



# National Child Day 2022

## Race to Inclusion

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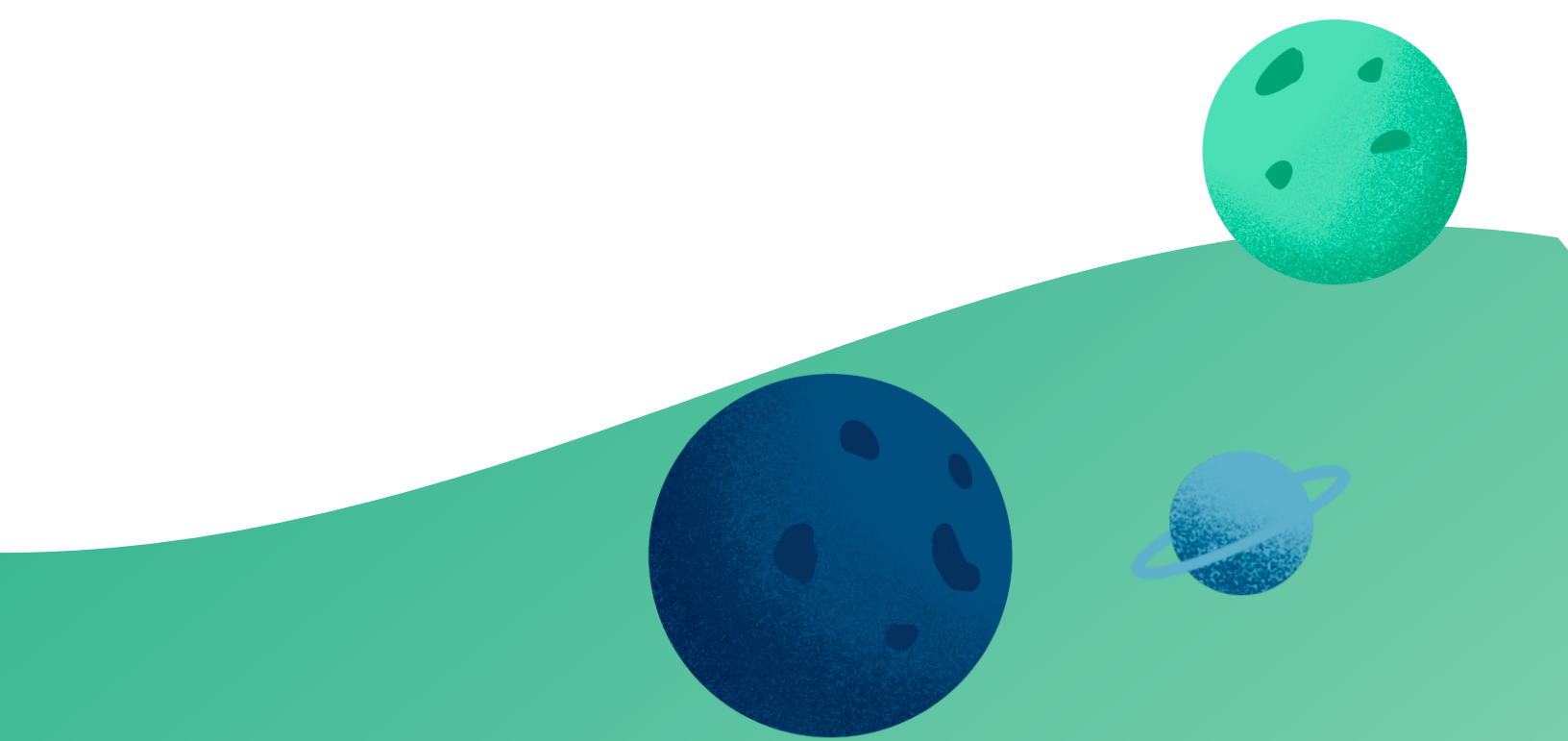
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# National Child Day 2022: Race to Inclusion

This booklet was created to celebrate National Child Day and to support children in learning more about their rights and the *United Nations Convention on the Rights of the Child*. This year we are focusing on the right to be and to feel included regardless of identity.

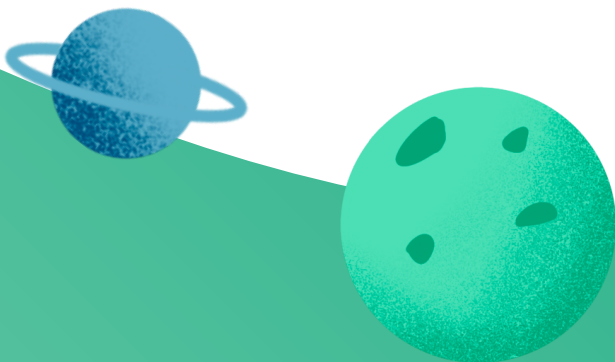
## WHAT IS NATIONAL CHILD DAY?

National Child Day is celebrated in Canada on November 20th as a means of recognizing our commitment to protecting the rights of children. This day celebrates the adoption of the *United Nations Convention on the Rights of the Child* in 1989.

## 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. It sets out the rights of children with 54 articles that provide us with a roadmap of what is needed to raise healthy and happy children.

Canada ratified the *Convention on the Rights of the Child* in 1991 and thus committed itself under international law to respect, protect, promote and fulfil the rights of children in Canada. To learn more about the *Convention on the Rights of the Child*, visit: <https://www.unicef.org/child-rights-convention>.



## HOW TO USE THIS BOOKLET?

This booklet includes a series of activities as well as an accompanying poster that can be displayed in your program space or classroom. As the group completes the activities, you can mark your progress with stickers or stamps on the poster. True inclusion cannot be accomplished quickly, however, this booklet and poster can support you on your journey of creating more inclusive and rights-respecting communities for all. The booklet also includes reflection questions for children and staff to think about how to continue this work after National Child Day ends.

The activities included are designed to prompt thought and reflection, which will then be concretized by actions identified by the children. The activities prepare the ground for a deeper discussion about how we can better practice inclusivity.

<b>Step 1:</b>	Hang the attached poster in your program space or classroom.
<b>Step 2:</b>	Complete the activities during the week of National Child Day
<b>Step 3:</b>	After each activity, have children mark the progress circles on the poster with a sticker or stamp.
<b>Step 4:</b>	At the end of the week, facilitate a discussion with your group.

### Before you start...

1. Explain to the children that this week is all about celebrating them! National Child Day is a day to acknowledge the rights of children and honor them as human beings.
2. Tell the children that over the course of the week, you will complete a series of activities that celebrate their diversity.

## Day 1: Group Values

Time: 40 mins

Materials: values written on 4 separate pieces of paper (respect, cooperation, inclusion, fairness), flipchart, markers

Values: respect, cooperation, inclusion, fairness

### About this activity

Group members move to the corner of the room that best represents their values. Then, in the group discussion, they think about children's rights values and identify ways to ensure they are respected in the group.

### Instructions

1. Write the following four children's rights values on 4 separate pieces of paper: respect, cooperation, inclusion, fairness and place them in the 4 corners of the room.
2. Explain to the group that the values placed around the room represent children's rights values. To ensure that everyone understand the values, provide a brief explanation for each one before you begin the activity
3. Ask group members to go to the value that best represents them and form a team with the other group members gathered around the same value.
4. In teams, group members should discuss:
  - a. What the value means to them
  - b. Why they chose the value
5. Next, have each group report back on their discussion. Ask children to share what the values mean to them, and how we can act out each value in program. As they share their ideas, write them down on a flipchart
6. If you do not already have a group agreement or guidelines, have the children review the flipchart and agree to uphold the values. They can sign their names or keep the flipchart on the wall during future program sessions
7. Move to the group discussion

## Group discussion



- Did you like discussing children's rights values with group members?



- Why do you feel children's rights values are important in your life?
- What did you learn about the values of other group members? What do you have in common?
- What other values do you think are important for working well together as a group?



- How can we ensure that children's rights values are respected in our group?



## Day 2: From Saturn to Jupiter

Time: 20 minutes

Materials: 2 cones

Values: Respect for diversity, acceptance

### About this activity

Group members identify some similarities and differences that exist between them by running to a designated spot (planet). Then, in the group discussion, they think about their similarities and differences and discuss ways to appreciate each other for who they are.

### Instructions

1. Place 2 cones about 20 metres apart. Label 1 cone Saturn and the other Jupiter.
2. Explain that you will give some options (suggestions below) and each group member will have to decide which group they belong to and then run to the planet to join their group.
3. Give them the options in the following way: "If you [have brown hair], go to Saturn; if you [do not have brown hair], go to Jupiter." Let everyone run to the appropriate cone.
4. Continue the activity by calling out different options drawing on the suggestions provided below. Add some movement constraints such as asking the group to jump like a frog, hop on 1 foot, or crawl backwards.
5. Do the activity for 10 to 15 minutes, then move to the group discussion.

#### Suggested Options

- If you ARE wearing green, go to SATURN. If you are NOT wearing green, go to JUPITER.
- If you like soccer go to SATURN. If you do NOT like soccer go to JUPITER.
- If you do NOT have a sibling go to SATURN. If you have a sibling go to JUPITER.
- If you like painting go to SATURN. If you do NOT like painting go to JUPITER.
- If you do NOT have curly hair go to SATURN. If you have curly hair go to JUPITER.
- If you know how to play a musical instrument go to SATURN. If you do NOT know how to play a musical instrument go to JUPITER.

## Group discussion



- How did you feel when you were part of a large group on the same planet? What about a small group on the same planet?



- Were there times when you did not know which planet to go to? Why?
- We all have many different characteristics that make us who we are. What are some things that make you similar or different from others in the group?
- Why is it fun to be different sometimes?
- Why is it important to include everyone, even when we are different or like different things?



- What can we do to make sure everyone feels like they are a part of the group?
- What can we do to make sure we appreciate each other for who we are?





## Day 3: Diversity Zig-Zag

Time: 20 minutes

Materials: chairs, index cards, pencils, markers

Values: respect for diversity, acceptance

### About this activity

Group members remember one thing that is important to each other group member. Then, in the group discussion, they think about their similarities and differences and identify ways to ensure everyone feels accepted for who they are.

### Instructions

1. Form a circle with the chairs, making sure there is one chair for everyone. Ask everyone to sit down.
2. Give each group member an index card and a pencil or marker.
3. Invite each group member to draw something important to them on an index card. Give some examples: music, sports, family, friendship, etc.
4. Go around the circle and ask everyone to name something that is important to them. Remind the group to listen carefully to what the others say. They will need to remember the information for the next part of the activity.
5. Stand in the middle of the circle. Explain that:
  - a. When the person in the middle points to someone and says “zig”, that person must name the thing the person on their right considers important
  - b. When the person in the middle points to someone and says “zag”, that person must name the thing the person on their left considers important
  - c. When the person in the middle says “zig-zag”, everyone changes places
6. If a group member cannot answer when they are pointed at, invite someone to help them with the answer. Then they should replace the group member in the middle of the circle. In addition, when the person in the middle says “zig-zag”, they can sit wherever they want and whoever cannot find a chair goes in the middle.
7. Demonstrate, then begin the activity.
8. After 10 minutes, move to the group discussion.

## Group discussion



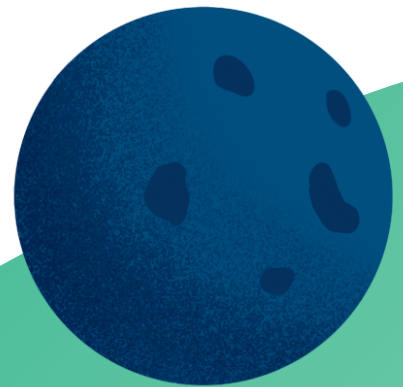
- Did you find it easy or hard to name something you consider important? Why?
- How did it feel to learn about what others in the group consider important?



- Did you learn anything new about others in the group?
- What do people in the group have in common? What are some differences?
- What are some benefits of everyone being different?



- What can we do to make sure everyone is respected when they share their opinions, feelings, and other things about themselves with the group?
- What can we do so that everyone in our group feels accepted for who they are?



## Day 4: Hello from Around the World

Time: 15 minutes

Materials: Pieces of paper with “hello” written in different languages

Values: Respect for diversity

### About this activity

Children say “hello” in a foreign language and form groups as directed. They experience speaking a different language, without knowing whether others will understand them, and think about the difficulties people face when speaking a new language.

### Instructions

1. Choose 2 to 6 different “hellos” (see the list provided), depending on the number of children. Write the word “hello” in different languages on small pieces of paper. The total number of pieces of paper should be equal to the number of players
2. Give each child 1 piece of paper.
3. Ask the children to walk around the play area, holding their piece of paper without showing it to others. At your signal, they can start greeting one another, saying “hello” as it is written on their paper. They must find others who are saying “hello” in the same language as they are and form a group
4. You can start the game over by redistributing the pieces of paper. You can also change the game by adding more languages or taking some away.

### Variations

Different hellos together

- Ask the children to form groups of 3 in which each person is saying “hello” in a different language.

Many hellos in my head

- Ask the children to walk around the room saying “hello” in the language on their paper. As they wander, they should try to remember as many other hellos as they can. Give them at least 2 minutes.

Hello in different languages:

Buenos dias (Spanish)	Dzien dobry (Polish)	Shalom (Hebrew)
Guten Tag (German)	Namaste (Hindi)	Bom-dia (Portuguese)
Salaam (Arab)	Dobry den (Czech)	Ciao (Italian)
Ni hao (Chinese)	Konnichi wa (Japanese)	Goedendag (Dutch)
Sunchhen (Bengali)	Jambo (Swahili)	She:kon (Mohawk)
Bonjou (Haitian Creole)	Amakuru (Rwandan)	

## Group discussion

After the game, have the children guess the different languages. Then, have them reflect on their experience by using the following questions as a guide:



- What was your favourite part of the game?
- How did it feel to try and speak a language other than your own?
- How did it feel when you could not understand the other children and they could not understand you?



- How many of you speak a language other than English or French?
  - Have the children name the language they speak and say “hello” in that language if they want to.
  - Ask the other children to repeat the greeting.
- Have you ever been in a situation where you did not understand the language? What did you do to get by?



- How can we help others feel included in games and activities, even if we don't speak the same language?



## Day 5: Race to Inclusion

Time: 25 minutes

Materials: 2 large sheets of paper, 2 markers, objects for an obstacle course (chairs, tables, cones, costumes)

Values: Cooperation, respect

### About this activity

Group members complete an obstacle course and write about what makes them feel included. Then, in the group discussion, they think of ways to make sure all children feel welcome in their group.

### Instructions

1. Introduce the activity by talking briefly about what inclusion means to children. Think about what makes you feel included in your program, classroom, or at home. Ask children to save their responses for the game.
2. Create 2 identical obstacle courses using the objects that you have available. The tasks you create for the obstacle course should be easy to do: they can involve walking around a chair, crawling under a table, playing hopscotch, walking around in a circle with your index finger placed on the ground, or moving around cones with a hockey stick and a ball. The last task in the obstacle course is to have each team member write on a large sheet of paper (1 sheet for each team) their ideas for how to include others in their program space. Ensure that the course is accessible to all group members.
3. Set up 2 teams and set a time limit (e.g. 10 minutes).
4. All team members go through the obstacle course 1 at a time. When they complete the course, team members should high-five the hand of the next team member to indicate that it is time for the next player to begin. Depending on how many team members are playing, they can do the course more than once.
5. Ask the group to encourage their team members.
6. After the time is up, ask each team to share their 'inclusion strategies' with the whole group.
7. Move to the group discussion.

## Group discussion



- How did you like the activity?
- What was the hardest part? What was the easiest part?
- Have you ever been excluded at school, at camp, or by your friends? Why? How did it feel to be excluded?



- Did you learn any new ways of making sure others feel included? Refer to the list of ideas generated during the activity and discuss them together.
- Why is it important to make sure all children feel welcome in our group?
- Can you think of other situations where people are excluded in our community?



- What can we do if we see someone is being excluded from our group?
- What can we do to make sure new group members feel welcome in our space?



# Great Job!

You have completed all activities and are ready for the final group discussion. The activities and challenges in this guide have prepared children to engage in an open, respectful, and deeper discussion about inclusivity. The final group discussion will help children reflect on their experiences throughout all activities, as well as help them think about what future inclusivity will look like in their school, home, or community. Hopefully, children will be inspired to see themselves as positive influences on their peers as well as active participants in building more inclusive and rights-respecting communities.

## Final Group Discussion



- Did you enjoy the activities we did this week?
- How does it feel to know that National Child Day exists? Did you know there was a day to celebrate you and your rights?



- Why is it fun to be different sometimes? Why is it fun to have friends that are different from you?
- Why is it important to include everyone, even when they are different and like different things?



- What can we do to make sure we appreciate each other for who we are?
- What can we do to make sure that everyone feels welcome in our group, no matter what our differences are?
- What can we do to make people in our group feel safe?

Share your completed posters with us online!



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**HAPPY NATIONAL  
CHILD DAY!**





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# NATIONAL CHILD DAY

## Race to Inclusion

**DAY 1:**  
Play “Group Values”

**DAY 2:**  
Play “From Saturn to  
Jupiter”

**DAY 3:**  
Play “Diversity Zig-Zag”

**DAY 4:**  
Play “Hello from around  
the world”

**DAY 5:**  
Play “Race to inclusion”