role in Toolkit activities? What is the link between children's rights and the values promoted in the Toolkit?

End of Activity ■

Toolkit Reference 01: Human Rights, Children's Rights and Human Rights Education

From Toolkit Reference 01: Human Rights

What are human rights?
Human rights are fundamental rights that belong to every person simply because he/she is a human being. Human rights are based on the principle that every human being is born equal in dignity and rights.

What is the purpose of human rights?
Human rights are important because they protect our right to live in dignity, which includes the right to life, freedom and security.

Human rights are a tool to protect people from violence and abuse.

Human rights foster mutual respect among people.

What is the Universal Declaration of Human Rights?
The *Universal Declaration of Human Rights* (UDHR) is the founding document of human rights. Adopted on December 10, 1948 by the United Nations, the UDHR stands as a common reference point for the world and sets common standards of achievement in human rights.

What is human dignity?
Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings.

What is equality?
Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, etc.

Toolkit Reference 01: Summary of the Articles of the *Universal Declaration of Human Rights*

Article 1. Right to equality

Article 2. Freedom from discrimination

Article 3. Right to life, freedom, personal security

Article 4. Freedom from slavery

Article 5. Freedom from torture and degrading treatment

Article 6. Right to recognition as a person before the law

Article 7. Right to equality before the law

Article 8. Right to remedy by competent tribunal

Article 9. Freedom from arbitrary arrest, exile

Article 10. Right to a fair public hearing

Article 11. Right to be considered innocent until proven guilty

Article 12. Freedom from interference with privacy, family, home, and correspondence

Article 13. Right to free movement in and out of any country

Article 14. Right to asylum in other countries from persecution

Article 15. Right to a nationality and freedom to change it

Article 16. Right to marriage and family

Article 17. Right to own property

Article 18. Freedom of belief and religion

Article 19. Freedom of opinion and information

Article 20. Right of peaceful assembly and association

Article 21. Right to participate in government and free elections

Article 22. Right to social security

Article 23. Right to desirable work and to join trade unions

Article 24. Right to rest and leisure

Article 25. Right to adequate living standards

Article 26. Right to education

Article 27. Right to participate in cultural life and community

Article 28. Right to social order assuring human rights

Article 29. Community duties essential to free and full development

Article 30. Freedom from state and personal interference

Toolkit Reference 02: Children's Rights

What are the rights of the child?
The rights of the child are specific rights that aim to protect all human beings younger than 18 years old.

What is the purpose of having children's rights?
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.

What is the Convention on the Rights of the Child?
The *Convention on the Rights of the Child* is an international treaty that recognizes the civil, political, economic, social and cultural rights of children.

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

Non-discrimination and equal opportunity. All children have the same rights.

Best interests of the child. The best interests of the child must be the primary consideration when making decisions that may affect children.

Right to life, survival and development. 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.

Participation. Children have the right to express themselves and to be heard.

Toolkit Reference 03: The Convention on the Rights of the Child in Child Friendly Language

Article 1	Everyone under 18 years of age has all the rights in this Convention.
Article 2	The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
Article 3	All organizations concerned with children should work towards what is best for you.
Article 4	Governments should make these rights available to you.
Article 5	Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.
Article 6	You have the right to life. Governments should ensure that children survive and develop healthily.
Article 7	You have the right to a legally registered name and nationality. Also the right to know and, as far as possible, to be cared for by your parents.
Article 8	Governments should respect children's right to a name, a nationality and family ties.
Article 9	You should not be separated from your parents unless it is for your own good - for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you.
Article 10	Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.
Article 11	Governments should take steps to stop children being taken out of their own country illegally.
Article 12	You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.
Article 13	You have the right to get, and to share, information as long as the information is not damaging to yourself or others.
Article 14	You have the right to think and believe what you want and to practice your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Article 15	You have the right to meet with other children and young people and to join groups and organizations, as long as this does not stop other people from enjoying their rights
Article 16	You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.
Article 17	You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.
Article 18	Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
Article 19	Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.
Article 20	If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 21	If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you are taken to live in another country.
Article 22	If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.
Article 23	If you have a disability, you should receive special care and support so that you can live a full and independent life.
Article 24	You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.
Article 25	If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.
Article 26	The government should provide extra money for the children of families in need.
Article 27	You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.
Article 28	You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
Article 29	Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.
Article 30	You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.
Article 31	You have a right to relax and play and to join in a wide range of activities.
Article 32	The government should protect you from work that is dangerous or might harm your health or education.
Article 33	The government should provide ways of protecting you from dangerous drugs.
Article 34	The government should protect you from sexual abuse.
Article 35	The government should make sure that you are not abducted or sold.
Article 36	You should be protected from any activities that could harm your development
Article 37	If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.
Article 38	Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.
Article 39	If you have been neglected or abused, you should receive special help to restore your self-respect.
Article 40	If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.
Article 41	If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.
Article 42	The government should make the Convention known to all parents and children.
Articles 43-54	Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights.

Toolkit Reference 04: Human Rights Education

What is human rights education?

Human rights education is all learning that builds knowledge, skills, as well as attitudes and behaviours of human rights. Human rights education enables people to better integrate human rights values such as respect, acceptance and inclusion into their daily lives.

Human rights education encourages using human rights as a frame of reference in our relationships with others.

Why is it important to educate children about human rights?

Because it's their right!: Children have the right to know their rights.

To increase respect for human rights: Knowing about your rights is the first step in promoting greater respect for human rights.

Because human rights values are universally recognized: Adults who work with children are constantly faced with the task of trying to determine which behaviours are acceptable and which are not acceptable.

To encourage the development of self-esteem and active participation: Once children become aware of their rights, they begin to recognize their own importance as human beings.

To reinforce positive behaviours: Human rights education is one of the most effective ways of encouraging positive behaviour because it involves both critical reflection and a strengthening of the child's sense of responsibility.

One group facilitates a Toolkit game and leads a group discussion. The group includes a tip related to the "What to do if…" scenario found in Reference 16 in the Toolkit, "*Group Discussion Tips*".

The facilitator then leads a brief discussion. Questions to consider:

- What are some ways that the game can be played differently?

- What elements from Reference 16, "*Group Discussion Tips*" did you find most useful?

- What are some potential challenges you might face when running this game? How would you address these challenges?

Activity 9   Integrating the Toolkit into a Program

Objective

To explore ways to integrate the Toolkit into a program

Time

1 hr

Description

25 min   **Part A   Using the Toolkit for Prevention and Intervention**

The facilitator divides participants into four or five groups and hands out a case study (on p 54 - 58 of this manual) to each group.

Working in small groups, participants read the case study, discuss how the Toolkit can be used to address the situations in the case studies, and jot down the main points of their discussions on flipchart. They will share the results of their discussions with the large group in the next part of this activity. The questions to consider (also found at the end of each case study) during their discussion are:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills, and attitudes does the staff need in order to respond to similar situations? And to prevent them from occurring?

- How can the Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used to respond to similar situations and prevent them from occurring?

35 min   **Part B   Large Group Discussion**

Each group in turn presents the case and the results of their discussion, using the flipchart they had prepared in the previous part.

The facilitator leads a discussion. Questions to consider:

- What is the purpose of integrating the Toolkit into a program?

- What do leaders/coordinators of programs with children need to consider when planning on using the Toolkit into their programs?

- What can trainers do to help staff respond to the various situations described in the case studies?

- What elements (knowledge, skills, and attitudes) should be included in a training session for leaders/coordinators of programs with children in order that they would be better prepared to deal with situations similar to those in the case studies?

End of Activity ■

Mia Switches Teams

Case Study 1: Mia Switches Teams

Your role. You are the director of a children's program. You are responsible for overseeing daily activities and for supervising the whole staff, everyone from program managers to group leaders. You pay regular visits to the different groups to make sure everything is running smoothly. You witness the following situation:

The scenario. Sarah is the group leader responsible for the 7-and-8-year-old children. Today, she has organized an arts and crafts activity. She invites the children to create posters on what cultural diversity at their program means to them.

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

Mia: Sarah, could I please switch teams?

Sarah: Why do you want to switch teams, Mia?

Mia: I don't want to be on Mohammed's team.

Sarah: Why not, Mia?

Mia: My parents don't want me to play with him.

Sarah: They don't? How come?

Mia: People like him are dangerous. Some of them are even terrorists!

Sarah: Listen, Mia, even though…

Mia: (Crying) Please, Sarah! I don't want my parents to get mad at me!

Sarah: OK, OK. Please don't cry – I'll put you on a different team.

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

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

Questions to consider:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills and attitudes does the staff need to respond to similar situations? And to prevent them from occurring?

- How can the Play it Fair! Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used?

Everyone is Teasing Paul

Case Study 2: Everyone is Teasing Paul

Your role. You are in charge of training city staff working with children.

The scenario. One morning, Hun Tse, who supervises one of the children's programs, calls you to discuss current challenges in the program. He wants to know what you think should be done. To elaborate, he describes the following situation:

From the first day, Hun Tse has noticed that a child named Paul, a newcomer to the community, is the target of teasing and is often rejected by the other children in his group. It's true that Paul can be rowdy and often disrupts program activities. Until now, Hun Tse and the group leaders have refrained from intervening in the situation. At snack time a few days ago, Hun Tse witnesses the following conflict in Paul's group.

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

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

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

Questions to consider:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills and attitudes does the staff need to respond to similar situations? And to prevent them from occurring?

- How can the Play it Fair! Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used?

Hands Full

Case Study 3: Hands Full

Your role. You are in charge of training city staff working with children.

The scenario. One morning, Sue Yue, who supervises the one of the children's programs, calls you to discuss current challenges in the children's programs. She wants to know what you think should be done. To elaborate, she describes a conversation she overheard between two program managers.

Harish: The kids' program has been hell lately! The children have become so annoying!

Fanny: Tell me about it! And it just seems to get worse every year…

Harish: More and more children have behavioural problems. The group leaders are so busy keeping the kids in line that it's impossible to run games for them.

Fanny: In one of my programs, there are several hyperactive children. They usually take Ritalin, but sometimes they forget to take it. At snack time, I have trouble getting them to sit still for ten minutes at a time. When two or three of them start yelling and running around, the entire group acts up!

Harish: If only it were just the hyperactive kids…We also have to try to integrate the newcomers who don't speak the language yet, kids with auditory or visual disabilities, kids in wheelchairs…

Fanny: Not to mention kids with disabilities! Of course, some of them have integration workers, but still… It's getting harder and harder to play the simplest games, like soccer and hide-and-seek!

Harish: The staff generally mean well, but they feel like they're lacking in resources. After all, they're not social workers or healthcare professionals.

Fanny: I feel a bit overwhelmed too…What can we do to help them?

Harish: Good question!

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

Questions to consider:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills and attitudes does the staff need to respond to similar situations? And to prevent them from occurring?

- How can the Play it Fair! Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used?

Grégoire Has Trouble With "Those Children"

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

Your role. Since the beginning of the year, you've been the director of a children's program. Your program has hired several leaders under the supervision of Rashida, the program's young manager. You witness the following situation:

The scenario. Rashida, the program manager, speaks with Grégoire, the leader for the 8-and-9-year olds.

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

Questions to consider:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills and attitudes does the staff need to respond to similar situations? And to prevent them from occurring?

- How can the Play it Fair! Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used?

A Colourful Dispute

Case Study 5: A Colourful Dispute

Your role. Since the beginning of the year, you've been the director of a children's program. Your program has hired several leaders, including Ismaël. You witness the following situation:

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

Anouchka: Maybe we could paint our man purple…

Simon: Ew! I hate purple – it's girly. Besides, like I said, I get to decide.

Anouchka: What do you mean, you get to decide? Anyway, purple's way nicer than the brown you used.

Simon: But brown is less babyish. My father's always telling me that girls have no taste – and he's right!

Anouchka: You're the one with no taste, stupid.

Simon: Shut up, you cow! Girls aren't supposed to talk back to guys! If you don't stop it, I'll have to smack you…

Anouchka: Idiot!
Anouchka deliberately spills the purple paint onto their art project.

Simon: If you're going to be like that, well then – you'll see what you get!

Simon dips his hand in the spilled paint and wipes it roughly on Anouchka's shirt.

Ismaël: Whoa… Calm down, kids! What's going on here?

Anouchka: This big jerk just got my shirt dirty!

Simon: This little idiot completely ruined our project!

Ismaël: Be respectful to each other, please.

Anouchka: I have to get him dirty. He has to suffer what I suffered – that's the rule!

Simon: Just try it!

Anouchka picks up the paint-covered project and…

Questions to consider:

- What are the challenges raised by the situation? Are they children's rights issues?

- What knowledge, skills and attitudes does the staff need to respond to similar situations? And to prevent them from occurring?

- How can the Play it Fair! Toolkit be used to respond to similar situations and prevent them from occurring?

- What other strategies and tools could be used?

Activity 10   Planning and Follow Up

Objective

To gain an overview of the steps involved in developing a plan for implementing the Toolkit

Time

1 hr

Description

10 min   **Part A   Planning and Follow Up**
Working in buzz groups of three, participants define "planning and follow up" and what they mean by "implementing the Toolkit". See Toolkit Reference sheets 18: *Integrating Toolkit Activities into a Program* and 19: *Team Planning and Follow-up* (highlights on p.60 of this manual).

Participants share their ideas with the large group.

The facilitator goes over "*Objectives and Strategies for Using the Toolkit*" (p. 60 of this manual) and "*Five Tips for Successful Use of the Toolkit*" (p. 61 - 62 of this manual).

20 min   **Part B   Implementing the Toolkit**
Participants will develop a plan for implementing the Toolkit in their organization or one that they are very familiar with.

Working individually (or with their colleagues), participants will discuss and prepare a plan for implementing the Toolkit using the worksheet "*Planning and Follow Up*" (p. 63 of this manual).

15 min   **Part C   Large Group Discussion**
Each group shares its implementation plan with the large group and answers any questions that other groups may have for them.

The facilitator leads a discussion on implementing the Toolkit. Questions to consider:

- What are the success factors in the implementation of a program that include the use of the Toolkit?

- During the course of your work, you may have to assist or train others to implement the Toolkit. What challenges may they encounter?

- How can you help them overcome these challenges?

From the Toolkit

Highlights from Toolkit Reference 18: Integrating Toolkit Activities and Toolkit Reference 19: How to Plan

How do I integrate the Toolkit activities into my program?

1. *Set short-term and long-term goals*

2. *Choose a value to be promoted each week*

3. *Identify activities to meet your challenges*

4. *Facilitate or talk about the Toolkit activities during your team meetings*

How many activities should I do?
The more activities you do, the more you will notice positive changes. To achieve maximum impact, you should conduct 3 to 5 activities a week.

How much time should I allow?
The time required for activities varies. So, conduct 2 - 3 short ones in a row or a long one. Remember: several short activity periods are generally better than a single long one.

Tips for using the Toolkit on a regular basis

1. Set aside specific periods of time each week for Toolkit activities (for example, two 45-minute periods).

2. Set a minimum number of activities to be carried out each week (for example, 5 activities).

3. Plan to facilitate 25 different activities over the summer.

Objectives and Strategies for Using the Toolkit	
Examples Objectives for Toolkit Use	**Examples Strategies to Meet the Objectives**
All the leaders lead 3 Toolkit activities 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 activities.	From 10:00 to 11:00 every Tuesday and Thursday, the children participate in Toolkit activities. Every Monday, the leaders prepare some games to fill these time slots.
Some Toolkit activities 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.

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 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 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!"

Worksheet: Planning and Follow-up

See Reference sheets 18, 19, and 20 in the Toolkit for ideas and strategies.

1. What changes would you like to see in your setting and/or among the children?

2. Within which programs do you want to implement the Toolkit?

3. What are the specific objectives for implementing the Toolkit in these programs?

4. What are the strengths that you can build upon?

5. What follow-up work is needed to support the implementation of the Toolkit?

One group facilitates a Toolkit game and leads a group discussion. The group includes a tip related to the "What to do if…" scenario found in Reference 16 in the Toolkit, "*Group Discussion Tips*".

The facilitator then leads a brief discussion. Questions to consider:

- What are some ways that the game can be played differently?

- What elements from Toolkit Reference 16 '*Group Discussion Tips"* did you find most useful?

- What are some potential challenges you might face when running this game? How would you address these challenges?

Activity 11   Developing Training on the Use of the Toolkit

Objective

To review the Toolkit and resources that could be used for developing training sessions on the use of the Toolkit

To prepare a model training session

Time

1 hr

Description

20 min   **Part A   Review of Toolkit and Resources**
The facilitator reviews available training tools (manuals, DVD, etc.) that participants could use to develop training sessions on the use of the Toolkit. These tools can be downloaded from the Equitas website (www.equitas.org/toolkit)

25 min   **Part B   Model Training Session**
The facilitator leads a discussion on the elements that need to be analyzed when developing a training session (see worksheet "*Model for a Training Session*" and then divides participants into groups by organizations, type of approach, etc. Participants can work individually, if they wish.

Working individually or their small groups, participants develop their model using the worksheet "*Model for a Training Session*" (p.67 of this manual).

15 min   **Part C   Presentations and Large Group Discussion**
The facilitator invites one or two groups to present their model training session. Participants are invited to provide feedback and suggestions on the approaches presented. Based on these discussions, participants are invited to enrich their own models.

The facilitator will lead a discussion. Questions to consider:

- What are the key elements to consider when developing training on the Play it Fair! Toolkit

- What are the challenges in developing training?

- How can Equitas help you to overcome those challenges?

- What can a trainer do to encourage the participants to their training use the resources found in the Toolkit?

End of Activity ■

Worksheet: Model for a Training Session

Participants' Profile

Age of participants:

Participants' current level of knowledge (children's rights, etc.):

Participants' experience facilitating activities with children:

What are the strengths and weaknesses of the group?

Objectives of the Training

What should the participants know or be able to do after the training session? What change is required?

Knowledge (e.g., Toolkit values, content):

Skills (e.g., lead Toolkit activities):

Attitudes/behaviours (e.g., positive response toward the use of games as learning method, better listening skills):

Time Available

No. of days / No. of hours:

Content	Resources for Developing the Content
Topics that should be covered within the given time (e.g., Play It Fair! Program, Toolkit values, Educational approach, Facilitating Toolkit activities, Integrating Toolkit into a Program, Evaluation) 1. …. 2. … 3. ….	*Existing material (manuals, etc.) that can be used*

General Considerations

What are the interests of the group? How will you motivate them during the session?

What are the challenges that you may face? How would you overcome these?

Activity 12   Next Steps

Objective

To develop an action plan on developing and implementing the Toolkit

Time

30 min

Description

10 min   **Part A   Action Plan**

The facilitator leads a brief discussion on actions that participants intend to take in regard to training members of their organization or community on implementing the Toolkit.

Working individually or with other members of their organization, participants develop an action plan using the worksheet "*Five actions at my fingertips!*" (p.69 of this manual).

10 min   **Part B   Presentation and Large Group Discussion**

The facilitator invites one or two teams to share their action plans.

The facilitator highlights the similarities and differences of the plans and invites the rest of the participants to provide their comments and suggestions, as well as make changes to their own plans.

These plans could be uploaded on the Equitas Community and participants could continue their discussions on content, methods, etc. if they wish.

The facilitator will also introduce the activities which will be conducted after the training session by Equitas and partners, such as follow-up support, evaluation, etc.

End of Activity ■

Five actions at my fingertips!

Identify **5 actions** that **you** will take this summer to facilitate the use of the Toolkit
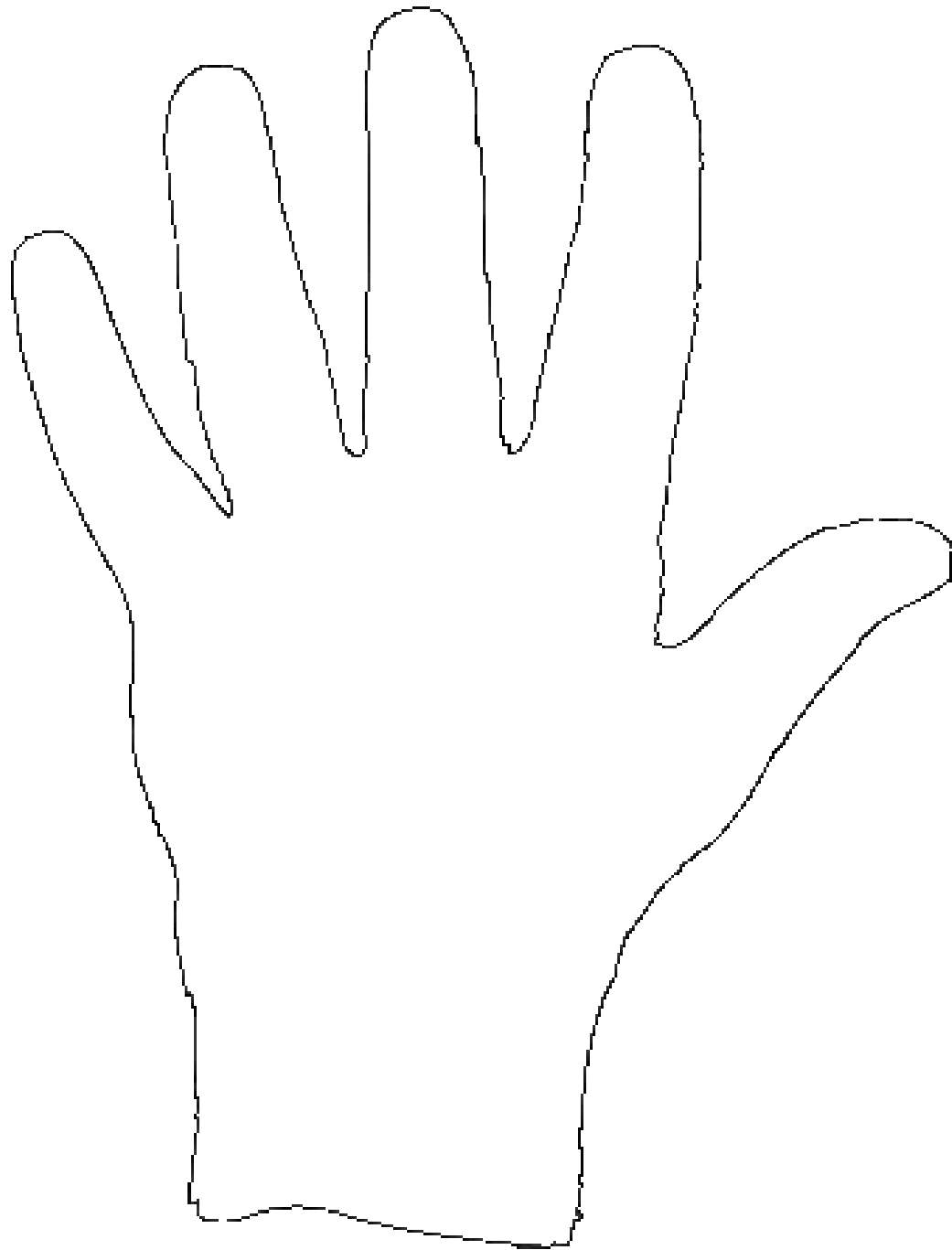
Activity 13   Closing and Evaluation

Objective

To close and evaluate the workshop

Time

15 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 ■

Play It Fair! Toolkit
Training of Trainers General Evaluation

Please complete the following evaluation. Your evaluation will help us to revise the program and design subsequent programs to better suit your needs.

Part A – Demographics
Please provide us with some background information about yourself.

1. Name (optional):	
2. Job title:	
3. Sex:	Female ☐　　　Male ☐

Part B – Content and Process

1. Did we meet our workshop objectives?

Objectives	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Explore human rights values and principles essential to the promotion of multiculturalism, inclusion, non-discrimination, human rights and peaceful conflict resolution. Comments:	☐	☐	☐	☐
b. Strengthen skills in developing and delivering non-formal multiculturalism and human rights education programs aimed at children using the *Play It Fair!* Toolkit. Comments:	☐	☐	☐	☐
c. Develop plans for applying their learning and implementing the *Play It Fair! Toolkit* within their organization and their community. Comments:	☐	☐	☐	☐

Part B – Content and Process

1. Did we meet our workshop objectives?

Objectives	Strongly Agree	Agree	Disagree	Strongly Disagree
d. Share lessons learned and best practices, network and explore opportunities for collaboration. Comments:	☐	☐	☐	☐

2. Workshop activities	Yes	Partially	No
a. Were the activities effective in promoting the sharing of experience among the participants? Comments:	☐	☐	☐
b. Were the activities effective in integrating practice and theory? Comments:	☐	☐	☐
c. Was the amount of time allotted for activities throughout the program adequate? Comments:	☐	☐	☐
d. Was the combination of presentations and large and small group work appropriate? Comments:	☐	☐	☐

Part C– General Comments

	Yes	Partially	No
1. Was this workshop what you expected? Please explain:	☐	☐	☐

2. What aspects of the training session did you find *most* useful?
3. What aspects of the training session did you find *less* useful?
4. What content areas would you recommend for future workshops?
5. Do you feel ready to develop and deliver training on the Toolkit to others?　　Yes ☐　　　No ☐ 　　If no, what more do you feel you need?
6. Any other comments:
Thank you!

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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