

***Promoting Harmonious Relations and Peaceful Conflict
Resolution for Children in Jordan, Iraq and Lebanon***

Middle East and North Africa

Play It Fair!

Workshop Manual

**ANHRE - Arab Network for Human Rights and Citizenship Education
Change Academy for Democratic Studies and Development
Equitas – International Centre for Human Rights Education**

May 2011

Lebanon



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Introduction

Background

Equitas - International Centre for Human Rights Education, has developed and implemented a program in Canada which promotes understanding of human rights, non-discrimination and peaceful conflict resolution in education programs for children. This program called *Play It Fair* (PIF), is supported by a toolkit with games to develop knowledge and skills, as well as attitudes and behaviours enabling children to integrate universal human rights values such as respect, acceptance of diversity and inclusion into their daily lives. The *Play It Fair* Toolkit targets children aged from 6 to 12, and is intended for educators and teachers working with children.

Equitas recently undertook a pilot project to introduce the *Play It Fair* program in the Middle East and North Africa through a cooperation initiative with the Amnesty International MENA Office. The *Play It Fair* Toolkit was translated into Arabic and adapted, where necessary, to the Arab culture by Amnesty International. Equitas held a training of trainers for 10 teachers from UNRWA schools and Amnesty members in Jordan plus 10 members of the Arab Network for Human Rights and Citizenship Education – ANHRE - (alumni of Equitas' activities in the region) from Jordan, Egypt, Yemen, Palestine, Iraq and Morocco. Following the training of trainers workshop, Equitas and Amnesty monitored local activities implemented by the participants in their organizational context. Overall, this pilot experience was quite successful and allowed to finalize the Arabic version of the *Play It Fair* Toolkit using the comments and recommendations of participants.

ANHRE has now a core group of trainers and facilitators, already acquainted with Equitas' PIF program that has been formed and coached by Equitas. This team along with the ANHRE's Coordination Committee had the mandate to prepare a training of trainers (TOT) workshop targeting selected educators from organizations and institutions working with children in Jordan, Lebanon and Iraq. This training will be delivered by that team. They will also monitor and evaluate follow-up activities with the support of Equitas.

Objectives

The objectives of the workshop are to have participants:

1. Explore human rights values identified in the *Play It Fair!* Toolkit that are essential to the promotion of human rights.
2. Strengthen skills in developing and delivering non-formal human rights education programs aimed at children using the *Play It Fair!* Toolkit.
3. Develop plans for applying their learning and implementing the *Play It Fair!* Toolkit within their organization and their community.
4. Explore evaluation tools that will be used to follow up and evaluate the implementation of the program.

Participants

There are 18 participants attending the workshop. The selected educators are from organizations working with children (in Jordan, Lebanon and Iraq - 6 participants per country). The priority will be for those who come from schools and organizations who work with disadvantaged children from distant and rural areas where they do not have enough space to play and they do not have playgrounds.

Approach

The workshop is developed using a participatory approach, and as such it will rely strongly on the experiences of the participants. These experiences are not merely shared, but they will be analyzed so that participants can develop a greater understanding of how they approach their work. Many training skills will be practised, demonstrated and discussed throughout all workshop activities. The methodology also focuses on enabling participants to develop concrete strategies for integrating the Toolkit into their work and community.

About the Organizers

This workshop is organized by the Arab Network for Human Rights and Citizenship Education (ANHRE), Change Academy for Democratic Studies and Development and Equitas – International Centre for Human Rights Education.

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.

Equitas has been working with human rights educators in MENA for several years now and helped develop their capacity in a training of trainers program.

The Arab Network for Human Rights and Citizenship Education (ANHRE) has been established as an independent non-governmental, non profit regional network that represents active institutions/organizations and academic institutes working in the field of Human Rights and Citizenship education in the Arab region. This network aims through its activities to unify efforts and coordinate with different civil society organizations in Human Rights and Citizenship Education to influence policies and legislations that ensure the promotion and the enforcement of human rights and citizenship values and culture, towards a society in which social justice prevails. It aims as well to enhance the capacity building of its members to work more effectively in this field.

The network gathered 75 organizations from 11 countries in the Arab World: Egypt, Lebanon, Algeria, Sudan, Iraq, Palestine, Jordan, Morocco, Yemen, and Tunisia

Change Academy for Democratic Studies and Development is a local Jordanian NGO and a member of ANHRE, working extensively in human rights education. Since its establishment in 2004, it has performed the following projects:

- Building the capacity of human rights activists in the Arab world in cooperation with Arabic Institute for Human Rights, Tunisia;
- Human rights, democracy, and empowerment for Jordanian youth;
- Communication skills and human rights for university students;
- Citizenship concepts and election participation for rehabilitation and welfare organizations;
- The role of civil society organizations in influencing government decisions.

Acknowledgements

The following team developed this training manual:

- Jean-Sébastien Vallée, Education Specialist
- Paul McAdams, Senior Education Specialist
- Vincenza Nazzari, Director of Education
- Nadjet Bouda, Program Officer
- Fotouh Younes, Executive Director, ANHRE
- Noor Zada, Partners-Jordan, Center for Civic Collaboraton, Jordan
- Hassanein Gorj Ali, New Iraqi Academic Organization , Iraq
- Justine Abi Saad, Association libanaise pour l'éducation et la formation Lebanon
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Schedule by Activity

DAY 1		
Activity	Description	Time
Activity 1: Welcome, Introductions and Discussions about the project	<p>In this activity, participants will introduce themselves by practising a Toolkit game.</p> <p>ANHRE's executive director explains the project as a whole, ANHRE, the pilot project conducted in Amman in February 2010, etc.</p>	<i>1 hr 15 min</i>
Activity 2: Workshop Overview, Expectations and Expertise	<p>In this activity, the organizers will present the workshop overview, and then participants will share their expectations for the workshop and the resources (their expertise) they can share with others.</p>	<i>1 hr</i>
Activity 3: Getting to Know the Toolkit	<p>In this activity, the facilitator will go through the different elements of the Toolkit, namely:</p> <ul style="list-style-type: none"> - Human rights and human rights education - The educational approach - The values promoted by the Toolkit - The format of the games - The importance of a group discussion after a game <p>There will be a fun quiz to learn more about the Toolkit. There is also a Play it Fair! DVD which explains the approach, and there will be examples of lessons learned from using the Toolkit in Canada.</p>	<i>2 hrs</i>
Activity 4: A Closer Look at Toolkit Values	<p>In this activity, participants are divided into 6 groups. Each group is assigned a value and must develop a way to communicate what that value means to children.</p> <p>The facilitator will suggest ways to communicate the values (for example, a sketch which illustrates the respect or non-respect of a particular value), but the participants will be encouraged to develop their own ways of presenting.</p> <p>By the end of this activity, links will be made between the Toolkit values and human rights (to be explored further throughout the workshop).</p>	<i>1 hr 30 min</i>

DAY 2

Activity	Description	Time
Activity 5: Practice Makes Perfect: Practising the Games (1)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used.	<i>1 hr</i>
Activity 6: From Here to There – Exploring the Context of Our Work	<p>In this activity, participants will explore the different contexts in which the Toolkit will be used in their work with children. Links will be drawn between the lives of the children, the contexts in which they live, what the educational approach of the Toolkit can offer, and how the Toolkit can contribute to promoting human rights values.</p> <p>Key questions to ask (and answer throughout the workshop):</p> <ul style="list-style-type: none"> - What are the different contexts in which we work with children (for example, in schools, after-school programs, clubs, etc.)? - What are the lives of the children like (for example, are they bullied, are girls discriminated against, what role they play at home, etc.)? - From what we know about children's rights, how could the Toolkit help promote human rights values among children? - How can we effectively plan to integrate the Toolkit in our work? - What change could the Toolkit create? How could we know this change takes place? 	<i>1 hr 30 min</i>
Activity 7: Practice Makes Perfect: Practising the Games (2)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used.	<i>1 hr</i>
Activity 8: Measuring Change, Part 1	In this activity, facilitators will share information about their ways of measuring changes related to their past experiences. Participants will identify "baseline" information upon which to identify changes over time as a result of using the Toolkit, and how to evaluate these changes. Also, examples from measuring change in Canada will also be presented, including practical tools to evaluate change	<i>1 hr 30 min</i>
Activity 9: Practice Makes Perfect: Practising the Games (3)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used.	<i>1 hr</i>

DAY 3

Activity	Description	Time
Teaching Each Other about:	Human Rights and Children's Rights The "Teaching Each Other about" activities appear four times throughout the workshop. During each activity, a small group of participants teaches the other participants about specific information contained in the Toolkit reference sheets.	<i>1 hr 30 min</i>
Activity 10: Connecting the Toolkit with Children's Rights	In this activity, there will be an examination of the links between children's rights and the Toolkit.	<i>1 hr 30 min</i>
Activity11: Practice Makes Perfect: Practising the Games (4)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used. At this point (and during the final practice on Day 4), participants will be encouraged to share their own games/activities to promote human rights.	<i>1 hrs</i>
Activity 12: Measuring Change, Part 2	In this activity, participants will identify the tools they want to use to effectively measure changes	<i>1 hr</i>
Activity13: Practice Makes Perfect: Practising the Games (5)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used. At this point (and during the final practice on Day 4), participants will be encouraged to share their own games/activities to promote human rights.	<i>1 hr</i>

DAY 4		
Activity	Description	Time
<i>Teaching Each Other about:</i>	<i>Group Discussions</i>	<i>1 hr</i>
Activity 14: Practice Makes Perfect: Practising the Games (6)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used. At this point (and during the final practice on Day 4), participants will be encouraged to share their own games/activities to promote human rights.	<i>1 hr</i>
<i>Teaching Each Other about:</i>	<i>Child Development</i>	<i>1 hr</i>
Activity 15: Practice Makes Perfect: Practising the Games (7)	An opportunity for participants to try out the games on each other and to explore when and how those games can be used. Participants will be encouraged to share their own games/activities to promote human rights.	<i>2 hrs</i>

DAY 5		
Activity	Description	Time
Activity 16: Transferring Skills to Others	In this activity, participants will explore how to transfer the skills for using the Toolkit to others.	<i>1 hr 30 min</i>
Teaching Each Other about:	Planning	<i>45 min</i>
Activity 17: Making an Individual Plan	In this activity, participants will develop personal plans for integrating the use of the Toolkit in their work, and identifying ways to follow-up with each other to share successes and challenges. Participants will also develop in groups a plan for implementing a local project in their country. ANHRE's Executive Director will talk about the sustainability of the project (individual plans, local projects, ANHRE, etc.)	<i>3 hrs</i>
Activity 18: Workshop Evaluation	In this activity, participants will evaluate the workshop.	<i>15 min</i>

Schedule at a Glance

Day \ Time	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Morning 9:00 – 12:30 (includes break)	<p>Activity 1: Welcome, Introductions and discussion about the project</p> <p>Activity 2: Workshop Overview and Expectations</p> <p>Activity 3: Getting to Know the Toolkit</p>	<p>Activity 5: Practice Makes Perfect: Practising the Games (1)</p> <p>Activity 6: From Here to There – Exploring the Context of Our Work</p> <p>Activity 7: Practice Makes Perfect: Practising the Games (2)</p>	<p><i>Teaching Each Other about: Human Rights and Children's Rights</i></p> <p>Activity 10: Connecting the Toolkit with Children's Rights</p>	<p><i>Teaching Each Other about: Group Discussions</i></p> <p>Activity 14: Practice Makes Perfect: Practising the Games (6)</p> <p><i>Teaching Each Other about: Child Development</i></p>	<p>Activity 16: Transferring Skills to Others</p> <p><i>Teaching Each Other about: Planning</i></p> <p>Activity 17: Making an Individual Plan and a Plan for a Local Project</p>
Lunch 12:30 – 13:30					
Afternoon 13:30 – 17:00 (includes break)	<p>Activity 3 Continued</p> <p>Activity 4: A Closer Look at Toolkit Values</p> <p>Evaluation (evaluations will be using Toolkit games and techniques) Game 41 – It's Hot... It's Not</p>	<p>Activity 8: Measuring Change, Part 1</p> <p>Activity 9: Practice Makes Perfect: Practising the Games (3)</p> <p>Evaluation: Green, Yellow, Red (Reference 17)</p>	<p>Activity 11: Practice Makes Perfect: Practising the Games (4)</p> <p>Activity 12: Measuring Change, Part 2</p> <p>Activity 13: Practice Makes Perfect: Practising the Games (5)</p> <p>Evaluation: The memory photo (Reference 17)</p>	<p><i>Teaching Each Other: Continued</i></p> <p>Activity 15: Practice Makes Perfect: Practising the Games (7)</p> <p>Evaluation: Skits (Reference 17)</p>	<p>Activity 17: Continued</p> <p>Activity 18: Workshop Evaluation</p>

Day 1: Getting to Know the Toolkit

Activities at a glance:

Activity	Title	Time
Activity 1	Welcome and Introductions	1 hr
Activity 2	Workshop Overview, Expectations and Expertise	1 hr
Activity 3	Getting to Know the Toolkit	2 hrs 30 min
Activity 4	A Closer Look at Toolkit Values	1 hr 30 min



Activity 1 Welcome and Introductions

Objectives

- To welcome participants to the workshop.
- To introduce each other.

Time

1 hr 15 min

Description

This activity is divided into two parts.

In **Part A**, the workshop organizers will welcome participants.

In **Part B**, the facilitator will lead participants in the icebreaker activity.

In **Part C**, ANHRE's Executive Director will explain the project as a whole.

15 min

Part A Welcome

The workshop organizers welcome participants to the workshop.

15min

Part B Icebreaker:

The facilitator leads participants through an icebreaker activity from *Play It Fair!* Toolkit.

Suggested activities:

05 – Around the world with a Hula Hoop

54 - The curtain comes down

45 min

Part C Discussion

ANHRE's executive director explains the project as a whole, ANHRE, the pilot project conducted in Amman in February 2010, etc.

End of Activity ■

Activity 2 Workshop Overview, Expectations and Expertise

Objectives

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

Time

1 hr

Description

This activity is divided into three parts.

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

In **Part B**, you will examine your expectations for the workshop and share your expertise with others.

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

15 min

Part A Ground Rules

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

20 min

Part B Expectations and Expertise

Participants identify and share their expectations (what they expect from the workshop) and their expertise (what they could bring to others during the workshop).

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

25 min

Part C Workshop Overview

The facilitator goes over the goal, objectives, and content of the workshop.

The facilitator also highlights the importance of practicing the Toolkit games in order to understand its underpinning educational approach.

There are also certain roles for participants throughout the workshop (for leading games, participating in debrief sessions, etc.). The facilitator helps identify participants willing to volunteer for these roles.

End of Activity ■

Activity 3 Getting to Know the Toolkit

Objectives

- Explain educational approach of the Toolkit .
- Identify main components of the Toolkit (content of the reference sheets and games).

Time

2 hrs

Description

This activity is divided into five parts.

In **Part A**, you will practice a Toolkit game.

In **Part B**, there will be a video presentation of the *Play It Fair!* program in Canada.

In **Part C**, the facilitator will present educational approach behind the Toolkit.

In **Part D**, you will practice the game Draw it Right.

In **Part E**, the facilitator will lead a large group discussion.

20 min

Part A Game Time!

The facilitator leads participants through a Toolkit game.

20 min

Part B Play It Fair! DVD Presentation

There is a brief presentation of the Play It Fair! DVD which explains the Toolkit's educational approach. There is a short question and answer period afterwards.

40 min

Part C Toolkit Educational Approach

The facilitator explains the participatory approach to adult learning and the "Spiral Model" for curriculum design (refer to **Reference Sheet 1**). Participants are encouraged to share their experiences with these types of approaches to learning. In order to familiarize participants with the contents of the Toolkit, the facilitator goes through the main parts of the Toolkit and leads them through a quiz on its contents (**see Ultimate toolkit quiz**).

15 min

Part D Toolkit Game- Draw it Right

The facilitator divides participants into small groups and leads the game 45 – Draw it Right.

25 min

Part E Presentations and Large Group Discussion

The facilitator then leads a large group discussion on the drawings from the game and on the game. The discussion is based on the discussion questions from the toolkit game 45.

End of Activity ■

Reference Sheet 1: 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 Curriculum Design Model

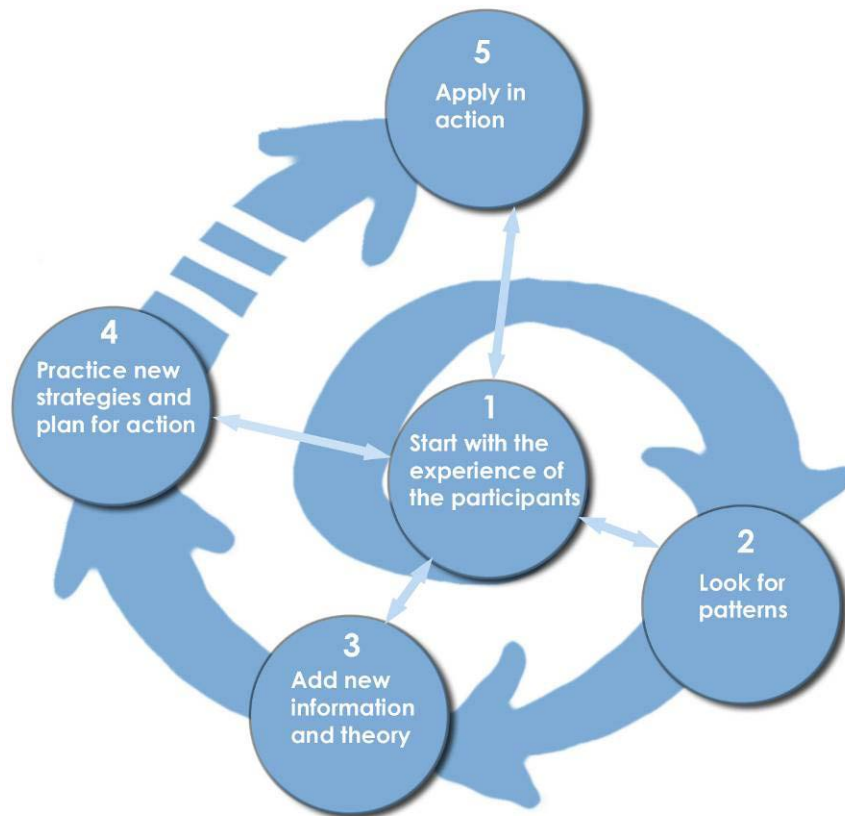
The "Spiral Model", which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

- Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
- 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 practise new skills, develop strategies and plan for action.
- Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

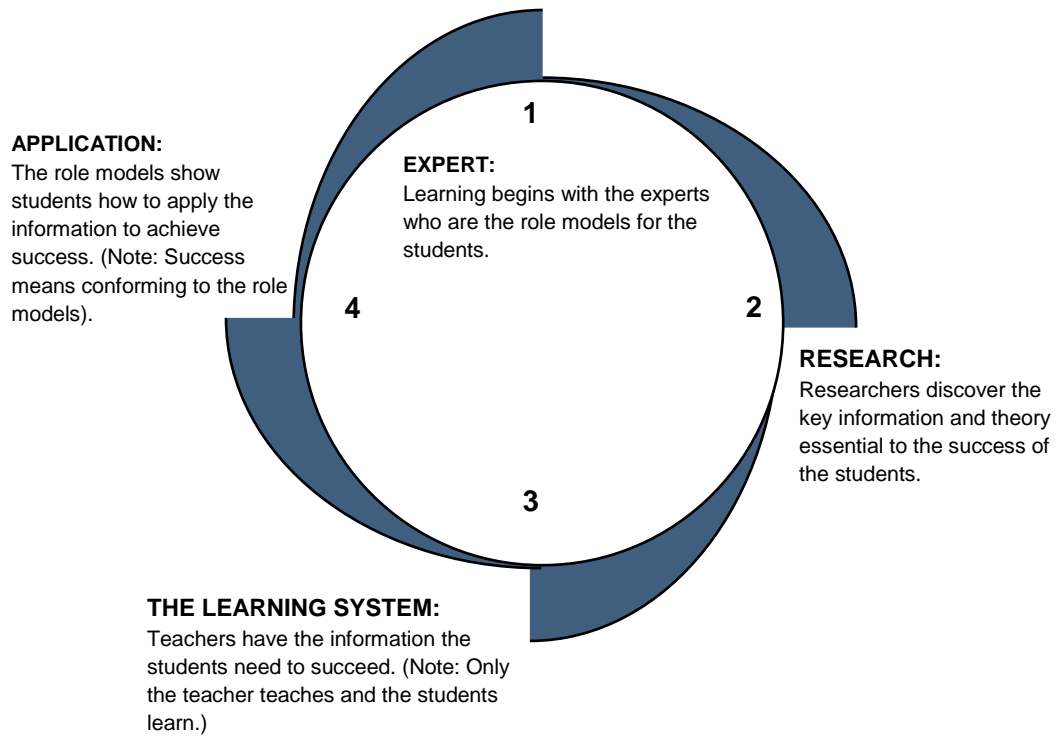
Reflection and evaluation are built into the program design and are systematically carried out throughout. They are not just done at the end.

The Spiral Model



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

The Expert Model



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

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 #: _____

Activity 4 A Closer Look at Toolkit Values

Objective

- To explore the meaning of the Toolkit values based on participants' experiences.
- To practise effective ways to communicate what these values mean.

Time

1 hr 45 min

Description

This activity is divided into four parts.

In **Part A**, you will work in small groups to discuss the meaning of the Toolkit values.

In **Part B**, each group will present ways to communicate these values to others.

In **Part C**, the facilitator will lead a large group discussion.

In **Part D**, the facilitator will lead a game.

25 min

Part A Understanding the Toolkit Values

The facilitator reads through the definitions and examples of the Toolkit values presented in **Reference Sheet 2**.

The facilitator then divides participants into seven groups. Each group is assigned one value from **Reference Sheet 2** and develops an effective way to communicate the value to others. It is useful to consider the following points:

- Choose a format for presenting that is interesting, lively, and participatory
- Identify who your target audience is (for example, teachers, parents, children, etc.)
- Think of demonstrating examples of the value being respected or not respected

Each group prepares a 5-minute presentation on their value.

35 min

Part B Communicating the Values

Each group presents their way of communicating what their value means.

30 min

Part C Group Discussion

The facilitator leads a large group discussion on the presentations.

Questions to consider:

- Do the definitions of the Toolkit values reflect our common understanding of what these values mean? If not, how would we define these values, and why is it important to agree on common definitions of these values?
- How are these values understood by different groups: children, parents, teachers, members of NGOs, etc.? Are there differences in what these values mean for boys and girls, and for children of different ages? If yes, what are these differences?
- From what we know about human rights, how do these values reflect what human rights means?

15 min

Part D Toolkit Game

The facilitator leads a large game from the Toolkit.

End of Activity ■

Reference Sheet 2: Toolkit Values

Value	Meaning	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 each person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned, it is the right for every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is according to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
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 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.

End of Day 1:

Evaluation (10 min)

The facilitator leads participants through a game to evaluate the day's activities.

Suggested activity:

41 It's Hot... It's Not...

Process for Playing the Games (10 min)

The facilitator explains the process for playing the games beginning tomorrow as part of the "Practice Makes Perfect" activities. Participants will form 6 small groups (A through F) and prepare a number of games which they will facilitate for the other participants.

- Each game takes about 20 minutes, so there will be an average of 3 games per hour. The facilitator will set up a schedule for the groups to conduct the games.
- There are 7 "Practice Makes Perfect" activities throughout the workshop. For the first two "Practice" activities, participants will choose games from the Toolkit. Games are suggested below.

The schedule is below (to be filled during the workshop).

Day	Time	Toolkit games	Suggested Toolkit Games	Groups
Day 2	9:00 – 10:00	3 Toolkit games	02, 07, 12, 14,	A, B, C
Day 2	11:30 – 12:30	3 Toolkit games	17, 23, 24, 26	D, E, F
Day 2	15:30 – 16:30	3 Toolkit games	27, 40, 48, 49	A, B, C
Day 3	13:30 – 14:30	3 Toolkit games	16, 18, 22, 25,	D, E, F
Day 3	16:00 – 17:00	3 Toolkit games	28, 30, 32, 56	A, B, C
Day 4	10:00 – 11:00	3 Toolkit games	36, 51, 60, 63	D, E, F
Day 4	14:00 – 16:00	6 Toolkit games	04, 10, 13, 15, 20, 33, 55, 57	A, B, C D, E, F

Day 2: Practicing Toolkit Games and Measuring changes

Activities at a glance:

Activity	Title	Time
Activity 5	Practice Makes Perfect: Practising the Games (1)	1 hr
Activity 6	From Here to There – Exploring the Context of Our Work	1 hr 30 min
Activity 7	Practice Makes Perfect: Practising the Games (2)	1 hr
Activity 8	Measuring Changes, Part 1	1hr 30 min
Activity 9	Practice Makes Perfect: Practising the Games (3)	1 hr



Activity 5 Practice Makes Perfect: Practicing the Games (1)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 2	9:00 – 10:00	3 Toolkit games	02, 07, 12, 14, 54	A, B, C

End of Activity ■

Activity 6 From Here to There – Exploring the Context of Our Work

Objective

- To describe current and “ideal” contexts in which participants work with children.
- To identify the added value of the Toolkit and its educational approach.

Time

2 hrs

Description

This activity is divided into three parts.

In **Part A**, you will work in small groups to discuss the different contexts of your work with children.

In **Part B**, each group will present the results of their discussion.

In **Part C**, the facilitator will lead a large group discussion.

45 min

Part A Small Group Work

The facilitator divides participants into small groups based on the type of work they do with children.

Each group may use the suggested format of **Worksheet 1** to present their work to the large group in **Part B** or create an alternative way of presenting their results.

30 min

Part B Presentation

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

45 min

Part C Large Group Discussion

The facilitator leads a large group discussion on the presentations.

Key questions to consider (and to continue reflecting on throughout the workshop):

- From what we know about children’s rights, how could the Toolkit help promote human rights values among children?
- How can we effectively plan to integrate the Toolkit in our work?
- How can we effectively plan to integrate the Toolkit in our organization’s Work?

- What change could the Toolkit create? How could we know this change takes place?

End of Activity ■

Worksheet 1: From Here to There

Group: _____

Part 1: Here – the Current Context

Reflect on the current context of your work with children. How would you describe:	
1. The attitudes and behaviours of the children (including differences between boys and girls)?	
Positive aspects	Challenges
2. The attitudes, behaviours, experience and skills of the staff (or other adults you work with)?	
Positive aspects	Challenges
3. The relationships between the children? The relationships between the children and the staff?	
Positive aspects	Challenges
4. The lives of the children at home and in other social contexts?	
Positive aspects	Challenges

Worksheet 1 continued

Part 2: There – The Ideal or Improved Context

Reflect on the ideal or improved situation of your work with children. Imagine this to be sometime within the near future. How would you describe:

1. The attitudes and behaviours of the children (including differences between boys and girls)?

2. The attitudes, behaviours, experience and skills of the staff (or other adults you work with)?

3. The relationships between the children? The relationships between the children and the staff?

4. The lives of the children at home and in other social contexts?

Activity 7 Practice Makes Perfect: Practicing the Games (2)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 2	11:30 – 12:30	3 Toolkit games	17, 23, 24, 26, 27,28, 30, 32, 56	D, E, F

End of Activity ■

Activity 8 Measuring Change, Part 1

Objectives

- To explore the concept of change related to the Toolkit.
- To identify possible changes which can occur in our different contexts as a result of using the Toolkit.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, the facilitators will share examples of how the *Play It Fair!* program has been evaluated after the 5 day-Training done in February 2010.

In **Part B**, you will work in small groups to discuss changes for specific target audiences.

In **Part C**, each group will present the results of their discussion and the facilitator will lead a discussion.

30 min

Part A Presentation on Change

The facilitation team presents:

- Some examples of how the *Play It Fair!* program has been evaluated after the 5 day-Training done in February 2010.
- The results from the *Play It Fair!* program they have noticed.
- Some tools and that were used to gather the information about changes.

30 min

Part A Presentation on Change

The facilitation team also presents

- Some examples of results from the *Play It Fair!* program in Canada.
- Some basic concepts of change
- Three tools that could be used to collect data (See **Appendix A** at the end of the manual called **Play It Fair Usage Report, Appendix B-Observation Report**) and **Appendix C - Activity to stimulate discussion with children**).
- Some examples of quotes that can be collected (see **Appendix D** at the end of the manual for **Examples of Information to collect**)

30 min

Part B Small Group Work

1. The facilitator divides participants into four small groups.

2. Using the first column of **Worksheet 2**, each group identifies different types of changes which can be expected from different target audiences (children, colleagues/organization, and the community) as a result of using the Toolkit.
3. Then each group identifies possible indicators to measure these results (the second column of **Worksheet 2**).
4. Finally, each group identifies the evaluation tools which could be used to make sure that the change is properly evaluated (the third column of **Worksheet 2**). Each group prepares to present the results of their discussion in **Part C**. The groups are reminded that they will work in details on the tools that they are going to use to measure changes on Day 3.

30 min

Part C Presentations

Each group presents the results of its findings. The facilitation team asks questions about the links of this activity with the context analysis that was done in Activity 6.

Example of questions to ask:

- How do these changes reflect the ideal or improved context discussed in Activity 6?
- Do you feel these changes reflect a possible reality? How?

End of Activity ■

Worksheet 2: Identifying Change

This first table illustrates some examples. Use the second table to write your answers.

Type of change:	Indicators:	Evaluation tools:
What will change with these groups by using the Toolkit in our work?	How will we know the changes have taken place?	What tools are used to measure this change?
<p><i>Examples:</i> Children:</p> <ul style="list-style-type: none"> • Children are more respectful towards each other • Children (6-12) have increased their ability to solve conflicts in a meditative manner. • Increased interaction between children (6-12) from different backgrounds • Children increasingly play and interact constructively with peers from religious, ethnic or other social groups that are deemed different from their own. • Children are aware of diversity, inclusion of other children • Children are more open, cooperative and participative • Children apply what they learn to other situations 	<p><i>Examples:</i> Children:</p> <ul style="list-style-type: none"> • There is a decrease in the number of fights between children. • There are less occurrences of bullying. 	<p><i>Examples:</i> Children:</p> <ul style="list-style-type: none"> • Observing the children in class. • Doing a banner activity with children and asking them questions. • Number of times intervention is necessary as mentioned by teacher or staff. • Interviewing teacher and staff and asking them about the changes they observed

Type of change: What will change with these groups by using the Toolkit in our work?	Indicators: How will we know the changes have taken place?	Evaluation tools: What tools are used to measure this change?
Colleagues/Organization: <ul style="list-style-type: none"> • Colleagues are better capable of intervening in situations involving children (such as bullying). • More sensitized to human rights values • More dynamic facilitation of activities • Better interventions based on discussion and responsibility • Recognition of the importance of promoting children's rights and human rights in their organization • Broad implementation in the organization based on the values and on prevention of conflicts 	Colleagues/Organization: <ul style="list-style-type: none"> • Colleagues intervene more frequently to resolve issues through a Toolkit game. • When intervening on certain issues, colleagues are able to identify the most appropriate values to educate children about. 	Colleagues/Organization: <ul style="list-style-type: none"> • Interviews with staff who have been trained on using the Toolkit. • Informal feedback from colleagues. • Follow-up questionnaires to colleagues. • Observations of activities
Community: <ul style="list-style-type: none"> • Parents are more respectful of their children's opinions. 	Community: Children express that they are being listened to by their parents	Community: <ul style="list-style-type: none"> • Observation and discussion with the children. • Meeting parents.

Type of change: What will change with these groups by using the Toolkit in our work?	Indicators: How will we know the changes have taken place?	Evaluation tools: What tools are used to measure this change?
Community:		

Activity 9 Practice Makes Perfect: Practicing the Games (3)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Participants use the On-Site Observation Grid and Give each other comments.

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 2	15:30 – 16:30	3 Toolkit games	40, 48, 49, 51, 60	A, B, C

Day 3: Learning More about Children's Rights

Activities at a glance:

Activity	Title	Time
	<i>Teaching Each Other about: Human Rights and Children's Rights</i>	1 hr 30 min
Activity 10	Connecting the Toolkit with Children's Rights	1 hr 30 min
Activity 11	Practice Makes Perfect: Practicing the Games (4)	1 hr
Activity 12	Measuring Changes, Part 2	1 hr
Activity 13	Practice Makes Perfect: Practicing the Games (5)	1 hr



Teaching Each Other about: Human Rights and Children's Rights

Objective

To examine how human rights and children's rights are linked to the educational approach of the Toolkit.

Time

1 hr 30 min

Description

For this second "Teaching Each Other" opportunity, a small group of participants will lead a discussion on human rights and children's rights (**Reference 01, 02, 03 and 04** in the Toolkit). The format for presenting is up to the small group.

Suggested questions to consider:

- What do we already know about human rights and children's rights?
- How do the games practised reflect the rights enshrined in the Universal Declaration of Human Rights and the Convention on the Rights of the Child?
- How do we educate others about human rights and children's rights – what are our best practices? How can these practices inform the way we use the Toolkit?

End of Activity ■

Activity 10 Connecting the Toolkit with Children's Rights

Objectives

- To explore the links between children's rights and participants' different contexts.
- To learn more about the Convention of the Rights of the Child.

Time

1 hr 30 min

Description

NOTE: The content of this activity will depend largely on what participants present in the previous "Teaching Each Other about" and as a result may be modified.

This activity is divided into three parts.

In **Part A**, you will reflect on children's rights from a personal perspective.

In **Part B**, you will work in small groups to discuss specific rights within your work contexts.

In **Part C**, each group will present the results of their discussion and the facilitator will lead a discussion.

30 min

Part A Individual and Group Reflection

The facilitator leads the participants through an exercise that enables them to share some of their experiences about the respect of children's rights from a personal perspective.

Participants take a few minutes to reflect on one instance in their lives as children when they felt their rights **were** or **were not** respected. Then, participants who want to share their experience may do so with the large group.

Questions to consider:

- How are these personal stories linked to the core principles of the CRC, namely non-discrimination, best interest of the child, right to life, and participation? (See **Reference 02** in the Toolkit.)
- Which rights are at issue in the stories shared? Are these the same rights that you are addressing in your work today?

30 min

Part B Small Group Work

The facilitator divides participants into small groups. Each group is assigned a particular right from the CRC from the list below:

- The right to be treated with equality
- The right to express one's opinion
- The right to play
- The right to an education

Each group answers the questions in **Worksheet 3** and prepares to present the results of their discussion in **Part C**.

30 min

Part C Large Group Discussion

Each group presents the results of their discussion to the large group.

End of Activity ■

Worksheet 3: Rights in Action

Right: _____

Aspect	<i>Examples of how it applies in our context</i>
Responsibilities linked to that right	
Examples where this right is respected in our context	
Examples where this right is not respected in our context	
Consequences of not respecting that right in our context	
Values linked to this right	
Why promote this right?	

Activity 11 Practice Makes Perfect: Practicing the Games (4)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
Do you feel these changes will come easily? Why?

Participants use the On-Site Observation Grid and Give each other comments.

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 3	13:30 – 14:30	3 Toolkit games	40, 48, 49, 51, 60, 63,	D, E, F

End of Activity ■

Activity 12 Measuring Change, Part 2

Objectives

- To explore the tools that can be used to measure changes.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to discuss the evaluation tools which could be used to make sure that the change is properly evaluated

In **Part B**, each group will present the results of their discussion and the facilitator will lead a discussion.

45 min

Part A Small Group Work

- 1) In small groups (by country – Lebanon, Jordan and Iraq) participants discuss the evaluation tools which could be used to make sure that the change is properly evaluated. The tools to be used can be those presented on Day 2 (**Worksheet 2**)
- 2) Participants go back to Worksheet 2 and look at the changes they identified. They identify with 2 or 3 ways they will evaluate the changes in children, colleagues/organization and the community. They will share their discussion in the group discussion.

15 min

Part B Group Discussion

Each group presents the salient points of their discussion to the large group (5-10 min per group).

End of Activity ■

Activity 13 Practice Makes Perfect: Practicing the Games (5)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Participants use the On-Site Observation Grid and Give each other comments.

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 3	16:00 – 17:00	3 Toolkit games	17, 23, 24, 26, 27, 28, 30, 32, 56	A, B, C

End of Activity ■

Day 4: Practicing

Activities at a glance:

Activity	Title	Time
	<i>Teaching Each Other about: Group Discussions</i>	1 hr
Activity 14	Practice Makes Perfect: Practicing the Games (6)	1 hr
	<i>Teaching Each Other about: Child Development</i>	1 hr
Activity 15	Practice Makes Perfect: Practicing the Games (7)	2 hrs



Teaching Each Other about: Group Discussions

Objective

To explore effective ways to leads group discussions after the games.

Time

1 hr

Description

For this third “Teaching Each Other” opportunity, a small group of participants will lead a discussion on effective group discussions (**Reference 14, 15, 16, and 17** in the Toolkit). The format for presenting is up to the small group.

This is the fourth day of the workshop and participants have had a number of opportunities to practise games and group discussions. This “Teaching Each Other” session can be used to take stock of some of participants’ best practices in leading successful group discussions and offering concrete suggestions for additional ways to lead a group discussion.

End of Activity ■

Activity 14 Practice Makes Perfect: Practicing the Games (6)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Participants use the On-Site Observation Grid and Give each other comments.

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 4	10:00 – 11:00	3 Toolkit games	40, 48, 49, 51, 60, 63	D, E, F

End of Activity ■

Teaching Each Other about: Child Development

Objective

To identify the social, cognitive, and physical development characteristics of 6-12 year old children.

Time

1 hr

Description

The Toolkit presents a number of reference sheets with concepts that are important in order to fully appreciate the educational approach of the Toolkit. The “Teaching Each Other about” activities enable participants to learn about the content of these reference sheets and to explore their meaning more in-depth.

The “Teaching Each Other about” activities appear four times throughout the workshop. During each activity, a small group of participants teaches the other participants about specific information contained in the Toolkit reference sheets.

For this first “Teaching Each Other” opportunity, a small group of participants will lead a discussion on child development (**Reference 08** in the Toolkit). The format for presenting is up to the small group.

Suggested questions to consider:

- How does the information in **Reference 08** compare with our own experiences?
- Are there additional characteristics we can think of which are not included in **Reference 08**?
- As educators, how well do we identify these characteristics among children? How can we become better at identifying these characteristics?

End of Activity ■

Activity 15 Practice Makes Perfect: Practicing the Games (7)

Objective

- To practise Toolkit games.
- To explore the adaptations to the Toolkit games.

Time

1 hr

Description

Three groups facilitate three games from the Toolkit. After three games, there is a brief discussion on the long-term changes the games, the toolkit and the approach can bring. Based on past experience using the Toolkit, facilitators have sometimes encountered challenges in leading the group discussion which follows each game. An emphasis will be placed on effective ways to lead group discussions in this first “Practice Makes Perfect” activity.

Questions to consider related to the changes and the values:

- When you think about the values (inclusion, cooperation, respect, etc.), which changes do you think in the long-term the toolkit games and the approach of the toolkit can bring in children, in you and in your organization?
- Are the changes realistic?
- Do you feel these changes will come easily? Why?

Participants use the On-Site Observation Grid and Give each other comments.

Day	Time	Toolkit games	Suggested Toolkit Game	Groups
Day 4	14:00 – 16:00	6 Toolkit games	04, 10, 13, 55, 20, 15, 33, 57, 62	A, B, C D, E, F

End of Activity ■

Day 5: Moving Forward

Activities at a glance:

Activity	Title	Time
Activity 16	Transferring Skills to Others <i>Teaching Each Other about: Planning</i>	1 hr 30 45 min
Activity 17	Making an Individual Plan	1 hr 30
Activity 18	Making a Plan for Local Project	1 hr 30
Activity 19	Workshop Evaluation	15 min



Activity 16 Transferring Skills to Others

Objective

To identify specific ways to ensure successful transfer of learning to participants' organizations.

Time

1 hr 30

Description

This activity is divided into three parts.

In **Part A**, the facilitator will lead a brainstorming session on the meaning of transfer.

In **Part B**, you will work in small groups to discuss how to transfer to your organizations.

In **Part C**, each group will present the results of their discussion and the facilitator will lead a discussion.

10 min

Part A Brainstorming on Transfer

The facilitator leads a brainstorming session on the concept of transfer and what it means to participants.

30 min

Part B Small Group Work

The facilitator divides participants into small groups. Each group discusses the questions on transfer listed in **Worksheet 4**.

Each group prepares to present the results of their discussion to the large group in **Part C**. For question 3, "What should we transfer?" each group develops and presents a short role play illustrating an example of transferring a skill or knowledge to colleagues.

50 min

Part C Presentations

Each group presents the results of its findings and the facilitator leads a large group discussion.

End of Activity ■

Worksheet 4: Transfer

Key Questions	<i>How we will transfer?</i>
<p>How have we changed?</p> <ul style="list-style-type: none"> • How has the learning from this workshop affected us in a personal and professional way? 	
<p>Why should we transfer?</p> <ul style="list-style-type: none"> • How can we explain to our colleagues the added value the Toolkit would bring to our organization? • How can we suggest ways to integrate the Toolkit in our organization's work and not simply to consider it an add-on to everyone's workload? 	
<p>What should we transfer?</p> <ul style="list-style-type: none"> • What are the key learnings from this workshop in terms of knowledge, skills, and attitudes that we should transfer to our colleagues? 	
<p>How should we transfer?</p> <ul style="list-style-type: none"> • Can we identify specific ways to effectively transfer to our colleagues the knowledge and skills we developed in this workshop? • How can we measure the use of the Toolkit by our colleagues? 	

Teaching Each Other about: Planning

Objective

To explore effective ways to leads plan the integration of the Toolkit in participants' work.

Time

45 min

Description

For this final “Teaching Each Other” opportunity, a small group of participants will lead a discussion on effective planning (**References 18 to 23** in the Toolkit). The format for presenting is up to the small group.

During this “Teaching Each Other” session, the small group presenting can also suggest an appropriate strategy for planning to complement what is presented in the following activity.

End of Activity ■

Activity 17 Making an Individual Plan and Making a Plan for a Local Project

Objective

To plan the use of the Toolkit in participants' work and organizations.
To plan an initiative to be implemented at the country level.

Time

3 hrs

Description

This activity is divided into 6 parts.

In **Part A**, you will plan how to integrate the Toolkit in your work.

In **Part B**, you will share your plans with the larger group.

In **Part C**, you will be part of a group discussion on local project initiatives

In **Part D**, you will be part of a group discussion on the Post Training Coaching and Support.

In **Part E**, you will plan how to develop a small initiative for your country.

In **Part F**, you will share your plans with the larger group.

1 hr

Part A Action Plans

Participants develop plans for integrating the Toolkit in their work.
Participants use the suggested format presented in **Worksheet 5** to develop their plans.

Participants will either work individually or in small group for this exercise.

30 min

Part B Presentation and Feedback

The facilitator invites participants to share their action plans with the larger group in order to get their feedback.

10 min

Part C Group Discussion

The facilitation team leads a discussion on the local project initiative to be Implemented at the country level:

- The participants will be gathered in 3 groups according to their respective country (Iraq, Lebanon, Jordan)
- Each group will develop a project to be implemented (2 day training)
- One person from Iraq, Lebanon and Jordan will be appointed as a focal point for the management of the project in each country.
- The local projects must be for school teachers or NGO workers (around 12) who are in direct contact with school students from 6 to

12 years old. The local project must include in addition to the training of the 12 participants, the plan for direct implementations of the toolkit with kids from 6-12 years old at schools that would be implemented by the 12 participants in the post training and the 6 trainers in each country.

- It is expected that around 7000 students in 12 schools in each country would be reached in the post training plan and trained directly.
- The planning will start today, but the local projects will be designed by the 6 participants in each country, after the TOT.

20 min

Part D Discussion

The facilitation team and ANHRE'S Executive Director explains how the Post Training Coaching and Support will work. She talks about the sustainability of the project.

- Financial support will be provided (2000 CAD dollars to each country)
- The facilitation team will provide technical support to participants when they design their local projects
- The facilitation team will assist the 3 country groups in the organization, implementation and evaluation of their small projects.
- The country groups will be required to submit their narrative and financial reports for the activities accompanied by the supporting documents and invoices on how they use the amount.
- Coordination of the project (time allocated, structure of the reports, etc.
- Individual plans, local projects
- Joining ANHRE

40 min

Part E Action Plans

Participants are divided into 3 groups according to their country
Participants develop plans for Participants use the suggested format presented in **Worksheet 6** to develop their plans.

20 min

Part F Presentation and Feedback

The facilitator invites participants to share their action plans with the larger group in order to get their feedback.

End of Activity ■

End of Activity ■

Worksheet 5: Individual Action Plan

What (what is the activity)	Who (who is it for)	Who else (who else will help me, and what will they do)	When (when will it happen)	How will I know things have been successful?

Worksheet 6: Local Project

Country				
Focal point coordinator				
What (what is the activity)	Who (who is it for)	Who else (who else will help me, and what will they do)	When (when will it happen)	How will I know things have been successful?

Activity 18 Workshop Evaluation

Objective

To evaluate the workshop.

Time

15 min

Description

Participants complete the general evaluation questionnaire.

End of Activity ■

Appendix A

Play It Fair! – Usage Report	
Information about the organization. (For completion before the interview – If necessary, to validate certain information at the start of the interview)	
Name of organization:	Date of interview :
Address :	
Telephone :	E-mail :
Name of the person interviewed :	Job title :
Number of children per week:	Total number of children since the beginning of the project:
Number of staff:	
TOOLKIT TRAINING	
1- Did your staff receive <i>Play it Fair</i> training?	
<input type="checkbox"/> Yes <input type="checkbox"/> No Length of the training : _____ Who did the training : _____	
2- Do you have any comments or suggestions on how to improve the training?	
THE USE OF THE TOOLKIT	
3- After the training, have you discussed the use of <i>Play it Fair</i> with your colleagues? When? (staff meetings, etc.)	4- Have you observed your staff using <i>Play it Fair</i> ? When?
5- How many colleagues are using the toolkit? (At least once) _____	6- On average, how frequently is the toolkit used? (Number of games per week) _____
7- Did staff members do discussions after the games? How did these work?	8- Did you or your staff schedule toolkit games in a weekly calendar? How did this work?
9- Who is responsible for following up on the use of the toolkit activities? What kind of follow up was done?	
10- Do you have any comments or suggestions on how to improve the use of the toolkit?	

OBSERVED RESULTS

11- Do you think that the toolkit helps the staff of your organization to deal with conflicts between children? Why?

12- Do you think the use of the Toolkit has changed some behaviour / attitudes of the staff and their way of working (with the children, with each other)?

13- Do you think the toolkit leads to positive changes in children's behaviour? Why?

For example:

Are children more sensitive to inclusion, diversity and integration of all children?

Yes

No

Are children more respectful, of others children, of staff, of rules...?

Yes

No

Are children more open, collaborative and participating?

Yes

No

Could you provide some examples?

14- Has using the Toolkit changed the way your organization approaches certain questions such as, responses to behavioural issues, setting ground rules, promoting values and children's rights? Why?

15-Please provide a concrete example of a positive change toolkit activities have brought about in your organization:

ASSESSMENT OF THE PROGRAM

14- Overall, are you satisfied with the *Play It Fair!* program? Why?

15- Can you suggest one or two ways to improve the program?

Appendix B

On-site Observation Grid

Organization

Name of the organization :

Date of observation :

Description of group (age, number of participants, etc.):

Name of the game(s) being observed:

Playing the Game:

1. Describe how the game was conducted (*Were the instructions clear? Were there any **variations** to the way it was played?*):

2. Describe attitudes of staff and children during the games (L)=reaction of the group leader (C)= of a child

3. Describe any incidents observed during the game. (L)=reaction of the group leader (C)= of a child

Group Discussion

4. Did the group leader follow the basic head, heart, hands model for the group discussion?
Yes No N/A

Describe how she/he lead the group discussion (*Did she/he use any of the practical tips for leading group discussion from the Toolkit?*)

5. What were the principal ideas expressed? (L)=idea expressed by the group leader (C)= by a child

Feel :

Think :

Act :

6. Describe the general attitude/level of participation of the children during the game and discussion.

7. Describe the general attitude of the group leader during the game and discussion

Appendix C

Activity to stimulate discussion with the children

Before conducting this activity with children, you should prepare thoroughly so that you will know how to conduct the activity as well as the main questions to ask without having to rely on this document. You can use this document during the activity as a memory-aide but you should not read the instructions nor the questions to the children directly from this sheet. Instead you should memorise and master the activity and questions sufficiently so that you can reformulate the questions in your own words.

Material to prepare

- A large piece of white material or paper (banner)
- Pens (you could potentially use the camp's pens)
- A 'microphone' that you have made yourself (for example, by rolling up a sheet of paper)
- Paper and pencil for note-taking.

Present the activity to the group leader

- Explain how the activity will be conducted and the time required
- Ask the leader for their feedback and, if possible, adapt the activity as needed.
- Determine the role of the leader during the activity: this could include supporting you in conducting the activity, participating in the activity; encouraging the children to participate and facilitating the process.
- Ask the leader which Toolkit games have been played by this group of children recently. Ask the leader to identify the children's favourite games and confirm if they have conducted the group discussions after the games.

Play 1 or 2 *Play It Fair* games

- Facilitate or ask the group leader to facilitate 1 or 2 Toolkit games with the children.
- Conduct the group discussion with the children.

Banner Creation- Present the activity to the children (5 mins)

- The leader briefly introduces the children to you
- Greet the children in a dynamic / amusing way, and take the time to connect with the children.
- Tell the children that across the world, children like them are participating in *Play It Fair games!*
- Explain to the children that the objective of the activity is for them to present their schools, organizations.
- Explain to the children that they are invited to draw their school/organization on this banner. Clarify that the children should illustrate why they like their school/organization and what makes their school/organization special.

Discussion amongst the children and leader to plan the work (5 mins)

- The group leader conducts a short discussion with the children to assist them in realising the activity

- a) Why do you like coming to your school/organization? What is it about our school/organization that makes it special?
- b) What could we draw on this banner to represent school/organization?
- c) How will we organize ourselves to produce this banner? (who will do what?)

Production of the banner (30 mins)

- o Distribution of materials, and production of the banner by the children and leader.

Interview with the children (15-20 mins)

- o Take out your microphone and explain to the children that you are going to ask them some questions
- o See the suggested questions for the interviews with children.

Conclusion and evaluation (5 mins)

- o Ask the children if they like the activity.
- o Thank the children and leader for their participation
- o You could take a picture of the banner and send it to ANHRE. Don't take pictures of children, you would need parents' consents to take pictures of the children.

Interviews with children	
Overall satisfaction	<ul style="list-style-type: none"> • What did you draw? Why? • Do you like your school/organization? Why? Why is your school/organization special? • Which were your favourite games? <i>(We want to know if the children will spontaneously name any of the games from the Toolkit.)</i>
Satisfaction with the games from the Toolkit	<ul style="list-style-type: none"> • You have played the following games: (name a game from the Toolkit which was mentioned in the answer to the prior question or which was identified by the leader as a game the children had played) • Can you explain this game to me? • Did you like this game? What did you like about this game? • Did you learn anything in this game? What?
Satisfaction with the group discussions	<ul style="list-style-type: none"> • Did you sit down together to talk about this game after you played it? What did you talk about after this game? (remind them of the general themes if necessary) • Did you like this discussion (about the game)? Why? • Do you remember any other discussion that you have had with your group after some games? • What did you talk about?
Discussion on children's learning <i>Choose 1 section_based on previous answers</i>	<p>A-Cooperation</p> <ul style="list-style-type: none"> • When you look at your drawing, do you see some elements that represent cooperation? Which ones? <i>(If it's needed, help the children to make links between Toolkits' values and their drawing)</i> • Do you know the difference between cooperation and competition?

given by the children, or based on the games that have been played by the group and/or values represent in their drawing. (You can also pick few questions in 2 or 3 sections)

- Have you talked about this at school/organization this summer?
- Is cooperating important in a group? Why?

B-Respect (conflict resolution)

- When you look at your drawing, do you see some elements that represent respect? Which ones? *(If it's needed, help the children to make links between Toolkits' values and their drawing)*
- What does respect means at your school/organization ?
- Are you able to resolve a conflict (a disagreement or fight) peacefully? What do you do?
- Do you know the steps for peaceful conflict resolution (or conflict mediation)?
- Where did you hear about them?

C-Equality (Human Rights)

- When you look at your drawing, do you see some elements that represent equality? Which ones? *(If it's needed, help the children to make links between Toolkits' values and their drawing)*
- Have you heard about Human Rights / Children's Rights?
- Can you name some of your rights?
- In your opinion, do all children have the same rights?

D-Inclusion

- When you look at your drawing, do you see some elements that represent inclusion? Which ones? *(If it's needed, help the children to make links between Toolkits' values and their drawing)*
- What is exclusion (to be excluded)?
- Have you talked about this subject (exclusion) at school/organization?
- Have you changed your behaviour after talking about this subject with your group? What did you change?
- Have other children in your group changed their behaviour after talking about this subject?

E-Respect for diversity

- When you look at your draw, do you see some elements that represent diversity? Which ones? *(If it's needed, help kids to make links between toolkits' values and their drawing)*
- How are you different and how are you similar to others in your group?
- What do you think about differences? Is it normal that everyone is different? Why?
- Have you talked about the differences between people at school/organization?
- Have you changed your behaviour after talking about this subject with your group? What did you change?

Appendix D

Examples of information to collect.

As well as quantitative data, it is very important to collect:

- Quotes from the directors, coordinators.
- Quotes from the staff, teachers. (especially about enthusiasm for the program and changes in behaviours/attitudes/values)
- Quotes from the children (especially about enthusiasm for the program and changes in behaviour/attitudes/values)

Categories	Examples
<p>Training Sessions</p>	<p>Quotes on the importance of the training :</p> <p><i>“I already knew a lot of this stuff, but the workshop put it in a different light”</i></p> <p><i>“The training was good. I was previously skeptical, but it was good. I tried some of the games, and they worked really well.”</i></p> <p>Quotes on the unfolding of the training: useful elements, those that need improvement, etc.</p> <p><i>“The aspect I found most useful during the workshop was modifying and looking at different strategies to implement discussion.”</i></p> <p><i>“During the training, I found the application of children’s rights most useful</i></p>
<p>Use of the Toolkit</p>	<p>Quotes on the relevance of the Toolkit: Ease of use, enthusiasm, usefulness, etc.</p> <p><i>“It is useful to have the Toolkit. It has simple steps and is explained clearly.”</i></p> <p><i>“The children like the games where they work with each other.”</i></p> <p>Examples of the different ways to use the toolkit: Prevention vs Intervention, for hiring, with the camp counselors, parents, etc.</p> <p><i>“We have used elements of the Toolkit to prevent issues. It is really good, every Monday we go over the values with the children and why we do them.”</i></p> <p><i>“Include Play it Fair! in the hiring of camp leaders, and make it mandatory to include it in the planning process.”</i></p> <p>Comments on the discussions :</p> <p><i>“It gives the kids a chance to share things they might otherwise not share. It lets them think about things and hear how others</i></p>

	<p><i>have dealt with things. It helps the kids compare stories.”</i></p> <p><i>“It is a good time for them to learn skills; they learn something and then apply it. All of the games have teamwork, inclusion and respect. We like the discussions, so do the kids.”</i></p> <p><i>“We really do try but find it difficult because of the language barriers with some of the children. We also tried to split the groups into smaller groups to make it easier. We do try, but it does not always happen.”</i></p> <p>Examples of possible challenges/solutions</p> <p><i>“Some of the games are too focused on a lesson. They are not really a game. The Toolkit is more of a teacher tool.”</i></p> <p><i>“The children do not like all of the games, such as Lunch with Disabilities and the Noisiest Game in the World. They do not work well with all children.”</i></p>
<p>Results</p>	<p>Examples of personal changes as a result of the training: More knowledge, change in attitudes/perception/ways of working, etc.</p> <p><i>“The leaders are more open now. We thought that the kids were here only to have fun, now we understand that we can also teach values.”</i></p> <p><i>“Because we go over it so often with the kids, the values are glued in with us too.”</i></p> <p><i>“I definitely have a better understanding of children’s rights and these values. This has made me see the relevance of children’s backgrounds...you take a step back and understand the children’s behaviours. It helps me react more appropriately.”</i></p> <p><i>“We realize that the debrief is an important part of the process. We always have a discussion afterwards and plan our time accordingly.”</i></p> <p>Examples of results in the children/in the groups: more respect, participation, etc. (In the framework of the games or where it was transferred to other situations)</p> <ul style="list-style-type: none"> • <i>“Kids who used to be left out are asked to join games now and they are subject to less verbal abuse.”</i> <p><i>“Every Monday we go over the values with the children that come to a new week of camp. One week we ran out of time to go over the values on Monday and that week we noticed that the children were misbehaving more than usual. From that week on</i></p>

	<p><i>we made sure we had enough time every Monday to go over the values, and the children were always better behaved.”</i></p> <p><i>“When the kids are playing outside in the playground they seem to include each other more. They seem to show concern for the kids who are not participating and make an effort to include them.”(Transfer of learning)</i></p> <p>Examples of changes in the whole camp <i>“They are now the values in our new camp mission.”</i></p> <p><i>“It makes everyone more aware of children’s rights and the values that are important to instill in them.”</i></p>
<p>Assessment of the Program</p>	<p>General relevant comments <i>“I never knew something like this existed before. It is so comprehensive.”</i></p> <p><i>“You have provided us with the knowledge and shared experience as well as the passion and the excitement to move forward to the best of our capacity.”</i></p> <p>Examples of challenges, resistance to the program, possible improvement, better practices, etc. <i>“Also, day camp leaders are not teachers, their role is to play games and entertain.</i></p> <p><i>“The enthusiasm of the staff for the Toolkit [is a key point]. If the staff doesn’t like it, then the kids can tell and don’t want to play.”</i></p> <p><i>“It would be good to have a city person working on Play it Fair and enforcing it more. It would help eliminate the casualness of implementing it.”</i></p> <p><i>“If we knew ahead of time that it was a priority, we would be more inclined to use it and could emphasize it with the other leaders.”</i></p>
<p>Examples of Quotes from children</p>	<p><i>“I take more care of others and others take more care of me.”</i></p> <p><i>“We learned how to resolve conflicts while at the same time having fun.”</i></p> <p><i>“I find that it’s really... it’s like something happened and everyone changed all at once.”</i></p> <p><i>“What is special about our camp is that we know lots of things to calm down if you are angry. We know how to resolve our conflicts, because</i></p>

	<p><i>there was game on this and we talked about it. Here, we know more than 30 tips to calm down! And they are all different ... And I think they're all good!"</i></p>
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Play It Fair!
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

4. Country:

Part B – Content and Process

1. Did we meet our workshop objectives?

Objectives	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Strengthen skills in developing and delivering non-formal human rights education programs aimed at children using the Play It Fair! Toolkit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop plans for applying their learning and implementing the Play It Fair! Toolkit within their organization and their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop plans for applying their learning and implementing the Play It Fair! Toolkit within their organization and their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**Play It Fair!
General Evaluation**

PART B continued

2. Workshop activities			
	No	Partially	Yes
a. Were the activities effective in promoting the sharing of experience among the participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
b. Were the activities effective in integrating practice and theory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
c. Was the amount of time allotted for activities throughout the program adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
d. Do you feel capable of facilitating the Toolkit games we demonstrated during this workshop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Play It Fair!
General Evaluation

PART B continued

3. Facilitation by the Team				
	Very Good	Good	Poor	Very Poor
a. Ability to explain clearly and summarize discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to encourage participation of group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ability to show connections among different program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments:				

4. Presentations by the team				
	Very Good	Good	Poor	Very Poor
e. Usefulness of the presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Comments:				

PART B continued

5. Workshop manual

Play It Fair!
General Evaluation

	Very Good	Good	Poor	Very Poor
a. General quality of the workshop manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Potential usefulness in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Clarity of instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments				

Part C – Logistics

Please evaluate the following:

	Very Good	Good	Poor	Very Poor
a. Accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Meetings room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Food quality and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. On-site communication services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Communication with Equitas before the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dinner (Dec 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other/Comments:				

Play It Fair!
General Evaluation

Part D – General Comments			
	Yes	Partially	No
1. Was this workshop what you expected? Please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. What aspects of the Session did you find most useful?			
3. What aspects of the Session did you find less useful?			
4. Any other comments:			

Thank you!