

Play It

Right!

Human rights toolkit for summer
camps in the City of Montreal



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Play It Right!

An educational toolkit
for use in summer camps to promote human rights and respect for diversity

What can you expect to happen when you use this toolkit in your summer camp?

In the words of the camp counsellors who have used this toolkit

"The children are learning something while they play a game. They don't really realize that they are learning, and that's what's so great... I'm sure they didn't know their rights or what rights were in the beginning, but now they know them. Maybe not all of them, but they know they have rights."

Day camp, Notre-Dame-de-Grâce

"It helped a lot. It helped us in our interactions with the children. It's nice to help kids learn these things, especially conveying these notions through games. They become subliminal messages. They learn something without knowing it and the reflection session after the game helps them to understand even better."

Day camp, LaSalle

"The activities cover many topics, not just racism but also integration, peaceful conflict resolution. It helps the children put themselves in another person's shoes."

Day camp, Verdun

"The Exclusion Game really helped my group. There was a little girl who cried a lot right from the first day of camp because the other children always excluded her. Since we played this game there haven't been any problems. The kids now include her in their teams. I don't have problems dividing the group into teams anymore; the kids include the other children. There was another little girl who was very popular and who had a tendency to always exclude others. She also changed her attitude... The toolkit really helped my group. The kids realized what it felt like to be excluded."

Day camp, Saint-Léonard

These comments from users illustrate the main objective of the toolkit: to enable children to internalize and demonstrate, through their attitudes and behaviour, fundamental human rights values, respect for diversity, and non-discrimination.

What is the toolkit?

An educational tool:

- CONTAINING **information** and age appropriate **activities and games** adapted for the summer camp environment
- DESIGNED to promote **human rights, respect for diversity, and harmonious intercultural relations** as well as the **peaceful resolution of conflicts** that sometime arise in a day camp
- INTENDED FOR
 - > **Children and youth** who attend summer camps, to raise their awareness of human rights and to support the integration of human rights values into their attitudes and behaviour

- > **Camp counsellors**, to improve their ability to respond to cultural, ethnic and racial prejudices that can crop up when conflicts or disagreements occur among the children

What are the values promoted by this toolkit?

This toolkit helps reinforce the positive values that ensue from the key principles of human dignity and equality, underpinning the *Universal Declaration of Human Rights*. These values are:

Respect	Inclusion
Responsibility	Fairness
Acceptance	Cooperation
Respect for diversity	

What are the components of the toolkit?

- A **User's Guide** containing:
 - > objectives and human rights concepts, values, and principles
 - > instructions on how to use the toolkit
 - > a description of children's psychosocial and motor development characteristics
 - > four practical "how to" aids for: conflict prevention and resolution; ending name-calling; establishing rules of behaviour; carrying out reflection activities after a game
- 41 **educational games** and activities
- An **index** listing games according to age group and values promoted
- Three **sample schedules** on how to integrate toolkit activities into a weekly camp program
- A **Resource Guide** with information to complement the toolkit

How are the games presented?

Each of the 41 games is described on a double-sided sheet, written in simple language and with instructions that are easy to follow. Each sheet contains:

- the **name of the game**
- an **information box** describing intended age group, length of the game, where the game can be played, number of players, activity level of the game, materials required and the principal and complementary values highlighted by the game
- the **purpose of the game**, providing the link between the game and the basic values and the human rights principles and a reference to the relevant information found in the **User's Guide**
- the **objective of the game**, which describes the end-result of playing the game
- **instructions** on how to play the game
- a **Reflection** section with questions to further explore the essential values learned from the game. **This is the most important part of the activity.**

- a **list of complementary games** that promote similar values

Getting started with the toolkit

1. **Read the User's Guide carefully** to familiarize yourself with the main human rights concepts, principles, and values.
2. **Get to know the "how to" aids provided at the end of the User's Guide.** They are valuable tools that will help you in your interactions with the children.
3. **Consult the index** in order to quickly identify the age appropriate games for the values you want to highlight.
4. **Plan how to integrate the games into your regular weekly schedule.** Suggestions are provided in the toolkit.
5. **Prepare adequately for each game.** Read the game sheet over carefully. Make sure that the game is appropriate for your group and that you have the necessary materials. Consult the **User's Guide** to ensure you understand the values that are highlighted in the game. You can consult the **Resource Guide** to learn more about these values. Make sure you leave enough time at the end of the game for reflection activities. Use the questions provided on the game sheet and refer to the "how to" aid, **Conducting Reflection Activities after a Game.**
6. **Talk to other camp counsellors** to share ideas and get their comments on the games they have already tried out.

Things to keep in mind

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

All these elements are detailed in the **User's Guide**. Be sure to refer to it!



Game Index by Age Group

6-8 year-olds

- 01 Cooperative musical chairs
- 02 Crocodile
- 03 Lighter than air
- 04 Tropical storm
- 05 Around the world with a hula-hoop
- 06 Kulit K'rang
- 07 Exclusion by numbers
- 08 Memory picture
- 09 Friendly crossing, safe passage
- 10 **Blind trust**

9-10 year-olds

- 11 Cat and mouse
- 12 Human rights twister
- 13 Hello around the world
- 14 Look for similarities, discover differences
- 15 My group... my culture
- 16 Where's my banana?
- 17 Familiar faces
- 18 All in good order
- 19 Tra-la-la... Silence
- 20 Inclusion... Exclusion...
- 21 The noisiest game in the world
- 22 Rock - paper - conflict!
- 23 The race against anger
- 24 I have the right to...
- 25 Fishing for rights and responsibilities
- 26 I have a disability

11-12 year-olds

- 27 Sitting together!
- 28 Crazy stories
- 29 The human knot
- 30 The culture game
- 31 How is the world divided?
- 32 Working in the mines
- 33 Bullying
- 34 It's hot... It's not...
- 35 The bears and the bees
- 36 The worst day of my life
- 37 V-R-A-N-T-S-I-S and Me
- 38 Draw it right
- 39 In the shoes of an immigrant
- 40 Lunch and disabilities
- 41 Colour portraits

Legend of essential values

Cooperation
Respect for diversity

Fairness
Inclusion

Respect
Responsibility

Acceptance



Game Index by Values

	6-8 year-olds	9-10 year-olds	11-12 year-olds
Cooperation	01 Cooperative musical chairs 02 Crocodile 03 Lighter than air 04 Tropical storm 05 Around the world with a hula-hoop 06 Kulit K'rang 10 Blind trust	11 Cat and mouse 12 Human rights twister 13 Hello around the world 18 All in good order 21 The noisiest game in the world 22 Rock - paper - conflict! 23 The race against anger 24 I have the right to...	27 Sitting together! 28 Crazy stories 29 The human knot 31 How is the world divided? 34 It's hot... It's not... 35 The bears and the bees 36 The worst day of my life 38 Draw it right
Respect for diversity	06 Kulit K'rang	13 Hello around the world 14 Look for similarities, discover differences 15 My group... my culture 16 Where's my banana? 17 Familiar faces 20 Inclusion... Exclusion...	30 The culture game 33 Bullying 37 V-R-A-N-T-S-I-S and Me 39 In the shoes of an immigrant 41 Colour portraits
Fairness			31 How is the world divided? 32 Working in the mines 38 Draw it right 39 In the shoes of an immigrant
Inclusion	01 Cooperative musical chairs 02 Crocodile 04 Tropical storm 05 Around the world with a hula-hoop 07 Exclusion by numbers	11 Cat and mouse 12 Human rights twister 15 My group... my culture 18 All in good order 19 Tra-la-la... Silence 20 Inclusion... Exclusion 26 I have a disability	27 Sitting together! 28 Crazy stories 29 The human knot 33 Bullying 40 Lunch and disabilities
Respect	03 Lighter than air 07 Exclusion by numbers 08 Memory picture 09 Friendly crossing, safe passage	12 Human rights twister 14 Look for similarities, discover differences 16 Where's my banana? 17 Familiar faces 18 All in good order 20 Inclusion... Exclusion... 21 The noisiest game in the world 22 Rock - paper - conflict! 24 I have the right to... 26 I have a disability	29 The human knot 30 The culture game 32 Working in the mines 33 Bullying 34 It's hot... It's not... 35 The bears and the bees 36 The worst day of my life 37 V-R-A-N-T-S-I-S and Me 39 In the shoes of an immigrant 41 Colour portraits
Responsibility	02 Crocodile 08 Memory picture 09 Friendly crossing, safe passage 10 Blind trust	22 Rock - paper - conflict! 23 The race against anger 24 I have the right to... 25 Fishing for rights and responsibilities.	35 The bears and the bees 38 Draw it right
Acceptance	07 Exclusion by numbers 10 Blind trust	13 Hello around the world 14 Look for similarities, discover differences 15 My group... my culture 16 Where's my banana? 17 Familiar faces 19 Tra-la-la... Silence 20 Inclusion... Exclusion... 26 I have a disability	27 Sitting together! 30 The culture game 33 Bullying 37 V-R-A-N-T-S-I-S and Me 39 In the shoes of an immigrant 40 Lunch and disabilities 41 Colour portraits



6-8 year-olds

Suggestions for Integrating Toolkit Activities into the Camp's Weekly Schedule

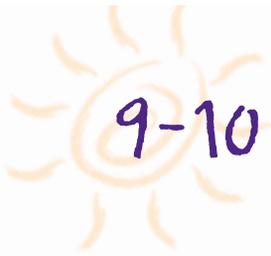
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>04 Tropical storm</p> <p>05 Around the world with a hula-hoop</p>	<p>07 Exclusion by numbers</p> <p>09 Friendly crossing, safe passage</p>	Camp Outing	<p>06 Kulit K'rang</p> <p>10 Blind trust</p>	<p>02 Crocodile</p> <p>11 Cat and mouse (9-10 year olds)</p>
Lunch					
Afternoon		<p>01 Cooperative musical chairs</p>			<p>03 Lighter than air</p> <p>08 Memory picture</p>



9-10 year-olds

Suggestions for Integrating Toolkit Activities into the Camp's Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>25 Art and craft Workshop to prepare the materials for "Fishing for rights and responsibilities"</p>	<p>13 Hello around the world</p> <p>25 Fishing for rights and responsibilities</p>	Camp Outing	<p>12 Human rights twister</p> <p>18 All in good order</p> <p>22 Rock - paper - conflict!</p>	<p>23 The race against anger</p>
Lunch					
Afternoon		<p>07 Exclusion by numbers (6-8 year olds)</p> <p>21 The noisiest game in the world</p>			



9-10 year-olds

Suggestions for Integrating Toolkit Activities into the Camp's Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>26 I have a disability</p> <p>11 Cat and mouse</p> <p>20 Inclusion... Exclusion...</p>	<p>16 Where's my banana?</p> <p>17 Familiar faces</p>	Camp Outing	<p>24 I have the right to...</p> <p>15 My group... my culture</p>	<p>23 The race against anger</p>
Lunch					
Afternoon		<p>14 Look for similarities, discover differences</p> <p>19 Tra-la-la... Silence</p>			



11-12 year-olds

Suggestions for Integrating Toolkit Activities into the Camp's Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	29 The human knot 27 Sitting together! 38 Draw it right	37 V-R-A-N-T-S-I-S and Me	Camp Outing	41 Colour portraits	39 In the shoes of an immigrant
Lunch					
Afternoon		13 Hello around the world 35 The bears and the bees			28 Crazy stories



11-12 year-olds

Suggestions for Integrating Toolkit Activities into the Camp's Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	36 The worst day of my life	31 How is the world divided?	Camp Outing	30 The culture game	32 Working in the mines
Lunch		40 Lunch and disabilities			
Afternoon	33 Bullying				34 It's hot... It's not...

Play It

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User's Guide



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et Communautés
culturelles*

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© 2006 Equitas – International Centre for Human Rights Education
ISBN 2-921337-59-2

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The opinions expressed in this publication are those of the authors and do not represent the opinions or positions of the funders of this project.

Acknowledgements

This toolkit was developed as part of the project “Promoting Cultural Diversity and Combating Discrimination: Human Rights Education Among Children and Youth of Montreal”, a three-year partnership (2004-2007) initiative between Equitas – International Centre for Human Rights Education and the City of Montreal *Direction des affaires interculturelles*.

The aim of this project is to implement an effective strategy, using a rights-based approach, to *promote harmonious cross-cultural relationships and address all forms of discrimination among the City of Montreal youth population*.

The toolkit was designed and developed by the Equitas team: Daniel Roy, Vincenza Nazzari, Rob Shropshire, Ian Hamilton, Frédéric Hareau, and Marie-Charles Boivin. We also wish to acknowledge the significant contribution of Marc Rivest, Directeur par interim des affaires interculturelles de la Ville de Montréal to the realization of the project. Special thanks to the staff at the City of Montreal, of the summer camps, and of the boroughs of LaSalle, Côte-des-Neiges – Notre-Dame-de-Grâce, Le Plateau-Mont-Royal, Montréal-Nord, Saint-Léonard, Le Sud-Ouest, Verdun and Villeray – Saint-Michel – Parc-Extension for their continued support and active participation throughout the project.

We particularly wish to thank Ruth Selwyn and Marie-Claire Dumas for their innovative vision and untiring efforts during the conception of the project.

This project was made possible thanks to the financial support of the City of Montreal, Canadian Heritage and the Ministère de l'Immigration et des Communautés Culturelles du Québec.

An online version of **"PLAY IT RIGHT"**, the human rights education toolkit designed for City of Montreal summer camps, is available for download at:

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

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Zero Tolerance to Name-Calling:
Practical Guide to Stopping Name-Calling

Practical Guide to Preventing and Resolving Conflicts

Practical Guide to Conducting Reflection
Activities After a Game

Introduction

What is “PLAY IT RIGHT”?

“PLAY IT RIGHT” is a human rights educational toolkit that contains activities and games designed for use with children and youth in summer camp programs. Using a rights-based approach, this toolkit contributes to *promoting diversity and harmonious intercultural relationships by combating discrimination based on ethnicity, culture, sex, sexual orientation and disabilities with the active participation of children and youth in the City of Montreal's summer camps.*

“PLAY IT RIGHT” is the core element of an educational strategy for summer camp programs that aims to strengthen positive values such as inclusion, respect for diversity, equality and social justice as a means to combat racism and discrimination. It provides camp counsellors with effective tools to strengthen their own capacity to react appropriately to cultural, racial and ethnic prejudices that may arise in day camps during conflicts and disagreements among the children.

What is the goal of the toolkit?

“PLAY IT RIGHT” is meant to be a tool to help prevent and respond quickly to conflicts that may arise among youth and children in summer camps with the longer-term goal of strengthening their capacity to prevent future conflicts between citizens in the boroughs. Many conflicts are rooted in stereotypes, racism, discriminatory behaviours and in the affirmation of cultural specificities. The emergence of street gangs, the isolation of certain communities, quarrels in public areas, requests for adapted services by cultural communities, and stereotyping are frequently mentioned as areas where conflicts surface.

What principles and values does this toolkit promote?

This toolkit is based primarily on the principles and rights contained in the *Universal Declaration of Human Rights* (UDHR), which was adopted by the General Assemblée of the United Nations in 1948.

Through games and activities, this toolkit seeks to reinforce positive values that stem from the principles in the UDHR, such as respect, acceptance, inclusion, fairness, cooperation, respect for diversity and responsibility.

These values are fundamental to uphold the key principles of human *dignity* and *equality*, underpinning the UDHR. For this reason, we consider that any breach of these values inevitably leads to racist and discriminatory attitudes and practices, which are often at the root of numerous conflicts in a multicultural society.

The principles in the UDHR and the values promoted in this toolkit are explained below in the **Frequently Asked Questions** section.



What is the pedagogical approach used in this toolkit?

Learning can be briefly defined as the “*acquisition of knowledge and the development of capacities or attitudes*”.

For knowledge about human rights to produce social change, human rights education must not only strive to develop practical skills, but must also work to foster appropriate attitude and behaviours. As Jacques Delors stated: “We must not just educate our children and youth ‘to know’ and ‘to do’, we must also educate them ‘to be’ and ‘to live together’”¹.

The toolkit is based on a transformative learning model. This approach to learning aims at transforming the way individuals see the world and their relations with others to include human rights values. The toolkit therefore aims to move beyond a simple transfer of knowledge and skills, i.e. what children and youth will learn by playing the games and doing the activities, to building awareness through critical reflection about their own life experiences. Awareness must lead to the transformation of attitudes and behaviours by linking them to human rights principles and values, and ultimately to action.

Values such as respect, responsibility, inclusion, fairness, acceptance², cooperation, respect for diversity, and dignity are aspirations of human beings everywhere in the world. Developing attitudes such as respect for differences and mastering skills for peaceful conflict resolution require conscious practice. It is therefore important to encourage young people and children to develop positive values and provide them with opportunities to put them into practice in different multicultural settings.

It is essential to create a suitable environment to facilitate the learning of these positive values. The activities in this toolkit seek to actively engage children by providing the opportunity to reflect on their own qualities so that they can better appreciate the qualities of others, as different as these may at first seem.

Each game and activity in the toolkit has as its starting point the children’s own experiences. The games aim to build awareness about their attitudes and behaviours, and transform them. Each game sheet contains instructions for debriefing once the game has been played. This essential reflection component, which should be conducted in a stimulating manner by camp counsellors, allows for sharing individual experiences, fosters a better understanding of the purpose of the game, and ultimately aims for transfer of lessons learned to the children’s daily lives.

What’s in the toolkit?

The educational activities and games in this toolkit have been specially designed for use in a summer camp environment. Summer camps, unlike closed classrooms, are environments in which children require engaging and dynamic activities and movement.

Information, activities and games in the toolkit are designed to promote values such as responsibility, acceptance, inclusion, fairness, collaboration, respect for others and for diversity, and non-discrimination.

¹ Delors, Jacques, et al. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century*. UNESCO Publishing, 1996.

² In this toolkit, we chose to use “acceptance” as essential value rather than “tolerance”, as it is the case in many documents and certain international instruments.

The toolkit has four main components

The first component is an **Overview** sheet that summarizes the content of the toolkit and the values it promotes.

The second component is the **User's Guide**. This guide describes the objectives of the toolkit, the human rights values and principles it promote, as well as all the necessary information for using the toolkit effectively. This includes:

- the main human rights concepts upon which the toolkit is based. Presented as **Frequently Asked Questions** and written in clear and simple language, this section of the **User's Guide** contains definitions of key concepts and presents the fundamental principles contained in the *Universal Declaration of Human Rights*, *Québec Charter of Human Rights and Freedoms* and *Montreal Charter of Rights and Responsibilities*.
- a simplified description of **some characteristics of the psychosocial and motor development of children**. This tool is designed to help counsellors select and adapt age-appropriate educational activities and games from the toolkit for use in camps.
- four "how to" aids to help toolkit users in their interactions with the children:
 - > A **Practical Guide to Preventing and Resolving Conflicts**. This guide reinforces the activities and games that are designed to strengthen children's capacity to prevent and resolve conflicts that occur at times in everyday situations.
 - > A **Practical Guide to Stopping Name-Calling**. This guide promotes a zero tolerance approach towards name-calling and the use of derogatory words and phrases, slurs, and other offensive language. It provides strategies on how to prevent name-calling, which in addition to reinforcing prejudices and stereotypes, can also have a real negative impact on a child's self-esteem, often leads to bullying and, can also negatively impact on the camp's atmosphere.
 - > A **Practical Guide to Setting Rules of Behaviour With Your Group**. This guide offers strategies to help counsellors establish agreements with the children in a participatory way for effective group management.
 - > A **Practical Guide to Conducting Reflection Activities After a Game**. This guide supports the debriefing process after an activity and helps children grasp key concepts by encouraging reflection.

The third component is a set of **Educational Activity and Game Sheets** for use in summer camps. Activities are organized by age group. Each activity is presented on a double-sided sheet with procedures and instructions on playing the game, the age group for which the game is intended, and the principal and complementary values being addressed by the game. This section also contains indexes:

- > classifying activities by age group
- > classifying activities according to the values and principles to be addressed
- > suggesting a plan to integrate games into the camp's regular weekly schedule

The fourth component is a **Resource Guide** with additional resources to complement the toolkit. It contains information about human rights education materials for children, human rights training manuals, suggested Internet sites, community organizations and activities for children in other settings.

How do I use this toolkit?

Here are a few suggestions for using this toolkit. Please remember that they are merely guidelines.

1. **Get to know the toolkit.** Read the **Overview** sheet carefully. The more familiar you are with the contents of the toolkit, the better you will be able to promote harmonious cross-cultural relationships and fight discrimination.
2. **Make sure you understand the human rights concepts fully.** After reading the toolkit, make sure you clearly understand the human rights notions, concepts and values being highlighted. Remember that you will need to explain these concepts to the children during activities and when reflecting on them afterwards. Use the **Resource Guide** to obtain additional information and to find answers to any questions you may have.
3. **Be flexible and take into account the characteristics of the group you work with.** Make sure the activities you select are appropriate for the age group and the time at your disposal. Is your group a little restless today? It may be better to choose an activity that will allow them to burn off some of that energy. Is it a hot afternoon and the pool is unavailable? Try finding a shady spot for a quiet activity.
4. **Be creative.** Don't be afraid to innovate and to adapt the activities to the needs of your group. An activity that requires setting up equipment or some preparation time can easily become an opportunity to involve the children and discuss the benefits of collaborating and helping each other.
5. **Establish a good relationship with your group.** Communicate the objectives to your group. Remember that the toolkit is designed to contribute to an atmosphere of openness and acceptance. As counsellors, you must remind yourselves that you will be called upon to set a good example. "Do as I say and do as I do" should be your motto.
6. **Don't be afraid of repeating yourself.** Every opportunity is good to remind children of the human rights values and notions found in the toolkit, to promote the fight against racism and discrimination, and to promote harmonious cross-cultural relationships.
7. **Facilitate the reflection activity after the game.** Each game sheet suggests themes and questions to support reflection on the lessons learned during the game. The reflection period and discussion is essential to obtain the desired results as it enables children to gain a better understanding of the game's lessons, to share their individual experiences, and to apply the lessons learned to their daily lives.

Frequently Asked Questions: The Basic Notions

Why is it important for children and youth to participate in the development of society?

In Québec and in Montréal, we are increasingly concerned with involving youth in society. For the Province of Québec and the City of Montreal to grow and develop while respecting their own diversity and for youth to actively participate in their own growth and development, children and youth must be given every opportunity to develop their abilities in an environment of respect, equality and fairness. As expressed by UNESCO, *“The notion that young people will one day “inherit” the earth should be dispelled; in fact, their involvement today is cogent for shaping this world.”*¹

The involvement of children and youth should not be based on an abstract notion of human rights. Children and youth are confronted with discrimination daily and, if provided with ways to understand it, they can become active participants in the development of strategies to fight its many forms. Their engagement in the development of these strategies empowers them by enabling them to develop a sense of belonging. In addition, the abilities they acquire by participating in the development of these strategies will follow them into adulthood, thereby contributing to the reinforcement of such values as fairness, respect for others and for diversity as well as to the promotion and protection of human rights.

What is human rights education?

It is important to promote cross-cultural harmony and the cosmopolitan nature of Montreal by introducing ways to combat the various types of discrimination.

The use of a rights-based approach and of universally recognized values and principles is proving to be an effective means of introducing individuals to notions of diversity and acceptance. This approach recognizes that all persons, by virtue of the fact of being human, have civil, political, economic, social and cultural rights. The approach requires active and meaningful participation of individuals in their understanding, acceptance and protection of fundamental rights and related responsibilities to ensure the respect of the rights of all members of the community. A rights-based approach invariably means “that particular attention is given to discrimination, equality and fairness, as well as to vulnerable groups [...]. There is no universal checklist of who is most vulnerable in any given context. Rather, rights-based approaches require that such questions be answered locally: who is vulnerable here and now?”²

¹ UNESCO, http://portal.unesco.org/en/ev.php-URL_ID=21061&URL_DO=DO_TOPIC&URL_SECTION=201.html, consulted on January 26, 2006.

² Office of the United Nations High Commissioner for Human Rights, www.unhcr.ch/development/approaches-04.html.

What are human rights?

Human rights are based on the inalienable principle that all human beings are born equal in dignity and rights. These rights are indivisible from humanity. That is to say, they are fundamental rights, inherent by virtue of the fact of being human. Human rights apply to all persons equally, universally and eternally. They should never be denied.

Human rights cross borders, cultures, political ideologies, and religious beliefs. No matter where we live in the world, who our parents are or the nature of our governments, human rights are our rights. They are inalienable.

Human rights stipulate that we should all be able to meet our need for the basic necessities of life, such as food and shelter. Human rights protect us from violence and abuse and oppose ignorance and hate.

Human rights allow us to develop our full human potential. They protect our right to participate in society, to work, to have access to shelter, to meet our basic needs, to practice our cultural values, to speak our language, and to live in peace and security.

More importantly, these rights favour mutual respect. They force us to act responsibly and in full knowledge of the facts to ensure the rights of others are not infringed upon. For example, it is our right to live free from all forms of discrimination, but it is our responsibility not to discriminate against others.

Human rights are first and foremost agreed upon by the nations of the world and defined in the *Universal Declaration of Human Rights*. They are then codified and recognized in a number of legal instruments at the international level (e.g. *International Convention on the Elimination of All Forms of Racial Discrimination*, *Convention on Rights of the Child*), at the national level (e.g. *Canadian Charter of Rights and Freedoms*, *Québec Charter of Human Rights and Freedoms*), and at the municipal level (e.g. *Montreal Charter of Rights and Responsibilities*).

Human rights include civil and political rights – such as freedom of expression, fair and due process, the right to associate freely with others, etc. – and social and economic rights such as the right to healthcare, education and freedom of religion.

Human rights violations can attack a person's physical integrity, as in the case of rape, assault, torture, false imprisonment or summary execution. Human rights violations may also be more subtle in nature, such as economic, religious and sexual discrimination. They can take place in various contexts and environments (at work, at school, in the community, etc.).



The Universal Declaration of Human Rights – December 10, 1948

The *Universal Declaration of Human Rights* proclaims the fundamental rights of all human beings. The affirmation of rights inherent to every human being became an internationally recognized value after World War II, during which atrocities were committed by the Nazi regime and it became apparent that States lacked awareness of a universal human condition.

This declaration, adopted by the General Assembly of the United Nations on December 10, 1948 requires the community of nations to guarantee the promotion and protection of all fundamental civil and political rights as well as economic, social and cultural rights.

"[...] Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights,

in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom, [...]

The General Assembly proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction."



What are the fundamental principles of the Universal Declaration of Human Rights?

Human rights have two key principles at their core: human dignity and equality. Above all, human rights are the standards that enable people to live with dignity. Furthermore, they are grounded in the fact that all human beings are equal.

Human Dignity

The principles of human rights are based on the notion that all individuals, regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, disability or social condition deserve to be respected and esteemed.

Equality

The concept of equality expresses the notion of respect for the dignity inherent to all human beings. As stated in Article 1 of the *Universal Declaration of Human Rights*, and at the root of all human rights: “*All human beings are born free and equal in dignity and rights.*”

Non-discrimination is an integral part of the concept of equality. It ensures that no one is denied the protection of his or her human rights based on visible factors.

What are the characteristics of human rights?

Human rights are universal, indivisible, interdependent, and inalienable.

Universality

Human rights are universal. This means that some moral and ethical values are shared equally by all people, across all continents and governments. Communities should acknowledge these values and ensure they are respected. The universality of rights does not mean, however, that rights cannot change or that they are experienced in the same manner by all people.

Indivisibility

The rights that are stipulated in the *Universal Declaration of Human Rights* cannot be separated from one another. Human rights should be addressed as an indivisible body, including civil, political, economic, social, and cultural rights.

Interdependency

Human rights are interconnected. The promotion of one human right supports the promotion of all human rights. Similarly, the violation of one right detracts from other rights.

Inalienability

A person's human rights cannot be taken away, surrendered, or transferred.

Summary of the Articles of the Universal Declaration of Human Rights

- Article 1.** Right to equality
- Article 2.** Freedom from discrimination
- Article 3.** Right to life, liberty, personal security
- Article 4.** Freedom from slavery
- Article 5.** Freedom from torture and degrading treatment
- Article 6.** Right to recognition as a person before the law
- Article 7.** Right to equality before the law
- Article 8.** Right to remedy by competent tribunal
- Article 9.** Freedom from arbitrary arrest, exile
- Article 10.** Right to a fair public hearing
- Article 11.** Right to be considered innocent until proven guilty
- Article 12.** Freedom from interference with privacy, family, home, and correspondence
- Article 13.** Right to free movement in and out of any country
- Article 14.** Right to asylum in other countries from persecution
- Article 15.** Right to a nationality and freedom to change it
- Article 16.** Right to marriage and family
- Article 17.** Right to own property
- Article 18.** Freedom of belief and religion
- Article 19.** Freedom of opinion and information
- Article 20.** Right of peaceful assembly and association
- Article 21.** Right to participate in government and free elections
- Article 22.** Right to social security
- Article 23.** Right to desirable work and to join trade unions
- Article 24.** Right to rest and leisure
- Article 25.** Right to adequate living standards
- Article 26.** Right to education
- Article 27.** Right to participate in cultural life and community
- Article 28.** Right to social order assuring human rights
- Article 29.** Community duties essential to free and full development
- Article 30.** Freedom from state and personal interference



What is respect?

Respect is an attitude and a sentiment that leads to acknowledging the rights of all persons by virtue of their humanity and to treating them with fairness.

Within the context of human rights, respect is inalienable and is **due** to all persons, by virtue of being human. Respect is different from admiration and deference **extended or received** because of a person's position, accomplishments, value, or age.

What is responsibility?

Responsibility is the obligation to answer for one's actions (or inactions) and their subsequent consequences on social relations.

What is inclusion?

Inclusion means that every person is recognized as having rights and as an equal member of society, community and group, regardless of their age, sex, ethnic or

national origin, disabilities, religion, sexual orientation or social condition. As such, a person is actively engaged in society's development.

What is fairness?

Fairness is a value that reflects equal rights and opportunities for all members of society.

What is dignity?

Dignity simply means that human beings must not be treated like objects. Human dignity rests on the assumption that it is an absolute and intrinsic value of all human beings.

A just society respects the dignity of all its members and expects these same members to equally respect the dignity of others.

What is cooperation?

Cooperation or collaboration is an action, activity or task done together by two or more persons with the goal of reaching a common objective.

In fact, it is a holistic value that encompasses all the other values promoted in this toolkit. It reminds us that no one can do everything alone.

Cooperation requires recognition, appreciation and respect for the qualities of others. It also implies the responsibility of those involved in action to work toward the common goal. In fact cooperation is, in practice, the choice of inclusion and acceptance.

What is acceptance?

Acceptance is an active value that is based on the belief that all human beings are equal and on the recognition that respect for diversity and pluralism reside in the willingness to equally respect the rights of others, without distinction of colour, sex, language, religion, opinion, ethnic or national origin, disabilities, or other conditions.

The use of the term tolerance is more ambiguous and more subject to controversy. Tolerance is often associated with indifference, indulgence, and permissiveness. In this perspective, tolerance is a value that might sometimes reflect an attitude of passivity.

However UNESCO, in its *Declaration of Principles on Tolerance* proclaimed and signed on November 16, 1995 by the members of this United Nations organization defined tolerance as follows:

“Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. [...]

Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace. [...]

Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.”

In order to avoid the ambiguity of the use of the term *tolerance*, we have chosen to use *acceptance* as an essential value of this toolkit. The value of *acceptance* used in this toolkit integrates tolerance as it is defined by UNESCO.

What is respect for diversity?

Diversity is a fact of life. It describes existing differences between individuals and between groups. Diversity is far from being unchanging. It contains elements that can change over time: education, place of residence, income, civil status, parental status, religious beliefs, etc.

Respecting diversity requires recognition of the specificity of each person and group.¹



¹ Source: Adapted from: gladstone.uoregon.edu/~asuomca/diversityinit/definition.html, consulted on January 26, 2006.



What is culture?

Culture is often defined as a dynamic and complex whole that includes shared values, beliefs, customs and traditions handed down from generation to generation. Culture is thus seen as a collection of all human traits that can be transmitted socially (rather than biologically) to the individual and the group.

Understanding culture: the iceberg model

Like an iceberg, where only a small portion is visible above water, some aspects of culture are immediately visible (architecture, clothing, folklore and traditions), while others are hidden beneath the surface (history, values, standards, relationships between people, etc.). And, like the iceberg, the portion beneath the surface of a culture constitutes a solid foundation that guarantees stability and continuity. In other words, the visible aspects of a culture are merely an expression of its hidden ones.

The iceberg analogy helps illustrate how difficult it is to understand individuals who come from other cultures. While it is relatively easy to identify visible aspects of a culture, it is much more difficult to determine its foundations. This model helps us understand that when cultures meet, similarities identified at first glance may be founded on an understanding that does not reflect reality. For example, it is important not to assume that just because children all over the world wear jeans and listen to pop music, they share the same values and beliefs. Value systems and beliefs are more difficult to perceive and are at the heart of cultural differences. They are also often the cause of misunderstandings and conflicts.

The Iceberg Model

Visible Aspects

architecture – art – literature
 theatre – music – games
 traditional dance – language
 culinary arts – clothing, etc.

Hidden Aspects

notions of modesty – rules of behavior and politeness – ideas about bringing up children
 notions of fairness – role of kinship – friendship – the concept of cleanliness – pace of work – theories about illness
 approach to resolving conflicts – attitudes toward dependents – body language – roles determined by age, gender, profession, etc. – conversational customs in various social contexts – time management – the concept of past and future
 a preference for competition or cooperation – degree of social interaction, etc.

Source: (Adapted from) *AFS Orientation Handbook*, New York: AFS Intercultural Programmes Inc. Vol. 4, page 14, 1984.



What is ethnocentrism?

Ethnocentrism is a tendency to judge other cultures according to our own values. This can lead an individual to believe that his values and traditions are “better than or superior to” those of others or to presume that what is done here should be done in the same way everywhere.

What is prejudice?

Prejudice can be defined as a preconceived belief, opinion, idea, or judgment about a group or individual without further thought. In common usage, the term almost always denotes an unfavourable or hostile attitude toward other people by virtue of belonging to another social or ethnic group. Prejudice is based on stereotypes and generalizations made about groups of human beings.

What is a stereotype?

A stereotype is a simplistic image, a cliché imposed on a group of people, an institution or on a culture. For example, “All blacks are good at sports.” Stereotypes are generally negative in nature. In contemporary society, stereotypes often incite racist and xenophobic attitudes and discriminatory behaviours.

What is racism?

Racism consists in believing that certain people are superior to others due to the fact that they belong to a particular “race”. Racism is a theoretical concept, based on prejudice and stereotypes, according to which certain “races” have biological differences that justify domination, rejection or aggression.

In current usage, the term racism usually refers to xenophobia and social segregation, which are its most obvious manifestations.

The term *race* usually refers to physical or morphological characteristics, such as skin colour, hair, or ethnic origin. However, there is no scientific proof to support the existence of different “races”. In fact, biology identifies only one “race”: the human race. Human beings are genetically too similar to talk about differing “races”.

For these reasons, the use of *race* is questionable. It is a social construct that mainly serves to justify the perpetuation of inequalities and injustices. It is often suggested that the term *race* be replaced by terms that better qualify human diversity: local population, ethnic group, cultural community, etc.

What is discrimination?

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes, isolates, treats differently or deprives someone of rights based on a “personal characteristic”.

Discrimination is, above all else, **an action**. It is the act of excluding someone, denying them, for example, work, an apartment, access to public space, a service, or the freedom to exercise a right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

What are some bases of discrimination?¹

“Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.”

Article 10 – The Québec Charter of Human Rights and Freedoms

According to the *Québec Charter of Rights and Freedoms*, there are thirteen bases of discrimination. Discrimination can be based on different personal characteristics. Here are some of the most frequent ones:

Age: In Québec, it is prohibited to discriminate against individuals based on their age. However, there are legal exceptions that are not considered discriminatory (e.g.: legal age set at 18 years old for voting, obtaining a driver's licence, or consuming alcohol).

Social Condition: The particular position occupied by a person in society due to certain circumstances (income, occupation, education), for example, socially disadvantaged people, such as welfare recipients or the homeless.



¹ Source: Commission des droits de la personne et des droits de la jeunesse du Québec, <http://www.cdpcj.qc.ca/fr/droits-personne/discrimination-harcelement.asp?noeud1=1&noeud2=3&cle=2>, consulted on January 26, 2006.



Political Convictions: A firm belief or opinion expressed by open support of a political ideology, activism on behalf of a political party or social lobby group, or participation in the activities of a trade union acting as a social pressure group. Each year, organizations such as Amnesty International organize campaigns to free people who have been imprisoned for their political opinions.

Civil Status: Ties related to kinship or alliance: single, married, common law, adopted, divorced, member of a single-parent family.

Pregnancy: Discrimination against pregnant women often occurs in the workplace, when they are pressured to quit or no longer have work upon their return from maternal leave.

Disability: An actual or perceived disability related to a deficiency, loss, malformation or abnormality of an organ or of a mental, psychological, physiological function or to the means to palliate a handicap: wheelchair, guide dog, or prosthesis. Absence of wheelchair access ramps or refusing entry to guide dogs in restaurants under the pretext that animals are not allowed are two examples of discrimination.

Language: All spoken languages, including accents.

Sexual Orientation: Heterosexuality and homosexuality. For example, it is illegal to refuse to rent an apartment to a homosexual couple.

Race, Colour, Ethnic or National Origin constitute according to the Québec Charter, three distinct bases of discrimination that are prohibited. No one can be discriminated against because of his or her country of origin or skin colour.

Religion: Membership or non-membership in a religious denomination.

Sex: Whether feminine, masculine or transsexual.

In addition, the *Québec Charter of Human Rights and Freedoms* also protects persons with criminal records against discrimination at work, if the infraction has no bearing on the nature of the employment or if the person has obtained a pardon.

Some characteristics of the psychosocial and motor development of children¹

Children, especially before the age of 12, experience rapid physical growth and psychosocial and motor development. It is important to be aware of the limits and potential of children when selecting games and activities for them. You must therefore make sure that the games and activities are age-appropriate and suited to their abilities.

While this is by no means a comprehensive list, you will find below some of the psychosocial and motor development characteristics of children between ages 6 and 12.

Children from 6 to 8 years old

Between the ages of 6 and 8 years old, children develop a growing sense of independence. However, they may also be anxious as they explore new horizons. Changes in their growth and development occur rapidly. They may be infectiously enthusiastic. Their exuberance and the expectations they have of themselves can be rather high. They enjoy exploring new environments, new ideas and new friendships. Children in this age group have a highly developed sense of wonder and a fertile imagination. They welcome opportunities to create, construct, and explore the world around them.

Physical Characteristics

- Motor activity increases significantly and children in this age group may seem restless, even when they are seated.
- They enjoy boisterous games.
- Their co-ordination is not yet fully developed, but is rapidly improving. They enjoy manipulating small objects, even if their fine motor skills still seem a little awkward.
- They have a short attention span and are easily distracted by their environment. Even though they become more and more absorbed by activities, their ability to concentrate is often limited.



¹ Source: Adapted from Faith First
<http://www.faithfirst.com/html/family/ayc/aboutYourChild.asp>,
consulted on January 5, 2006.

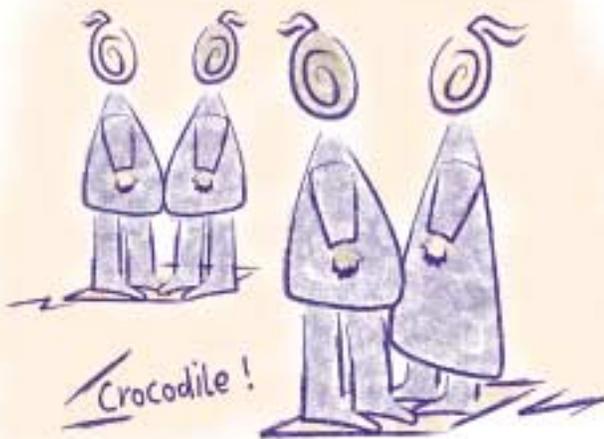
Cognitive/Learning Skills

- Children between the ages of 6 and 8 learn better through touch, exploration and movement. Activities that require the children to be completely engaged are preferable to those in which they are observers. They don't like to wait their turn to play.
- They demonstrate an increased ability to follow sequenced and ordered activities.
- They are more aware of the concept of time and length of activities.
- Reading and writing skills are still in the emergent stages and somewhat limited.
- They learn best through their sense of touch, exploration, and movement, and their learning experiences must be closely guided.
- They like to try to solve problems by themselves.

- They have very high expectations of themselves and others.
- They enjoy role-playing games.
- Their understanding of a fact, lesson, or activity needs to be guided by presenting one concept at a time.

Relationships

- They like to be first and have a difficult time waiting their turn.
- They believe adults are mostly right.
- They must be constantly reminded of instructions for an activity or rules of conduct.
- They play better in pairs than in groups.
- Their friendships may be stormy and competitive.
- They enjoy the opportunity to express themselves, but must be asked directly.



Children from 9 to 10 years old

At 9 years old, children demonstrate an increased ability for logical thinking, making connections between events, and understanding the feelings and point of view of others. By the time they reach the age of 10, they gain more confidence and independence. They are often self-motivated and once they are engaged in a project can continue on their own. They welcome new challenges and have a lot of enthusiasm. They can work on small projects, read for pleasure, and participate in conversations. At 9 and 10 years old, children enjoy being given responsibilities, but they need constant guidance to accomplish their tasks. They may often demonstrate feelings of self-doubt and shyness and may require more encouragement from adults.

Physical Characteristics

- They enjoy playing sports, dancing or gymnastics and getting involved in activities.
- Physical growth varies considerably from one child to another.
- They enjoy lively games during free time.
- Their motor skills are developing. Boys particularly enjoy showing their physical strength. However, fine motor skills vary considerably from one individual to another.
- They can often play to the point of exhaustion.



Cognitive/Learning Skills

- They enjoy learning new facts, but may not reflect on them deeply.
- They learn best by experimenting and through active projects.
- They have generally passed the learning-to-read stage and are able to read more complex stories.
- They may become frustrated if their work does not meet their expectations.
- They enjoy problem solving.
- Concrete thinking outweighs abstract thought.
- They enjoy learning facts in entertaining ways, such as with games and puzzles.

Relationships

- They demonstrate an increased interest in belonging to a group.
- They place an increased importance on friendships.
- They may be very competitive, but enjoy working cooperatively.
- By the age of 9 or 10, children begin to place an increased importance on friendships and join groups or clubs with special friends. At this age, they express what they like and don't like about others, and their sense of right and wrong is based on fairness.



Children from 11 to 12 years old

Children between the ages of 11 and 12 enjoy life, learning and being with their friends. Their lives are full of surprises, but they also enjoy the comfort of routines. Ten- and eleven-year-olds are also much more confident in their abilities. Conversations with adults and their peers are intelligent, logical and pleasant. They have a lot of energy and seem to be in constant motion. However, their energy seems to disappear when chores or undesirable activities are forced upon them.

At the age of 11 and 12, children demonstrate an increased ability for logical reasoning, are able to make connections between events, and are able to understand the feelings and point of view of others. Their lives centre more and more around their friendships. Socializing, talking on the telephone, and being part of a group are increasingly important at this age.

Physical Characteristics

- Physical changes occur, especially in girls.
- Physical development can vary considerably from one individual to another.
- They have an abundance of energy.
- They often find it difficult to control their emotions.



Cognitive/Learning Skills

- Although concrete thinking predominates, some 12-year-olds demonstrate the beginnings of the capacity for abstract thinking.
- They are adventurous and enjoy change.
- They have an increased attention span.
- Their language skills improve.
- They learn from role models.

Relationships

- They enjoy co-operative learning activities with their friends.
- They depend on friends and adults to answer difficult questions.
- They seek the approval of their peers.
- They are developing a conscience.
- They have a heightened sense of justice.
- They enjoy projects that involve social justice, volunteer work and helping others.



**Zero Tolerance to Name-Calling:
Practical Guide to Stopping Name-Calling**



Zero Tolerance to Name-Calling: Practical Guide to Stopping Name-Calling

Name-calling, mockery, and joking are an integral part of social interaction. They are often used in an amusing and lively manner between friends and family. However, even if meant as a joke, mockery, ridicule and name-calling can have negative effects on children, discourage them from attending summer camp and lower their self-esteem. Children who mock often view their actions as harmless, but those who are the targets of such behaviour perceive it quite differently. Adults often underestimate the stress and anxiety that jeering, ridicule, belittling comments, and name-calling can cause children.

Moreover, widespread usage of certain epithets and disparaging expressions (e.g. “that’s gay” or “you’re gay”, “do you know why blondes...”) contribute to reinforcing prejudice and stereotypes aimed at certain members of our society. Prejudice and stereotypes are at the root of racism and discrimination.

How to Intervene

Day camp personnel (co-ordinators, counsellors, volunteers, childcare providers, etc.) should adopt a “zero tolerance” attitude toward name-calling, ridicule, and belittling comments: this means reacting immediately to incidents and not acting as if it were harmless behaviour. Consistent intervention is the key to creating and maintaining an environment in which children feel respected and safe.

1. There is no single right way to intervene when faced with incidents of jeering and name-calling. However, there are at least three things you should never do.

- You must never ignore the incident or the comment, even if it is an offhand “joke”.
- You must never make excuses for the incident or comment.
- You must never remain indifferent or afraid to intervene.

2. An effective intervention consists of two steps:

- First, put a stop to the behaviour.
- Next, educate those involved in the incident choosing an appropriate time and place.

Did you know that in Canada

- incidents in which name-calling is used “for fun” often escalate to verbal intimidation and physical violence
- bullying occurs every 7 minutes in schoolyards and every 25 minutes in classrooms
- 60% of boys identified as bullies in their youth have a criminal record by the time they reach the age of 24
- on average, a bullying incident lasts less than one minute, but can leave emotional scars that last a lifetime
- when peers do intervene, 57% of the time bullying stops within 10 seconds
- children who are regular victims of bullying are often rejected by the other children and are at risk for depression and suicide

Sources: National Crime Prevention Strategy: Building Safer Communities, 2002-2003, Issue 7
 Government of British Columbia, Ministry of Education, Live Violence Free: http://www.bced.gov.ca/live_vf/bullies_2.htm

Educating publicly versus educating in private

Whether you choose to intervene immediately or to wait and intervene privately, the determining factor for your decision about when and how to intervene should be based on the needs of the child who is the victim of the jeering or name-calling. Educating on the spot or in private, each has its advantages and disadvantages.

Educative on the spot (individually or with the group)	Educating in private
<ul style="list-style-type: none"> • Provides immediate action and support • Provides the opportunity to remind children that the day camp has a zero tolerance policy for name-calling • Reminds children that there are consequences to name-calling and using belittling words or gestures • Reassures children that the day camp is an environment in which they can feel safe • Provides the opportunity to explain to everyone that name-calling or using offensive language to belittle other people or groups, even jokingly, contributes to racism and discrimination by creating or reinforcing stereotypes 	<ul style="list-style-type: none"> • Allows “offenders” the opportunity to “save face” • Avoids putting victims in an embarrassing situation • Allows the people involved in the incident (offenders, victims, day camp personnel) time to calm down • Allows more time to explore and explain the consequences of name-calling, jeering, and belittling comments

Possible forms of immediate intervention	Possible forms of private intervention
<p>Tell the child in a firm, but respectful tone:</p> <ul style="list-style-type: none"> • What you just said is unacceptable in this day camp... • You know the rules of the day camp... • Please apologize to... • What you just said is absolutely not ok • I know you meant it as a joke, but what you said is a stereotype. Stereotypes are like lies and when they are repeated enough, people may start believing them, and it can lead to racism and discrimination 	<ul style="list-style-type: none"> • What did you mean by (e.g. you’re gay, you’re an idiot)? • That is a stereotype. Stereotypes are like lies and they hurt people’s feelings • I know you didn’t mean to hurt (child’s name) by saying that, but here’s how what you said can be hurtful... • What you said was very mean. Why did you say that? • Do you understand why what you said is unacceptable?

Practical Guide to Preventing and Resolving Conflicts



Practical Guide to Preventing and Resolving Conflicts

What is a conflict?

A conflict occurs when we are in disagreement with someone. It could happen with anyone; a friend, a parent, a brother or sister, someone at school, at summer camp or on the street. Conflicts can also occur when we don't get what we want or feel we have been treated unfairly. Even if conflicts are a part of everyday life, we must make an effort to resolve them.

There are essentially two ways of **dealing with conflict**: the violent way and the non-violent way.

Characteristics of the violent way

It is based on belligerence and aggressiveness. This violence can be verbal, physical and/or psychological.

One of the people involved in the conflict tries to dominate (physically or otherwise) the other.

The people involved are angry and sometimes want to fight.

The people involved in the conflict perceive each other as adversaries.

In the end, it seems as though the stronger ones win, but in reality, nobody wins because nothing has been resolved. The conflict continues.

Characteristics of the non-violent way

It is based on dialogue.

It is through dialogue that people **express** their needs and **listen** to those of others.

People must listen with their ears, but above all with their hearts.

In the end, dialogue allows one to find a solution to a conflict in a way that is positive for everyone. All parties involved are winners and the issue is settled.

Remember that

- It's normal to get angry.
- It's normal to express anger.
- It's important to acknowledge that there is a problem and a conflict.
- It's not acceptable to take your anger out on others (even if you feel they deserve it).

What is conflict resolution?

Conflict resolution involves settling issues through cooperation and dialogue, with the goal of helping individuals and groups to indicate their interests and find appropriate solutions. Often, a mediator may be required to ensure the success of a conflict resolution process.

The five steps involved in peaceful conflict resolution

When a conflict arises and I am angry, I must:

1. calm down
2. discuss the situation with the person (or people) involved in the conflict
3. explore possible solutions with the person or people involved
4. agree on a solution together
5. put the solution into practice

If we fail to find or implement a solution, we can seek the support of a mediator.



Practical Guide to Setting Rules of Behaviour With Your Group



Practical Guide to Setting Rules of Behaviour With Your Group

Usually, summer camps establish basic standards to ensure the safety of the children in their care and of their staff. These standards are often accompanied by rules of conduct that facilitate the management of conflicts that can arise in the camps.

This guide will help counsellors establish, together with their group, ground rules that are respectful of human rights.

Why set ground rules with your group?

The goal of effective behaviour management is to help children make positive decisions about their behaviour and to have them take responsibility for their actions. In setting ground rules, we set the guiding principles of mutual respect for all members of the group: relationships between day camp personnel and children as well as relationships among the children themselves.

Establishing rules of conduct in a participatory manner where the children are involved in choosing the rules not only facilitates management of behaviour problems and potential conflicts, but also allows children to take ownership of the rules and commit to respecting them. Involving children in the decision-making process goes beyond the traditional idea of “these are the rules of the camp” toward the more engaging concept of “these are our rules.”

The ground rules established must complement general safety standards set by the camp administration.

How do you involve children in the process of establishing ground rules?

It is recommended that you help the children establish ground rules at the beginning of the season or at the beginning of each new enrolment cycle.

To establish the ground rules in a participatory manner, you will need a large sheet of paper and markers.

How it's done

Begin by introducing an activity, such as, **The Human Knot** (Activity 29) or **Draw It Right** (Activity 38).

1. **Be sure to create a safe environment** where children can speak openly without fear of being ridiculed. Everyone in the group should be present when the rules are established. Rules must promote the respect of human dignity and equality, which are key human rights principles.
2. **Explain why** there must be rules in the day camp. You could draw an analogy between a sport or a game that has basic rules so that the game runs smoothly and everyone understands how to play.
3. **Talk about ground rules** that work and don't work at home; be sure to discuss why they do and don't work. Explain that rules must be based on human rights values and promote respect, inclusion, acceptance, fairness, responsibility, respect for diversity, and cooperation. For example, a rule that states “girls cannot play dodge ball”, would go against these values and should be rejected.
4. **Encourage children to suggest ground rules** that they feel are necessary and write them down on a large sheet of paper. Make sure that no suggestion is ridiculed.

5. **Formulate the rules in positive language.** Remember that children need to know what is expected of them. Generally, rules formulated in negative language (e.g. “Don't forget to do your chores”) don't help children understand what they have to do. Rules that are formulated in positive language and in the first person (e.g. “I am responsible for clearing my place at the lunch table” or “I must listen when others are speaking”) are much clearer and easier to follow.
6. **Edit and rewrite the ground rules so that they are clear** and written as positive statements. Ask children to confirm that these rules are respectful of human rights.
7. **Get agreement** from all members of the group.
8. **Write the rules on a sheet of paper and make a copy** for each child. The group may decide that each member should sign a copy of the rules.
9. **Make a poster** containing the ground rules and showcase it in an area where all members can see it.
10. **Remind the children that the rules belong to everyone** and that's why everyone is responsible for making sure they are respected.
11. **Review the rules periodically** for possible changes. The rules don't need to be permanent if they don't work for the group. If a rule restricts progress or learning, the group can decide to modify or eliminate it.

Once the rules have been established in a participatory manner

- Everyone is responsible for their own behaviour and the behaviour of others.
- If a child reports that other members of the group have broken a rule, work with the child (and the group) to decide the best way to help the rule breakers understand the rule properly. This is the ideal opportunity to help the children understand and practice peaceful conflict resolution.
- Be a role model for the children. Make sure that you respect the rules you have established with them.

A few tips to help children formulate and respect their rules

- As a counsellor, you must facilitate, not control, the process.
- Rules must be clearly stated so that everyone understands what is expected of them. The rules must be reasonable, they must be rules that children can follow. It would be impossible to follow a rule like “Don't touch other members of the group.” Use common sense when evaluating the rules.
- All members of the group must take ownership of the rules: they must know them well and be able to describe them. This way, knowing the rules and following them becomes everyone's responsibility. The number of rules should be limited.
- Along with the rules, you may wish to include a list of consequences, sanctions and interventions for dealing with situations where the rules are broken.
- The rules must always be applied fairly to everyone, and no action or consequence should involve humiliating someone who has broken a rule.

Practical Guide to Conducting Reflection Activities After a Game



Practical Guide to Conducting Reflection Activities After a Game

One of the objectives of this toolkit is the participatory learning of positive values through games and activities in a collaborative environment. An essential component of the participatory learning process is the development of opinions and relevant comments by both counsellors and children during and after a game.

Each **Game Sheet** in the toolkit contains a **Reflection** section, which provides suggestions, questions or instructions to help you debrief activities with the children. This will help highlight the values learned during an activity and maximize the impact on the children's attitudes and behaviours.

Sharing opinions and ideas about activities and behaviour through constructive discussion will enrich the learning experience while encouraging and nurturing reflection.

Recommendations for offering and receiving comments or opinions during time for reflection time

For offering comments or opinions

Make your comment or share your opinions when you are asked to OR ask permission to do so.

Example: Would you like to know my opinion?

Comment on the idea or the opinion, do not criticize the child.

Example: There is some truth to what you said, but I don't share your point of view on... and this is why...

Be precise. Overwhelming a child with too much information can quickly lead to confusion. Give examples. Don't express an opinion that could humiliate or hurt the child.

Example: For example, a person can be in a bad mood without being rude or mean.

Watch your body language: very often gestures and postures can be more expressive than words.

Example: Don't cross your arms, it will make you seem impatient or uninterested.

For receiving comments or opinions

Listen carefully: try to hear the words and observe the body language.

Example: You may be right, but have you thought of...

Make sure you have understood clearly: ask questions to clarify an idea or ask for an example.

Example: Can you explain to me what you mean by...

You don't need to give an answer right away: listen to what the child is telling you.

Example: I think I understand what you're trying to say...

Be firm without being defensive.

Example: I understand your opinion, but I don't share it. We have to accept that we can't always agree.

A few ideas to facilitate reflection

Before Reflection

- Become familiar with the suggestions or questions in the **Reflection** section of the game sheet. Make sure you have understood the basic notions and essential values that the game is targeting.
- Introduce the game following the instructions provided on the game sheet.
- Create a safe environment in which the children will feel at ease participating in the discussion. Sit the children in a circle and make sure you can see every child and that all the children can see and hear each other.
- Remind the children that everyone has the right to express themselves and everyone is responsible for listening to others.
- Ask the children to establish a rule for taking turns speaking.

During Reflection

- Take the first turn to speak and begin the discussion by asking one of the questions in the **Reflection** section of the game sheet, or ask another relevant question.
- Allow anyone who wishes to participate to do so. Ask the children to listen carefully to what others have to say.
- Ask another question to revive the discussion as needed.

After Reflection

- Invite the children to identify a concrete action they could take to change or improve the situation that was discussed.

I have the right to express myself. I have the responsibility to listen. A fun way to take turns speaking.

During the reflection period after a game, you can use an object (ball, scarf, or small stick) to determine whose turn it is to speak.

How to do it

Everyone forms a circle. As the facilitator of the reflection process, you hold the object and explain the process:

1. Only the person who is holding the object can speak; the others are responsible for listening.
2. Raise your hand if you wish to speak, but don't say a word until you have the object in your hands.
3. When you have finished speaking, hand the object over to someone whose hand is raised.

Begin the discussion by asking one of the questions in the **Reflection** section or ask another relevant one.

Hand the object over to a child who demonstrates a desire to comment or express an opinion.

Make sure you yourself respect the rules. Wait to have the object in your hands before answering questions or offering comments.

When everyone has had a chance to speak, ask for the object (by raising your hand) and ask another question to continue the reflection.

Play It

Right!

Educational Games
and Activities



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Centre international
d'éducation aux droits humains
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Human Rights Education

Montréal

Canada



Patrimoine
canadien

Canadian
Heritage

Immigration
et Communautés
culturelles

Québec



Cooperative musical chairs

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	8-15
Activity Level:	Active
Materials:	1 chair or piece of newspaper per person, music
Principal Value:	Cooperation
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *cooperation* and *inclusion* (p. 14).

Purpose of the game

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

Object of the game

For as many children as possible to find a chair.

How to play

1. Place the chairs¹ in a circle. In the beginning there should be one chair or seat for each child.

2. Play as you would normally play musical chairs: Play music and ask the children to skip around the chairs. Tell them that they must find a chair to sit on when the music stops.
3. Before the second round, take away one of the chairs. This time when the music stops, the child who does not find a chair when you stop the music is eliminated. Repeat this 2 more times.
4. At the fourth round, ask the children who have been eliminated to return to the game. Challenge all the children to find a way to play so that no one is eliminated. Don't offer any solutions – let the children figure it out for themselves. They will quickly discover that they can share a chair by sitting on someone's lap or standing on the chair.
5. Continue to take away a chair at each turn and to eliminate the children who don't find a seat. The game will become progressively more difficult as the number of chairs decreases.

¹ Instead of chairs you can also use large pieces of newspaper.

6. The game ends when there is only one chair left. The winners are the children who have succeeded in staying in the game to the last chair.
7. Congratulate the children on their creativity when they succeed in staying in the game, while including others rather than excluding them.

Reflection

When the game is over, ask the children how this version of the game is different from the usual musical chairs game.

Explain how you changed the rules halfway through the game so that it would be more inclusive.

In this version, people are not eliminated. On the contrary, the objective was to cooperate so that at the end of each turn, there were as many winners as possible.

Ask the children to think of ways to be more inclusive and cooperative in their daily lives. Here are some suggestions:

- Invite someone who is alone to play with you.
- Do someone a favour.
- Lend something to a friend, like a toy or a book.
- Work as a team to accomplish a task.

Complementary games which promote cooperation

See Activities 02, 03, 04, 05

Reference: Adapted from the Woodcraft Folk,
<http://www.globalvillage2006.org/>, consulted on February 6, 2006.

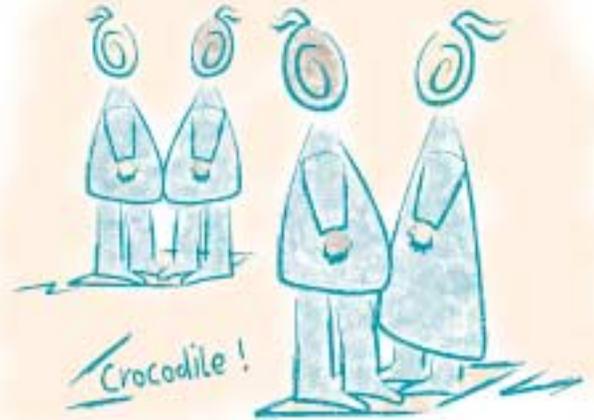


You can download other games from the following website:

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

Crocodile

Age:	6-8 years old (can also be played with 9- and 10-year-olds)
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	Large pieces of newspaper
Principal Value:	Cooperation
Other Values:	Inclusion, responsibility



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *cooperation*, *inclusion* and *responsibility* (p. 14). The *Practical Guide to Setting Rules of Behaviour With Your Group* also has useful information to support reflection.

Purpose of the game

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

The game also reinforces the notion of the "right to security" and reminds the children of their responsibility in creating a safe environment.

Object of the game

To play the role of a little frog and avoid being eaten by a crocodile by standing on a lily pad.

How to play

1. Place large pieces of newspaper, enough for half the number of children, on the ground of the play area.
2. Explain to the children that the play area is a lake in Africa and that the pieces of newspaper are lily pads. The children are little frogs, and a large crocodile that loves to eat little frogs lives in the lake. The children must escape from the crocodile by standing on a lily pad. Those that don't find a space on a lily pad will be eliminated. The last frog to escape the crocodile is the winner.
3. The children move around the play area, pretending to swim or to hop like frogs. They must not walk on the lily pads.

4. Suddenly, the game leader shouts out: "Crocodile! Frogs, find a lily pad!"
5. When all the children have found a spot and the danger is passed, they leave the lily pads and continue to move around the play area.
6. Tell the children that the lily pads are old and are starting to crumble. Tear away part of each piece of paper to make the safe spaces smaller.
7. Repeat the game, making the pieces of paper smaller each time and eliminating the children who can't find a spot on the paper.

Note: The lily pads can be replaced by one single large piece of paper (about one meter square) that all the children can stand on and which you can make progressively smaller by tearing away parts as the game goes on.

Variation

I am safe...

This game can also be used to have children think about places that are safe (school, block parents, police station, fire station). Before starting the game, ask the children to name safe places where they could ask for help. Write appropriate place names on the pieces of paper. Play the game as usual but instead of shouting "Crocodile! Find a lily pad!" say, "I am safe at... (*Name the safe place*)".

Reflection

When the game is over, ask the children if they know the meaning of the words *cooperation* and *exclusion*.

Explain to the children that people generally demonstrate two types of behaviour during the game:

1. There are little frogs that cooperate with other little frogs by making room for them on the lily pad so they all can escape the crocodile.

2. There are other little frogs who, wishing to remain safe, pushed others off the lily pad.

Ask children to reflect and comment on these two types of behaviours.

- How did you feel when someone made room for you on the lily pad (or safe place)?
- How did you feel when someone pushed you off the lily pad (or safe place)?

Then, ask the children to think about ways that they must cooperate so that everyone is safe at the camp.

- Who has the main responsibility for the safety of children at camp?
- What can you do to help make sure that everyone at the camp is safe?

Explain to the children that they are the ones that have the main responsibility for their own safety and the safety of others at the camp. It is their appropriate and positive attitudes, behaviour, and choices that ensure that everyone is safe.

Complementary games which promote cooperation

See Activities 01, 03, 04, 05

Reference: UNESCO, Education pour la non violence,
http://portal.unesco.org/education/fr/ev.php-URL_ID=6847&URL_DO=DO_TOPIC&URL_SECTION=201.html

You can download other games from the following website:

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



Lighter than air

Age:	6-8 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	10
Activity Level:	Moderate
Materials:	Feathers or balloons
Principal Value:	Cooperation
Other Value:	Respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *cooperation* and *respect* (p. 14). The *Practical Guide to Setting Rules of Behaviour With Your Group* also has useful information to support reflection.

Purpose of the game

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

The game also reinforces the children's ability to put into practice strategies for cooperation that are respectful of others.

Object of the game

To keep a feather, balloon or other light object in the air using only your breath.

How to play

1. Form teams composed of 2 or 3 children.
2. Give one balloon or feather to each group.
3. Tell the teams that they need to work together to keep the object in the air for the longest time possible by blowing on it only.
4. Organize a competition between the groups. The team that keeps the object in the air the longest is declared the winner.

Reflection

Use the following questions for discussion when the game is over:

- Did you like this game?
- What was the easiest part of the game? What was the hardest?
- What strategies (tricks) did you use in order to succeed?

Underline the need to cooperate in order to succeed.

Complementary games which promote cooperation

See Activities 01, 02, 04, 05



You can download other games from the following website:

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

Tropical storm

Age:	6-8 years old (can be used with all age groups)
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more (the whole camp can play)
Activity Level:	Moderate
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *cooperation* and *inclusion* (p. 14).

Purpose of the game

To enable children to experience how cooperation can foster inclusion and achieve positive results.

The activity also reinforces the children's capacity to use strategies for cooperation that are respectful of others.

Object of the game

To reproduce the sound of a tropical storm.

How to play

This game is suitable for a large group and can be used at the start of another activity.

1. Tell the children you are an orchestra conductor who will direct a tropical storm and that they are the musicians. In order to reproduce the sounds of the storm, demonstrate how to make the different sounds of the storm as follows:

- rub your hands together fingers extended;
- clap using only 2 or 3 fingers;
- clap your hands together;
- slap the front of your thighs;
- stamp your feet;
- make the sound of blowing wind.

2. Without speaking, point to sections of the group and have them copy your actions to produce a required sound. Like an orchestra, each section can produce a different sound. Make the storm progressively grow louder. Lift your arms up to make the sound louder or down to indicate to make it softer.
3. Bring the storm to a loud crescendo and then make it quieter until there is only the sound of the patter of rain.

Reflection

Discuss with the children how you all worked together to make the sound of a tropical storm.

Complementary games which promote cooperation

See Activities 01, 02, 03, 05

Reference: Adapted from the Woodcraft Folk,
<http://www.globalvillage2006.org/>, consulted on February 6, 2006.



You can download other games from the following website:

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

Around the world with a hula-hoop

Age:	6-8 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	6-20
Activity Level:	Moderate to active
Materials:	A large hula-hoop (can be played with 2 or 3 hoops)
Principal Value:	Cooperation
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *cooperation* and *inclusion* (p. 14).

Purpose of the game

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

Object of the game

To make the hula-hoop go around a circle formed by the children holding hands.

How to play

1. All the children stand in a circle holding hands.
2. Two children let go of their hands and place their arms inside the hoop before joining hands again. The hoop is now suspended between them.
3. Every child, in turn, passes their body through the hoop so that the hoop makes its way around the circle until it gets back to where it started. To succeed, the children must work together. The children cannot use their fingers or let go of the hand of the people next to them.
4. Once they have completed the circle with one hoop, you can increase the level of difficulty by adding more hoops to the circle.

Reflection

When the game is over, ask the children the following questions:

- What was the easiest part of the game? What was the hardest?
- What kind of strategies (tricks) did you use to complete the task?

Underline the need to cooperate in order to succeed.

Complementary games which promote cooperation

See Activities 01, 02, 03, 04



You can download other games from the following website:

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

Kulit K'rang*

Age:	6-8 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	6-10
Activity Level:	Moderate
Materials:	Small objects (beans, pebbles), a small ball
Principal Value:	Respect for diversity
Other Value:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *respect for diversity* (p. 15) and *cooperation* (p. 14).

Purpose of the game

To learn a game from another country and to become aware of cultural diversity and the positive contribution of other cultures to our society.

Object of the game

To win the greatest number of small objects.

How to play

1. The children sit in a circle on the ground. If there are more than ten children, form two circles.
2. Distribute 8 to 15 of the small objects to each child and have them place the objects on the ground in front of them. Every child receives the same number of objects.

3. Put another 20 or so small objects in a container and place the container in the middle of the circle.
4. To start give the ball to any child in the circle.
5. The first child must quickly throw the ball in the air and try to pick up one of the objects in front of him and catch the ball before it touches the ground.
6. If the child succeeds in doing this, he gets to keep the object and take an additional one from the container. If the child fails, he must place one of his their objects in the container.
7. The child passes the ball to the person next to them and the game continues.
8. The game ends when the container in the middle is empty (or when a child has no more objects).
9. The child who has the most objects is declared the winner.

* A traditional game from Indonesia and South-East Asia.

Reflection

When the game is over, ask the children if they enjoyed the game. Explain to them that children in another country, Indonesia, play this game.

Ask the children the following questions:

- Did you know this game?
- Do you know any games from other countries?

If children know games from other countries, ask them to explain the rules and have the group try them out.



You can download other games from the following website:

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

Exclusion by numbers

Age:	6-8 years old (can be used with all age groups)
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Inclusion
Other Values:	Respect, acceptance



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *inclusion*, *respect* (p. 14) and *acceptance* (p. 15).

Purpose of the game

To make the children aware of exclusion and marginalization. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties that people regularly excluded by others, face: (e.g. a child in a group, homeless people, people with disabilities, etc.) and fosters attitudes and behaviours that reflect inclusive practices.

The activity enables children to experience how cooperation can foster inclusion and achieve positive results.

Object of the game

To succeed in being part of a group according to the criteria set by the game leader.

How to play

The children must form groups made up of the number of people shouted out by the game leader. Those that don't succeed in getting into a group are eliminated.

1. Ask the children to move around in the play area.
2. Tell them how to walk: like an elephant, like frogs, on tippy-toes, take giant steps, etc.
3. After a certain amount of time, shout out a number that is smaller than the number of players and that is not a multiple of the number of players. The children must then quickly form groups containing that number of people. Children who don't succeed in being part of a group are eliminated from the game.

4. Ask the members of each group to find something they all have in common. For example:

- a sport they all play
- an activity that they all do
- a food that no one likes
- a colour that all the members of the group are wearing

5. Repeat the game until there are only 2 or 3 players left, at which point they are declared the winners.

Reflection

Lead a discussion on exclusion and on the children's experience of being excluded or being the excluders.

- How did you feel when you found a group that you could join?
- How did you feel when a group rejected you?
- Have you ever felt rejected at school, at camp, or by your friends?
- Have you ever excluded friends by telling them they could not play with you?
- What can we do in the camp or in our daily lives to make sure no one is excluded or marginalized?



You can download other games from the following website:

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

Memory picture

Age:	6-8 years old
Time:	20-30 minutes (in an art studio if possible)
Location:	Indoors
Group Size:	5-20
Activity Level:	Calm
Materials:	Paper, colouring pencils
Principal Value:	Respect
Other Value:	Responsibility



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *respect* and *responsibility* (p. 14).

Purpose of the game

To reflect on an activity (or event) that has taken place and provide feedback through a drawing. This activity encourages children to express their opinions on issues that are important to them. They also learn respect by listening to others.

Object of the game

To draw what one learned, liked, or didn't like.

How to play

1. After playing a game in the toolkit, or at the end of the week, ask the children to draw what they learned, liked, or didn't like about the game or games. This activity helps the children to better assimilate what they have learned.

2. Share what each child has learned with the rest of the group.
3. This activity also allows you to recap the principal values that underlie the toolkit with the children.

Reflection

Ask children to present and explain their drawings to the group. Remind them to pay close attention to what others are saying.

Complementary games which promote respect

See Activity 09



You can download other games from the following website:

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

Friendly crossing, safe passage

Age:	6-8 years old (can be used with all age groups)
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	15-30
Activity Level:	Active
Materials:	None
Principal Value:	Respect
Other Value:	Responsibility



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *respect* and *responsibility* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To help develop a sense of respect and responsibility in a situation of conflict or opposition. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation.

Object of the game

To get across the play area as quickly as possible without bumping into other players.

How to play

1. Divide the group into two teams and have them stand facing each other at opposite sides of the play area (allow for 10-15 meters distance, if the space is available). If necessary mark off the play area by drawing lines on the ground. The space has to be narrow enough to allow for some difficulty in getting past each other, but not so narrow as to make it impossible to get by.
2. At the game leader's signal, the two teams have to reach the opposite side of the play area as quickly as possible and line up on the opposite side. The players have to run in a straight line without bumping into players coming from the other side.
3. The first team to get all their players to the other side is declared the winner.
4. This activity can also be organized as a tournament.

Variations

- Ask the children to cross the play area in different ways: skipping, taking giant steps, crawling, etc.
- Divide the group into 4 teams with each team on one side of a square play area. At the game leader's signal, the players from the 4 teams must cross the space and get to the other side without bumping into anyone.
- Divide the group into 3 teams and draw an equilateral triangle. The players must all change sides following instructions given by the game leader.

Reflection

Use the following questions to lead a discussion on the activity:

- Did you enjoy this game?
- Were you able to avoid bumping into other players? How did you do this?
- Were you pushed, held, or blocked by other players during the game? Did you push, hold, or block another player?

- Was it easier to win the game when pushing and blocking, or when you could move freely?
- Were there any situations of conflict: for example, did a player not let you go by or did you and a player from the other team want to go in the same direction etc.? How did you solve this problem? Did you push him or did you ask him to let you pass?

Make a link between this game and situations where conflicts may occur between the children. Ask them to suggest possible solutions.

Complementary games which promote respect

See Activity 08

From UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=6867&URL_DO=DO_TOPIC&URL_SECTION=201.html



You can download other games from the following website:

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

Blind trust

Age:	6-8 years old
Time:	30 minutes
Location:	Outdoors
Group Size:	4-20
Activity Level:	Calm
Materials:	Blindfolds
Principal Value:	Responsibility
Other Values:	Cooperation, acceptance



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How do I use this toolkit* (p. 8), and descriptions of *responsibility*, *cooperation* (p. 14) and *acceptance* (p. 15).

Purpose of the game

To experience being momentarily deprived of one of our senses and being responsible for the safety and well-being of another person. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.

Object of the game

To guide one or more persons who are blindfolded.

How to play

In the following games, the children playing the lost airplanes must close their eyes or wear a blindfold.

An airplane in the fog

1. Group the children in pairs.
2. One child plays the role of an airplane lost in the fog and the other is the pilot. The children who are the airplanes must close their eyes or be blindfolded and hold their arms out to their sides to form the wings of the airplane.
3. The pilots stand behind the airplanes in silence and without touching. The pilots guide the airplanes by snapping their fingers on the side of the direction that they want the airplane to move.
4. After a few minutes, ask the children to change roles.
5. After a while, you can place obstacles in the play area around which the pilots and airplanes have to manoeuvre.

A train in a tunnel

1. Place the children in groups of three and have them stand one behind the other.
2. Have the children hold each other by the waist or the shoulders. The child in the front is the locomotive of the train and the other two are the train cars.
3. The train is in a tunnel. The children that are the locomotives close his eyes or are blindfolded and the train cars act as guides.
4. After a few minutes, change the roles. The first train car (the child in the middle) closes his eyes or is blindfolded and is guided by the locomotive and the last train car.
5. After another few minutes, the last train car becomes the one unable to see and is guided by the first two children.

The children can continue changing roles or playing the game, this time increasing the number of train cars in the train.

Reflection

Ask the children to think about what they felt when they were blindfolded and how they felt when they were the guides.

You can ask the following questions:

- When you couldn't see, did you feel safe? Why or why not?
- Was it easy to be a guide?
- In your opinion, is this summer camp easily accessible to children with disabilities? Is it easy for them to move around the camp? What can we do in and outside the camp to make it easier for them?

Complementary games which promote responsibility

See Activities 02, 08



You can download other games from the following website:

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

Cat and mouse

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-30
Activity Level:	Active
Materials:	None
Principal Value:	Cooperation
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *cooperation* and *inclusion* (p. 14).

Purpose of the game

To combine, in one game, solidarity and competitiveness without hardening the position of the players. Specifically, this activity aims to help children realize that healthy competition can easily exist side-by-side with cooperation. It also reinforces the idea that everyone's safety is everybody's responsibility.

Object of the game

For the cat, to catch mice. For the mice, to escape the cat.

How to play

All over the world, cats chase mice. But, in this game, when a mouse is caught it turns into a cat. Here are a number of variations of this game that bring cooperation into play.

Mice in love

One player is chosen to play the cat that will try to catch the mice. All the others are mice and move around the play area trying to avoid being caught by the cat. If the cat threatens one of the mice, the mouse can become safe if he finds refuge in the arms of another mouse. Two mice holding each other cannot be caught. As the game leader, make sure that the mice separate once the cat moves away and that groups of more than two mice are not formed.

Twins

Divide the children into teams of two. One of the pairs is the "Cat Twins" and all the others are "Mice Twins". The pairs are joined arm-in-arm and must run together. When the Cat Twins manage to touch a mouse, the tagged Mice Twins become Cat Twins. Once the children are used to running arm-in-arm, have them join arms facing in opposite directions.

Frozen mice

In this variation, there is only one cat. Once he has touched a mouse, the mouse is frozen. The mouse stands still with his legs spread apart. To be freed, another mouse must go through the frozen mouse's legs.

Reflection

Ask the children to think about the game and to make a link between cooperation and competition.

Complementary games which promote cooperation

See Activity 12

From UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=6823&URL_DO=DO_TOPIC&URL_SECTION=201.html,
consulted on 26 January 2006.



You can download other games from the following website:

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

Human rights twister

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Moderate to active
Materials:	A large cloth or plastic with the letters of the alphabet written on it, a large piece of paper and a felt-tip pen
Principal Value:	Cooperation
Other Values:	Respect, inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *cooperation*, *respect* and *inclusion* (page 14). You will also find useful information in the **User's Guide** on human rights principles (interdependence, indivisibility, universality, and inalienability) as well as a summary of the articles of the *Universal Declaration on Human Rights* (pp. 12 and 13).

Purpose of the game

To help children learn their rights. These rights are included in the Universal Declaration of Human Rights. This activity also reinforces the idea that rights and responsibilities go hand in hand and can only be fulfilled in a context of respect and cooperation.

Object of the game

Cover letters with feet and hands in order to spell out key human rights words.

Preparation of the material

Make a *Twister* game by using a large piece of cloth or plastic (a plastic tablecloth or an old sheet can also be used) or draw it on the ground.

	W	X	Y	Z	
Q	R	S	T	U	V
K	L	M	N	O	P
E	F	G	H	I	J
	A	B	C	D	

Human Rights in one word (in alphabetical order)

1. Dignity
2. Education
3. Equality
4. Food
5. Housing
6. Liberty
7. Love (of your parents)
8. Name
9. Nationality
10. Opinion
11. Participation (in decisions that affect me)
12. Play
13. Protection
14. Religion
15. Respect

How to play

Ask the children if they know what human rights are. Consult the **User's Guide** for a definition of human rights (p. 10).

1. Ask the children to name some rights and list them on a large piece of paper posted on the wall.
2. When the list is completed, the children must spell out a human right from the list by placing their hands and feet on the appropriate letters of the *Twister* game.
3. When one child's hands and feet are placed and the word is not yet finished, another child joins in to complete the word. If the hand or foot of another child already covers a letter, the player just has to touch the child that is on that letter.
4. When a letter is too far to reach, invite another child to join the game and finish the word.
5. There should be no more than 5 or 6 children on the *Twister* game at the same time. Start another word so that other children can participate. Make sure all children can participate.

Reflection

- All rights are interdependent, just like the children on the *Twister* board.
- Rights are for all human beings without exception. There is even a Convention on the Rights of the Child, which was ratified by almost every country.
- If you have rights, you also have responsibilities. Can you name responsibilities that are linked to the rights that were spelled out in the *Twister* game? For example, the right to education = the responsibility to study.

Complementary games which promote cooperation

See Activity 11



You can download other games from the following website:

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

Hello around the world

Age:	9-10 years old (can also be played with 11- and 12-year-olds)
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	15-30
Activity Level:	Moderate to active
Materials:	Small pieces of paper with <i>Hello</i> written in different languages
Principal Value:	Respect for diversity
Other Values:	Acceptance, cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *cooperation* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17).

Purpose of the game

To help children learn their rights. These rights are included in the Universal Declaration of Human Rights. This activity also reinforces the idea that rights and responsibilities go hand in hand and can only be fulfilled in a context of respect and cooperation.

Object of the game

To form groups by saying "Hello" in a foreign language.

To realize that there is a great diversity of languages and that language is an important part of cultural identity. This activity aims to help children develop empathy and to better understand the difficulties a newcomer to your town might have communicating.

How to play

1. Prepare small pieces of paper by writing "Hello" in different languages. The total number of pieces of paper should be equal to the number of players but should be distributed in 2-6 languages, according to your needs.
2. Each child picks a piece of paper.
3. The children walk around the whole play area, holding their piece of paper without showing it to others. At your signal, they say "Hello" as it is written on their paper. They must now find others who are saying hello in the same language as they are.
4. You can invent other variations. Tell the children to form groups of 3, but each person must be saying hello in a different language.
5. You can start the game over by redistributing the pieces of paper or by distributing new ones with more or fewer languages to change the dynamics of the game.

Reflection

Use the following questions to lead a discussion on the activity:

- How did you like the game?
- Was it hard to speak and understand a language other than your own?
- How many of you speak a language other than English (or French)?
- Do you think it's difficult to learn another language?
- Have you ever been in a situation where you didn't understand the language, for example, on a trip?
- Do you know children who don't speak English or French very well? What can we do to help them?

Complementary games which promote respect for diversity

See Activities 14, 15, 16, 17

Hello

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



You can download other games from the following website:

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

Look for similarities and discover differences!

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	15-20
Activity Level:	Calm
Materials:	Questionnaire (see back of activity sheet)
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *respect* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17).

Purpose of the game

To help children respect each other's differences. This activity aims to build an understanding of diversity in relation to equality. We are all different but equal.

Object of the game

To find out what members of the group have in common and to discover their differences.

How to play

1. On a large piece of paper, write the statements that are on the back of this activity sheet.
2. Ask the children to think about and complete the statements, then write their answers on a piece of paper.
3. The children then circulate and try to find other children that have the same 5 answers to the statements. When they find someone with the same answers, they form a team and continue to circulate looking for others with the same 5 answers. If the children can't find anyone with the same 5 answers, they try to find someone with 4 similar answers to form a team. If they still can't find anyone, they look for someone with 3 similar answers and then 2.
4. Children that don't share any similar answers with any of the other children are declared unique.
5. You can repeat the game by changing the statements.

Reflection

Sit in a circle with the children and lead a discussion on the activity. You could use some of the following questions:

- Did you enjoy this activity? Why? Why not?
- Did you discover new things about your friends that you didn't know before?
- Who found someone with the same 5 answers? With 4? With 3? With 2? Who had no answers in common with anyone?
- Do you think that your group is diverse? How many of you were not born in Canada? Where were you born? How many of you have an allergy? To what? Etc.
- If we are all so different, how are we all able to play together?

To conclude, the camp counsellor can point out the importance of respecting differences.

Explain that we are all different, with different tastes and interests, but we are all equal. For this reason, people's differences merit our respect.

Questionnaire

Complete the following statements and then try to find someone who has the same answers as you. If you can't find anyone who has all 5 answers the same as yours, then look for someone who has the same 4 or 3 or 2 answers. If you can't find anyone, are you truly unique?

I was born in (name the country) _____

I am allergic to _____

I am afraid of _____

My favourite music is _____

My favourite game is _____

Complementary games which promote respect for diversity

See Activities 13, 15, 16, 17



You can download other games from the following website:

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

My group... my culture

Age:	9-10 years old
Time:	20 minutes
Location:	Indoors
Group Size:	8-20
Activity Level:	Calm
Materials:	Pencils and paper
Principal Value:	Respect for diversity
Other Values:	Acceptance, inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *inclusion* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17).

Purpose of the game

To sensitize children to cultural diversity and help them think about cross-cultural relations. More specifically, this activity proposes to help children respect each other's differences and to build an understanding of diversity in relation to equality.

Object of the game

To draw the different groups to which we belong.

How to play

1. Ask the children to think about the different groups they belong to: their group at day camp, their karate class, their soccer team, their friends at school...

2. Distribute paper and pencils and ask everyone to draw circles to represent each of the groups to which they belong. Under each circle, the children can write down things that the members of each group have in common. For example:

- believe in friendship;
- like to play hide and seek (this could be under the circle of the day camp group);
- always go shopping on Saturday;
- meet at the Skate Park;
- girls that I hang out with at school. We like the same clothes and music.

3. The children can write the names of the people who are part of each of these groups or they can draw them.

4. Have the children present their drawings to the rest of their group.

Reflection

Sit in a circle with the children and lead a discussion on the activity. You could use some of the following questions:

- Did you enjoy this activity? Why? Why not?
- Have you noticed that we have many common interests as well as many differing ones?
- Have you noticed that each of us belongs to many groups?

Draw the children's attention to the fact that each of these groups has its own culture and shares common interests and beliefs. Each of us can belong to many groups, although some groups have more impact on our lives than others.

Complementary games which promote respect for diversity

See Activities 13, 14, 16, 17



You can download other games from the following website:

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

Where's my banana?

Age:	9- 10 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	6- 15
Activity Level:	Calm
Materials:	1 banana per person, a large bowl for the bananas
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *respect* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17) and, on *prejudices* and *stereotypes* (p. 18).

Purpose of the game

To sensitize children to respect diversity and promote acceptance. To help the children to understand that people, like bananas, can be very similar on the inside despite their visible differences outside. This activity aims to remind children that it is often erroneous to judge a person by his appearance.

This game can be played during snack time or as an introduction to the themes of *respect for diversity* or *acceptance*.

Object of the game

To make children aware of acceptance.

To find our own banana.

How to play

Note: Ask children to wash their hands before this activity.

1. Ask all the children to bring a banana or provide bananas for each of the children.
2. Ask the children to "Get to know their banana". Ask them not to peel it or eat it. They must closely examine their banana and notice all its characteristics (smell it, touch it, observe it).
3. After a few minutes, put all the bananas in a large bowl. Then ask the children to find their banana. Most will recognize their banana.

4. Ask the children to explain how they were able to recognize their banana. For example: my banana was big, my banana had a mark on the side, my banana was bruised, etc.
5. Discuss with the children the fact that people also are of different sizes, shapes, skin colour etc.
6. Ask the children to peel their banana before they put it back in the bowl.
7. Ask them once again to find their banana. This time, it will be more difficult and someone may say: "But the bananas are all the same!"

Reflexion

Ask the children if they enjoyed this game.

Ask the children what they have learned playing this game.

Draw the children's attention to the fact that people may look very different, act differently, or have different tastes and interests, but they still deserve respect. We should not judge people based on differences like the colour of their skin, their hair or the shape of their nose.

Draw the children's attention to the fact people are different, but equal.

Complementary games which promote respect for diversity

See Activities 13, 14, 15, 17

Reference: Adapted from: The Woodcraft Folk,
<http://www.globalvillage2006.org/>, consulted on February 6, 2006.



You can download other games from the following website:

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

Familiar Faces

Age:	9- 10 years old
Time:	45 minutes
Location:	Indoors (in an art studio if possible)
Group Size:	5- 15
Activity Level:	Calm
Materials:	Paper, colouring pencils, charcoal
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *respect* (p. 14).

Purpose of the game

To encourage children to respect diversity and to promote acceptance. To help the children understand that people are all different. This activity contributes to understanding diversity in relation to equality. We are all different, but equal!

Object of the game

Draw the portrait of a friend.

Introduction

Ask the children if they really know the other members of their group and whether they have ever taken the time to look at them carefully. This activity will allow them to carefully study the face of one of their friends.

Ask the children to carefully observe every eyelash, freckle, and beauty mark, because those details are the ones that make every person unique and different. Even twins have differences that make them unique.

Explain that the objective of this activity is to notice the diversity that exists in the group and to discover what makes every person unique.

How to play

1. Divide the children into pairs. They each take turns, being artist and model.
2. Draw a portrait of your partner's face so that it fills up the entire page.
3. Take the time to carefully observe the small details of your model so that your portrait will look like him as much as possible. Don't worry if you don't think you can draw.
4. Once all the portraits are done, organize an exhibition.

Note: Remember that the objective of this activity is to sensitize the children by allowing them to observe attentively what makes each person unique. This helps them realize that every person is unique and that there is a great diversity in the group. Make sure that everyone is comfortable with being drawn. Remind the children that they must not say anything that might hurt the feelings of the person they are drawing. Remind them that some people are very sensitive about their appearance.

Reflection

Have the children realize that we are all unique. Ask them to carefully observe the portraits and identify the person in it. Ask them what features of the portrait allowed them to identify the person.

You could use some of the following questions:

- Did you enjoy this activity? Why? Why not?
- Did you discover new things about your friends that you didn't know before?
- If we are all so different, how are we all able to play together?

To conclude, the camp counsellor can point out the importance of respecting differences.

Explain that we are all different, with different tastes and interests, but we are all equal. For this reason, people merit our respect.

Complementary games which promote respect for diversity

See Activities 13, 14, 15, 16



You can download other games from the following website:

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

All in good order

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-25
Activity Level:	Moderate to active
Materials:	Small pieces of paper or cardboard, pencil
Principal Value:	Inclusion
Other Values:	Cooperation, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *inclusion*, *cooperation* and *respect* (p. 14).

Purpose of the game

To develop a sense of order and of individual and collective discipline. This activity enables children to experience how cooperation can foster inclusion to achieve positive results. Specifically, the activity allows children to become aware that, in spite of competition, cooperation is an appropriate means to reach a goal where everyone wins. The activity proposes to help children develop habits for this purpose.

This activity can help randomly organize teams.

Object of the game

To get in a specific order without talking.

How to play

1. Prepare small pieces of paper or cardboard numbered according to the number or people in the group. (For example, if there are 15 children, prepare 15 pieces of paper numbered 1 through 15).
2. Mix the papers up and give one to each child. Make sure that each child holds the paper in such a way that he cannot see the number, but the other children can.
3. Ask the children to get in an ordered row (for example from 1-15) without looking at the paper they received and without saying a word. The row can be formed along the wall of the room, in a circle, or in a line. Later, you can form two teams and see which one gets in order the fastest.

Variation 1

Birthdays

The players write their birth date on a paper, either the whole date or just the day and the month. If you want to avoid using paper, the children simply say their birth date aloud. At the signal, without talking, the children line up from the youngest to the oldest.

Variation 2

Alphabetical order

At the signal, the children line up in alphabetical order according to their first names.

Variation 3

Discontinuous numbers

The players draw pieces of paper that are numbered between 1 and 100. The numbers are not necessarily consecutive. The players must find their spot, without speaking, but leaving spaces between themselves proportional to the difference in the numbers on their paper. If two numbers follow each other, the players stand close to each other, if numbers are not consecutive, the children stand further apart.

Reflection

Ask the children to explain how they were able to find solutions. Was it easy for them to find ways to cooperate and communicate?

At the end of the game, ask children if they know the meaning of cooperation and exclusion.

Complementary games which promote inclusion

See Activities 19, 20

From UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=7372&URL_DO=DO_TOPIC&URL_SECTION=201.html,
consulted on January 26, 2006.



You can download other games from the following website:

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

Tra-la-la... Silence

Age:	9-10 years old
Time:	10-20 minutes
Location:	Outdoors
Group Size:	10-15
Activity Level:	Calm to moderate
Materials:	None
Principal Value:	Inclusion
Other Value:	Acceptance



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *inclusion* (p. 14) and *acceptance* (p.15).

Purpose of the game

To better understand the challenges of being visually impaired. To experience being momentarily deprived of one of our senses. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.

Object of the game

To discover the silent person and form a link with them.

How to play

1. Choose a safe play area, free of obstacles, where blindfolded children can easily move around.
2. Ask the children to form a circle, standing with their eyes closed or with a blindfold on. They are the group of "Talkers".
3. Walk around the outside of the circle and lightly touch the back of one of the children. This child can open his eyes and plays the role of "Silence".
4. On your signal, all the children move around slowly and carefully in the play area. When one player meets another, he tries to discover if the person they have met is Silence. To do this, one player will say to the other: "Tra-la-la, tra-la-la". If the other player answers with the same phrase, "Tra-la-la, tra-la-la", this means that this child is one of the Talkers. The children keep moving around in order to find Silence.

5. When a child meets Silence, he will know because the Silence won't answer. The Talker will hold Silence's hand and become silent also. The child can now open his eyes or remove the blindfold. The game continues as more children find Silence, hold hands becoming silent themselves, and form a longer and longer chain.

Note: For this game to be successful there should be an atmosphere of calm and silence. Make sure the children don't get too excited during the game.

Reflection

Start a discussion by asking the children the following questions:

- Did you have trouble moving around without being able to see where you were going?
- Did you listen to the sounds around you in order to orientate yourself? What happened when more and more Talkers joined Silence? Was it easier or harder to move around when there was less noise?
- What strategies did you use to find your way?

- When you couldn't see, did you feel safe? Why or why not?
- How do you think visually impaired people find their way around?
- In your opinion, is this summer camp easily accessible to children with disabilities? Is it easy for them to move around the camp? What can we do in and outside the camp to make it easier for them?

Complementary games which promote inclusion

See Activities 18, 20

From UNESCO, Education for non-violence,
http://portal.unesco.org/education/en/ev.php-URL_ID=7435&URL_DO=DO_TOPIC&URL_SECTION=201.html,
 consulted on January 26, 2006.



You can download other games from the following website:

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

Inclusion... Exclusion...

Age:	9-10 years old
Time:	15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	Multicoloured stickers or coloured cardboard
Principal Value:	Inclusion
Other Values:	Respect for diversity, acceptance



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *inclusion* (p. 14), *respect for diversity* and *acceptance* (p. 15).

Purpose of the game

To concretely experience inclusion and exclusion in different ways. In addition to contributing to the development of empathy, this activity aims to sensitize children to the difficulties faced by people who are regularly excluded or marginalized (e.g. some kids in a group, homeless people, and people with disabilities) and to foster attitudes and behaviours that reflect inclusive practices.

Object of the game

To form groups of children according to shared elements based on the instructions of the game leader.

This game can also be used to form teams.

Note: In order to increase the impact of the game, it is important not to reveal to the children the results that you are seeking, i.e. to have them experience inclusion and exclusion.

How to play

This activity takes place in 2 stages:

Stage 1: Inclusion

1. Prepare the coloured stickers. The total number of stickers should equal the number of players, but there should be 2-6 different colours
2. Ask the children to form a circle with everyone facing the outside of the circle.
3. Ask the children to close their eyes and tell them that you will be placing a coloured sticker on their foreheads. Every child will know the colour of the other children's stickers but not their own.

4. Ask the children to walk around the play area. At your signal, tell the children to group themselves with children with the same colour sticker. They must do this without speaking. If, for example, you have used 3 different coloured stickers, the children must form 3 groups as quickly as possible. Make sure every child is included in a group.
5. Once the groups are formed, start the game over by putting a new sticker on every one's forehead. This time ask the children to form groups where everyone has a different colour sticker. Again, make sure every child is part of a group.
6. You can go further with the experience by repeating the game a third time. This time, distribute stickers so as to form groups of different sizes. For example, if you have 15 players, distribute 9 blue stickers and 6 green ones. Once again, make sure that every child is included in a group.

Stage 2: Exclusion

1. Repeat the game a fourth time, placing new stickers on the children's foreheads. This time, distribute the stickers in order to form 2 groups of around the same size. However, make sure that one child is excluded by giving them a colour that is different from the others. For example, if you have 15 players, distribute 7 blue stickers, 7 green stickers and 1 white one.
2. Observe the different reactions.

Reflection

Start a discussion on exclusion and the children's experience when they were the victims of exclusion or were responsible for it.

- How did you feel when you found a group of people you could join?
- How did you feel when you couldn't find a group to join right away? Were you afraid that there was no group for you?
- (To the child who was excluded in Stage 2 of the game) How did you feel when all the every group rejected you?
- Have you ever had similar experiences at school, at camp or with your friends?
- Have you ever excluded friends, telling them that they could not play with you?

Complementary games which promote inclusion

See Activities 18, 19



You can download other games from the following website:

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

The noisiest game in the world

Age:	9-10 years old (can be used with all age groups)
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate but noisy!
Materials:	None
Principal Value:	Respect
Other Value:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect* and *cooperation* (p. 14).

Purpose of the game

To sensitize children to the right to freedom of expression and to the responsibility they have of listening to others. This activity also reminds children how hard it is to communicate a message when several people are talking at the same time. Learning to listen is also learning respect.

Object of the game

To transmit a message despite distractions.

How to play

1. Choose 2 or 3 children who will be "Messengers". Send them off to one end of the play area and ask them to decide among themselves a message to send (for example, the name of a movie, a song or a saying).

The number of Messengers can vary according to the size of the play area and the number of children playing. Choose fewer Messengers if the play area is small or if the group is small.

2. Choose an equal number of children (2 or 3) to be "Receivers". They stand at the other end of the play area, a good distance away from the Messengers. If possible, the Messengers and Receivers can stand on chairs.
3. All the other children stand between the Messengers and Receivers and they must try to stop the communication of the message by providing interference. To do this, they can shout and call to their friends, trying to distract the Messengers and the Receivers as much as possible.
4. The Messengers must try to get their message understood by the Receivers, by shouting even louder by acting out their message, or by doing both!

5. You can set a time limit for the message to be transmitted (10, 15 or 30 seconds, depending on the complexity of the message).
6. The Messengers and the Receivers are replaced if the message has not been transmitted in the allotted time.

Reflection

Ask the children what happens when everyone talks at the same time and no one listens.

Complementary games which promote respect

See Activity 22

Reference: Adapted from the Woodcraft Folk, Games, Games, Games, London, 2001, 190.



You can download other games from the following website:

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

Rock-paper-conflict!

Age:	9- 10 years old
Time:	15-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Moderate to active
Materials:	None
Principal Value:	Respect
Other Values:	Responsibility, cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect*, *responsibility* and *cooperation* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To build the children's capacity to peacefully resolve conflicts. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation.

Object of the game

To discover the 5 steps of conflict resolution as quickly as possible.

How to play

Tell the children that they are all in conflict with one another. To win the game, the children have to resolve their conflict by discovering the 5 steps to resolving conflicts. If needed consult the *Practical Guide to Preventing and Resolving Conflicts* in the **User's Guide**.

1. The children walk around the play area repeating the word "conflict".
2. When a child comes face to face with another player "in conflict", they stop and play the classic game of Rock-Paper-Scissors. The first person to win two games moves on to the next step. He goes to see the game leader and is told the first step to conflict resolution. The other player continues to look for another person "in conflict" with whom to play Rock-Paper-Scissors.

3. After learning the first step from the game leader, the player rejoins the game, repeating the phrase just learned in the steps to conflict resolution (for example, "calm down").
4. The player repeats this word until he meets another player repeating the same word, indicating that that player has also reached the same level of conflict resolution. They play Rock-Paper-Scissors and the first player to win 2 rounds moves on to the next phase by getting the next step from the game leader and returning to the game with a new phrase.
5. The game continues until 1 player has learned all the 5 steps to conflict resolution.

The 5 steps to conflict resolution

1. Calm down
2. Discuss the situation
3. Explore possible solutions
4. Agree to a solution
5. Put the solution into practice

Reflection

Use the following questions to lead a discussion with the children:

- What is a conflict?
- Is it normal to have conflicts with others?
- Does violence solve conflicts? (No, it creates new ones)
- What are the 5 steps to resolve a conflict peacefully?
- Were you familiar with this conflict resolution method before today?
- Are there conflict mediators at your school or in the camp?

Complementary games which promote acceptance

See Activity 21

You can download other games from the following website:

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



The race against anger

Age:	9-10 years old
Time:	15-25 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more
Activity Level:	Active
Materials:	2 pieces of paper, 2 pencils objects for an obstacle course (chairs, tables, cones, costumes)
Principal Value:	Responsibility
Other Value:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *responsibility* and *cooperation* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To build the children's capacity to peacefully resolve conflicts. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation. This activity proposes to help children find "tricks" to calm down when they are upset and favour the peaceful resolution of a conflict.

Object of the game

To help one's team complete an obstacle race in the quickest time.

Introduction

Talk briefly about anger with the children:

- Do you ever get angry?
- What do you do when you are angry?
- How does your body react? Examples: I make a fist, I scream, I breathe faster, my heart beats faster, I grind my teeth, etc.
- Remind the children that it is normal to be angry from time to time. However, when we are driven by anger, this could lead us to commit violent acts like fighting, insulting someone, hurting someone, etc.
- Ask the children to think of a way or a trick they could use to avoid expressing their anger violently. (Examples: talk to a friend, take deep breaths, go for a bicycle ride, etc.). Ask them not to say their idea out loud right away because they will need it for the game.

How to play

1. Create 2 identical obstacle courses using objects available at the camp. Tasks you create for the obstacle race should be easy to do: for example, walk around a chair, crawl under a table, play hopscotch, walk around in a circle with your index finger placed on the ground, slalom around cones with a hockey stick and a ball, etc. The last task in the obstacle course is to have the children write on a large sheet of paper (one for each team) the ideas that they had thought about to help them calm down when they are upset and to avoid aggression and violence. The children must try to avoid writing the same thing as the other members of their team.
2. To begin the game, set up 2 teams.
3. As in a relay race, all the players in the race go through the obstacle course one at a time. When they complete the course, the child slaps the hand of the next child to indicate that it is time for him to start.
4. Ask the children to encourage their team members.
5. Depending on how many children are playing, the players can do the course more than once.
6. The first team whose members complete the course is declared the winner.

Reflection

Use the ideas to curb anger written down by the children during the game to start your reflection.

1. Read the list of ideas that were written down.
2. Encourage the children to put these in practice when they are feeling angry.
3. Discuss with the children the potentially negative results of anger.

Complementary games which promote responsibility

See Activities 24, 25



You can download other games from the following website:

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

I have the right to...

Age:	9- 10 years old
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	20 or more
Activity Level:	Active
Materials:	None
Principal Value:	Responsibility
Other Values:	Respect, cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *responsibility*, *respect* and *cooperation* (p. 14). You will also find useful information in the **User's Guide** on human rights principles (interdependence, indivisibility, universality, and inalienability) as well as a summary of the articles of the *Universal Declaration on Human Rights* (pp. 12 and 13). You may also refer to the game sheet: *Fishing for Rights and Responsibilities* (Activity 25) for a list of rights and responsibilities associated with the *Convention on the Rights of the Child*.

Purpose of the game

To help the children to know their rights. These rights are included in the *Universal Declaration of Human Rights* and in the *Convention on the Rights of the Child*. This activity also reinforces the idea that rights and responsibilities go hand in hand, and that the promotion, protection, and fulfilment of human rights can only be obtained in a context of respect and cooperation.

Object of the game

To take, as quickly as possible, the position indicated by the game leader.

How to play

This game is a variation of "Simon Says".

1. Briefly discuss what human rights are with the children.
2. Divide the children into teams of two. Every team designates one person as the "Runner" and the other as the "Actor" and they stand opposite each other on either side of the play area.
3. The game leader stands in the middle but out of the play area in order to see all the players.

Runners	A B C D E F ...
Game Leader	
Actors	A B C D E F ...

4. According to the instructions given by the game leader, for example, "You have the right to an education", the Actors take the proper position (see the *Description of the positions*) and the Runners run to the Actors to take up the corresponding position. The positions represent the following rights: education, security, expressing oneself and rest.
5. The last team to complete the position is eliminated. The Runners and the Actors go back to their original places on either side of the play area and the game leader shouts out another right that has to be acted out.
6. The winning team is the last one remaining in the game.

Description of the positions

The right to education

This position represents a school bench. The Actor kneels on one knee and the Runner goes over as quickly as possible to sit on the knee. The last team to get into this position is eliminated.

The right to safety

This position represents a circle of security. The Actor stands with his arms extended in front of him, forming a circle. The Runner goes across the room and places him in the centre of the circle. The last team to get into this position is eliminated.

The right to express oneself

This position represents a person talking and another listening. The Actor stands in a listening position with a hand cupped around an ear (so as to hear better) and the Runners kneel in front of the Actors, with hands cupped around mouths (so as to be better heard). The last team to get into this position is eliminated.

The right to rest

Nobody should move.

You can invent other positions with other rights. Use your imagination.

Reflection

Ask the children which rights they know and if they can name other rights than the ones that were used in the game.

Ask the children to make a link between rights and responsibilities: You have the right to express yourself, but you have the responsibility to listen; you have the right to freedom of religion, but you have the responsibility to respect the religion of others; etc.

Complementary games which promote responsibility

See Activities 23, 25



You can download other games from the following website:

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

Fishing for rights and responsibilities

Age:	9-10 years old
Time:	15-20 minutes
Location:	Indoors
Group Size:	10
Activity Level:	Calm
Materials:	Cardboard fish, paper clips, sticks, string, metal rings, 2 posters, scotch tape
Principal Value:	Responsibility



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *responsibility, respect* and *cooperation* (p. 14). You will also find useful information in the **User's Guide** on human rights principles (interdependence, indivisibility, universality, and inalienability) as well as a summary of the articles of the *Universal Declaration on Human Rights* (pp. 12 and 13). You may also refer to the back of this page for a summary of the rights and responsibilities associated with the *Convention on the Rights of the Child*.

Purpose of the game

To help the children to know the rights included in the *Convention on the Rights of the Child*. This activity also reinforces the idea that rights and responsibilities go hand in hand, and that the promotion, protection, and fulfilment of human rights can only be obtained in a context of respect and cooperation.

Object of the game

To be able to distinguish rights from responsibilities using a fishing game.

Introduction

For this activity, you will have to make cardboard fish and fishing rods. You can get the children to help you with this during an arts and crafts activity. The fish need to have a hook on them. You can make this by scotch-taping an opened paper clip to the fish. To make the fishing rods, use a stick, string, and a ring. Prepare at least 20 fish.

Write a right or a responsibility on each fish, using the list on the back of this page. Make sure to have a corresponding responsibility for every right. Prepare a "Rights" poster and a "Responsibilities" poster.

How to play

Place the fish in the centre of the room, either on the ground, in a box, or in a large container.

1. One after the other, the children fish with the rod, trying to pick up a cardboard fish.
2. When a child catches a fish, he must read the right or the responsibility written on it. He then sticks the fish on the Rights or the Responsibilities poster.

3. The other players should not make any comments on where the fish has been placed. Once the fish is stuck to the poster, the fishing rod is passed to the next player. The game continues until all the fish have been “caught” and placed on the posters.

Reflection

1. Get the children together and ask them to point out any errors they see in the placement of the rights and responsibilities.

2. Ask the following questions:

- How were you able to distinguish between a right and a responsibility?
- Does a right always come with a responsibility?

Complementary games which promote responsibility

See Activities 23, 24

Rights

- I have the right to be loved
- I have the right to be treated with respect and dignity
- I have the right to live in safety with my family, in my community and in my country
- I have the right to express my ideas and give my opinion
- I have the right to live in health
- I have the right to equality according to the principle of non-discrimination
- I have the right to a name and a nationality
- I have the right to be treated equally, regardless of my race, colour, sex, religion, opinion, nationality or culture
- I have the right to live in good health and to receive care if I am sick or wounded
- I have the right to go to school and to receive an education
- I have the right to be protected
- I have the right to be protected from abuse, violence, torture and war
- I have the right to practice my religion
- I have the right to express my opinion on matters that affect me
- I have the right to live without exploitation or abuse
- I have the right to be protected from inappropriate work
- I have the right to life, liberty and security
- I have the right to a clean environment
- I have the right to own goods
- I have the right to housing
- I have the right to decent housing
- I have the right to good nutrition
- I have the right to health and therefore to good medical care
- If I suffer from a handicap, I have the right to special care
- I have the right to an agreeable environment
- I have the right to the comprehension and the love of my parents and of society
- I have the right to an education that is free and adapted to my needs
- I have the right to protection against physical and mental brutality
- I have the right to play
- I have the right to cultural activities that I have chosen
- I have the right to choose my own friends
- I have the right to make mistakes
- I have the right to be the way I am
- I have the right to be protected if someone mistreats me

Responsibilities

- I respect others (children as well as adults)
- I treat others how I wish to be treated
- I respect the opinions and ideas of others
- I follow the established rules
- I take care of my body so that I can be healthy
- I respect my engagements
- I respect people who come from other places
- I take care of my room
- I take care of my clothes
- I take care of myself
- I respect people who are different from me
- I help others
- I go to school and I work to learn
- I cooperate with my parents
- I cooperate with my teacher
- I collaborate with others to do good things
- I am tolerant of people whose culture or race is different from mine
- I am prudent
- I take care not to hurt others
- I play safely
- I listen to others
- I keep my environment clean
- I do not pollute
- I take care of my toys
- I do not waste food
- I keep my room clean and tidy
- I respect people who have a mental or physical handicap
- I respect the ecology
- I respect my parents
- I respect the rules and laws that regulate society
- I work at school and I respect my teacher and the people in my school
- I must not hurt others by hitting them or using hurtful words
- I must sometimes accept opinions and choices that are different from mine
- I am loyal to my friends
- I am honest
- I must learn from my errors and mistakes

You can download other games from the following website:

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



I have a disability

Age:	9-10 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Variable
Materials:	Scarves (if necessary)
Principal Value:	Acceptance
Other Values:	Respect, inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *acceptance* (p. 15), *respect* and *inclusion* (p. 14).

Purpose of the game

To experience being momentarily deprived of one of our senses. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.

Object of the game

To do all planned camp activities for one hour.

How to play

1. Assign a physical disability to each child. (Use of only one hand, visually impaired, missing an arm, missing two arms, can only walk bent over, can only walk on one leg, cannot bend their knees, etc.)

2. If you wish, use scarves to blindfold those playing at being visually impaired.
3. The children must behave as if they really have this handicap. Ask the children not to cheat.
4. The children pursue the regular camp activities.
5. Remind the children that there are no winners or losers; they just have to do the activities as best they can with the limitations they have been assigned.
6. Encourage the children to help those that are having trouble doing an activity. For example, a person with only one arm may have difficulty playing ball; a person who cannot talk may have difficulty communicating, etc.
7. Encourage the group to find solutions to help one another out.
8. Be vigilant, reminding the children to be careful not to fall or to hurt themselves.

Reflection

At the end of the activity, help the children reflect on the difficulties they experienced and on the strategies they adopted to meet the challenges caused by their handicap. In a group discussion, ask the following questions:

- What were the challenges you faced?
- How did you overcome them?
- Did your friends help you to perform certain tasks?
- In your opinion, is this summer camp easily accessible to children with disabilities?
- Is it easy for them to move around the camp?
- What can we do in and outside the camp to make it easier for them?



You can download other games from the following website:

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

Sitting together!

Age:	11-12 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Active
Materials:	None
Principal Value:	Cooperation
Other Values:	Inclusion, acceptance



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *cooperation*, *inclusion* (p. 14) and *acceptance* (p. 15).

Purpose of the game

To promote cooperation and balance among the members of the group.

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

Object of the game

To create a human chair and keep it balanced.

How to play

1. The children stand in a tight circle facing the centre.
2. Everyone takes a quarter turn in the direction indicated by the game leader so that they are facing the back of the person in front of them. The children stand with feet and legs tightly together and place their hands on the waist or shoulders of the person in front of them. The players shouldn't be too far or too close to each other.
3. Then, the game leader asks the children to sit on the knees of the person behind them. (Very funny)
4. Once the whole circle is sitting down, the game leader asks the children to move: forwards, backwards, running, marching, and jumping. To do any of these movements, everyone must react to the signal at the same time.

Note: The closer the children are together at the beginning of the game, the easier it will be to balance the sitting circle. If the children are of different sizes, the game leader should alternate the smaller and the bigger children within the circle so that weight will be more evenly distributed.

Reflection

Ask the children if they liked the game. Ask them the following questions to get feedback on the game:

- What did you find the hardest in this game?
- Were you able to move the circle and to carry out the movements that you were asked to do? How did you succeed in doing this?
- What lesson can you take away from this game?

Turn the discussion to the importance of cooperation and teamwork.

Complementary games which promote cooperation

See Activities 28, 29

From: UNESCO, Non-Violence Education,
http://portal.unesco.org/education/en/ev.php-URL_ID=5743&URL_DO=DO_TOPIC&URL_SECTION=201.html,
consulted January 26, 2006.



You can download other games from the following website:

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

Crazy stories

Age:	11-12 years old
Time:	20-30 minutes
Location:	Indoors/Outdoors
Group Size:	5-12
Activity Level:	Calm, but very funny
Materials:	Every player needs a piece of paper, a pencil and a solid surface to write on
Principal Value:	Cooperation
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *cooperation* and *inclusion* (p. 14).

Purpose of the game

To reinforce cooperation and team spirit.

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

Object of the game

To create a crazy story while involving all the children in the group.

How to play

1. The children sit in a circle on the ground.
2. Every child must write, at the top of the page, a story that is 2 sentences long. Ask them to start the second sentence on a new line.
3. Ask the children to fold over the paper so that the first sentence is hidden and only the second sentence is visible. When everyone is finished, ask the children to pass the paper to the person sitting on their left.
4. After the children have read the sentence on the paper that they have just received, ask them to add two more sentences to the story on separate lines and ask them to fold the paper again so that only the last sentence is visible. Ask the children not to cheat and not to read the hidden sentences.
5. Continue passing the papers around until everyone has contributed to each story.

6. Next, everyone takes turns reading the stories out loud. The stories are usually quite funny.

Reflection

Ask the children if they liked the game. Point out that it is possible to cooperate and produce very interesting things.

Complementary games which promote cooperation

See Activities 27, 29



You can download other games from the following website:

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

The human knot

Age:	11-12 years old (can be used with all age groups)
Time:	10-20 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Moderate
Materials:	None
Principal Value:	Cooperation
Other Values:	Respect, inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *cooperation*, *respect* and *inclusion* (p.14).

Purpose of the game

To reinforce cooperation and teamwork.

To enable children to experience how cooperation can foster inclusion and achieve positive results. The activity allows children to become aware that cooperation is an appropriate means to reach a goal where everyone wins. The activity helps children become accustomed to responding in a cooperative way.

Object of the game

To undo a knot created by the tangled arms of the group.

How to play

1. The children stand in a tight circle, facing inwards shoulder-to-shoulder.
2. Ask the children to close their eyes, move slowly towards the centre of the circle with their arms extended in front of them, and grab hold of the first hands that they touch. Ask them to keep their eyes closed until you give the signal to open them.
3. Make sure that each child is holding the hands of 2 different people.
4. Ask the children to open their eyes.
5. Tell the children that they have to undo the knot and form a circle. This has to be done without letting go of anyone's hand.
6. Watch the group to make sure no one gets hurt and intervene only if absolutely necessary.

Note: If there are more than 10-12 players, you can create 2 groups and organize a competition between them. The first group to finish can help the second group.

Reflection

Lead a discussion with the group by asking the following questions and trying to draw out answers that encourage listening, the expression of ideas, respect, and cooperation.

- How did you go about undoing the knot?
- What worked? What didn't work?
- What would you do differently if we restarted this game over?
- Did one person try to "organize" or "lead" the group by giving orders or did each person do whatever they wanted? What happened?

Complementary games which promote cooperation

See Activities 27, 28



You can download other games from the following website:

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

The culture game

Age:	11-12 years old
Time:	30-60 minutes
Location:	Indoors/Outdoors
Group Size:	20-30
Activity Level:	Moderate to active
Materials:	Stickers or pieces of cardboard in 6 different colours, instructions for each cultural group
Principal Value:	Respect for diversity
Other Values:	Acceptance, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect for diversity*, *acceptance* (p. 15) and *respect* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17) and on *prejudices and stereotypes* (p. 18).

Purpose of the game

To explore cultural diversity and sensitize children to the challenges of intercultural communications.

Object of the game

To act out the 4 characteristics that define one's tribe (a shout, a taboo, a greeting and an attitude towards others) while trying to discover the characteristics of the other tribes.

Examples for each category

- **Shouts:** growling, grunting, shouting the name of the tribe etc.
- **Taboos:** never use the right hand, never say yes or no, never speak first, never let yourself be touched by others, never stand when talking, and never sit when spoken to, etc.
- **Greetings:** cross your arms and say, "Top of the day to you", put your right hand on the left shoulder of the person you are greeting and say, "Hello jello!", tap your head and rub your stomach saying, "May this day fill your head with nice thought and your stomach with good food", etc.
- **Attitudes towards others:** feel inferior to the Red tribe, find the Orange tribe funny and bizarre, be afraid of the Yellow tribe, believe the Purple tribe are gods and idolize them, etc.

How to play

1. Divide the children into 6 tribes and give to each child in the tribe a sticker or coloured piece of cardboard identifying the tribe.
2. Ask each tribe to take a few minutes to make up 4 characteristics, one for each category used, that will distinguish the behaviour of their tribe. The categories are: a shout, a taboo, a greeting, and an attitude towards one of the other tribes. All the tribes must have different characteristics.
3. When the tribes are ready, ask the children to walk around the play area and try to communicate with members of the other tribes in order to discover their 4 characteristics.
4. After 10-15 minutes, bring the game to an end.
5. Assemble all the tribes in a large group. Ask the children if they were able to discover the characteristics of the other groups.

Reflection

Use the following questions to lead a discussion with the group on cultural diversity and intercultural communication.

- Did you enjoy this game?
- Did you succeed in discovering the characteristics of the other tribes?
- Was it difficult to understand the members of the other tribes and to make yourself understood by them? Did you experience any frustration? Why?
- Were there tribes that were easier to communicate with? Why?
- Have you ever been in a situation where you didn't succeed in understanding another person or in making yourself understood? How did you react? What did you do?
- What can we do when we meet someone from another country, another culture or who speaks another language and we have difficulty communicating with them?

Adapted from: ACNU, Tout l'monde...mon monde! Les jeunes et le multiculturalisme, Guide d'animation d'ateliers et d'activités, Ottawa, 1998.



You can download other games from the following website:

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

How is the world divided?

Age:	11-12 years old
Time:	30-45 minutes
Location:	Indoors
Group Size:	6-15
Activity Level:	Calm
Materials:	Photocopies of a map of the world or large pieces of paper to draw it on
Principal Value:	Fairness
Other Value:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *fairness* and *cooperation* (p. 14).

Purpose of the game

To raise children's awareness about inequalities that exist in the world and have them cooperate, discuss and compromise during teamwork.

Object of the game

To work in teams to determine the correct answers to the questions. The team whose answers are the closest to the correct ones is declared the winner.

How to play

1. Divide the children into 3 or 4 teams.
2. Ask each team to draw a map of the world that identifies the major continents (or, distribute a map to each team). Ask the children to imagine a group of

100 children (like at the day camp, for example). Then ask them the following question:

- If 100 children represent the population of the world, how many children would there be in the following regions: Asia, Africa, Europe, North America, and Central and South America?

3. Ask them to discuss this question with their team until they reach an agreement on the numbers. Each team must then write the numbers in the areas of their maps of the world. When all teams have finished, ask the children to show their map to the rest of the group and explain how they arrived at their answers.

4. Next, show the children your map of the world with the correct answers:

- 56 Asians
- 23 Africans
- 9 Europeans
- 8 South and Central Americans
- 4 North Americans

5. Ask the children to discuss and answer the following questions with their team:
 - A. Of these 100 children, how many will die before they are 5 years old?
 - B. How many of these 100 children will never go to school? How many of the children who don't go to school are girls? How many girls will go to college?
 - C. How many of these 100 children will grow up suffering from the effects of drought and lack of water?
 - D. Of these 100 children, how many will die before they are 5 years old?
 - E. How many of these 100 children want to grow up healthy, happy, loved and in security?
6. Allow time for each team to present their answers to the rest of the group and discuss the differences between the various teams' answers.
7. The correct answers are:
 - A. 9 will die before the age of 5.
 - B. 18 will never go to school. 11 of the 18 who will never go to school are girls. Only 1 girl will go to college.
 - C. 66 of them will suffer from the effects of drought and lack of water.
 - D. 9 will die before the age of 5.
 - E. 100 children out of 100 want to grow up healthy, happy, loved and in security.
8. Leave some more time for reflection and discussion of these numbers. You can also write the numbers on a large piece of paper so that the children can see them.

Reflection

Lead a discussion with the group by asking the children the following questions:

- What have you learned from this activity?
- If you could change just one thing to make the world a better place, what change would you make?

Complementary activity

Organize an activity where the children can reflect on the issues presented during this game and share some solutions. For example, organize a "mini United Nations summit". Children could:

- represent regions of the world or countries;
- dress up to represent the people from the countries they represent;
- work in groups to discuss solutions to the problems they have identified;
- discuss these solutions during a "general assembly".

Complementary games which promote fairness

See Activity 32

Reference: The Woodcraft Folk, <http://www.globalvillage2006.org/>, consulted on February 6, 2006.

You can download other games from the following website:

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



Working in the mines

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	12-20
Activity Level:	Active
Materials:	Old cardboard boxes, a card or cardboard with a 1 cm square hole in it, a bucket, rocks/bricks, cardboard boxes/blankets to build a tunnel, a bucket of sand/earth, 20 buttons, a glass jar, flour or talcum powder
Principal Value:	Fairness
Other Value:	Respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *fairness* and *respect* (p. 14).

Purpose of the game

To help understand situations of inequality experienced by children in other countries.

Object of the game

To carry out tasks that simulate the different kinds of work in mines and quarries.

Information on the work of children in mines and quarries

Working in mines and quarries can be very dirty and tiring work for anyone, but especially for a child. It is estimated that a million children around the world work in mines and quarries where they face the serious risk of accidents, chronic diseases or even death. These children work in the worst imaginable conditions. They carry heavy loads. The dust burns their eyes. They spend long hours under a hot sun breaking large rocks into small pieces. Some of them work underground in dangerous and unstable conditions. They can be exposed to toxic products such as mercury or they may spend the whole day submerged in water. The mines are often located in remote areas where there are no schools or health services.

According to *Convention 182* of the International Labour Organization, working in mines represents one of the worst forms of child labour, because of the severe risks and because it deprives children of their fundamental rights.

How to play

1. Prepare the material before the beginning of the game and set up the stations.
2. Each activity takes place at one of the stations. Place the instructions that you have photocopied or written out (see below) in front of each work station.
3. Group the children in teams of 4 or 5. The teams will move from station to station.
4. Ask the children to put the material back in place when they are finished the activity at the station.
5. Start the game by first presenting information on the work of children in mines and quarries.

Preparation of the work stations: Instructions for the camp counsellors

Crushing stones

Find old cardboard boxes to represent the stones. Prepare a piece of paper with a 1 cm square hole in it that will be used to measure the size of the pebbles (pieces of cardboard).

Lifting a very heavy bucket

Prepare the bucket by placing rocks or bricks in it.

Crawling in a tunnel

Build a tunnel using cardboard boxes or blankets. The tunnel should be dark and narrow.

Sifting dirt and sand

Hide 20 buttons in a sand box or in a wide and shallow container filled with sand. Have sifters available for the children.

Dusty air

Put several tablespoons of flour or talcum powder in a large jar to simulate a dusty environment. Add a small square of white paper, 2 cm x 2 cm, with a number written on it.



Working in the mines (continued)

The activities: instructions for the children

Station 1: Crushing stones

When you work in a quarry, you must sometimes crush large stones into tiny pebbles using a hammer and a large nail. To represent this work, you must tear a piece of cardboard into tiny pieces. Bring the torn pieces to your camp counsellor who will tell you if the pieces are small enough. If they are not small enough, you will have to go back to work. Remember that children who do this work often cut their hands and risk injuring their eyes due to rock fragments.

Station 2: Lifting a heavy bucket

Fill a bucket with rocks and bricks. Everyone takes a turn lifting it. Be careful! Be sure to lift properly, bending your knees and keeping your back straight!

Would you be able to walk with this bucket in your hands? Can you imagine carrying buckets like this filled with rocks all day long? Children who work in mines often carry buckets that weigh 10-25 kg over long distances (600 meters). Because they are still growing, this hard labour injures their muscles and affects their bones.

Station 3: Crawl in a tunnel

One at a time, try to crawl through the tunnel. How do you feel? Can you see well? Do you have room to move?

Children who work in mines must spend the whole day in closed dark areas. Children are hired to work in mines because that are small and can therefore go through smaller tunnels.

The mines are unstable and there is always the risk of a cave-in.

Station 4: Sifting dirt and sand

Take a few handfuls of dirt/sand and place them in the sifter in order to find the buttons. Is it easy? How many buttons did you find? Imagine if you had to do this work all day under the hot sun. Some children must do this work to look for precious stones or metals. The equipment is often heavy because it is designed for adults.

Station 5: Dusty air

Shake the jar and look what happens inside. Try to identify the number written on the small piece of paper. Once you have done this, take off the lid and look at the dusty air that comes out. Children who work in underground tunnels are exposed to a great quantity of dust, that can cause respiratory problems, pulmonary diseases and lung cancer.



Variations

To get the children even more interested in the game, you can turn this into a relay race between 2 teams. After the race, you can talk about the difficulties and ask the children how they felt acting out the work of a child in a mine or a quarry.

Reflection

If you have access to the Internet, you can watch a short film on child labour in mines on the International Labour Organization site: <http://www.ilo.org/public/english/standards/ipecc/wdacl/2005/>.

When the game is over, gather the children together and lead a discussion.

- What activity did you find the easiest?
- Which one was the hardest?
- Were there activities that you would be able to do all day long?

Remember that these activities are new to the children and they only last a few minutes. This might be the reason why you found them amusing. However, this is not amusing for children who must do this work every day, all day long. Many of them do not keep the money they earn, since they must give it to their parents.

The discussion on the exploitation of children will depend on the age of the kids in your group and the level of knowledge they have on the issue.

- Why do you think some children are forced to work to earn their living?
- Do you think it's fair for children to work?
- What can you do to change this?

Complementary activity

Organize an activity where the children could reflect on the issues presented during this game and share some solutions. For example, organize a "mini United Nations summit". Children could:

- represent regions of the world or countries;
- dress up to represent the people from the countries they represent;
- work in groups to discuss solutions to the problems they have identified;
- discuss these solutions during a "general assembly".

Complementary games which promote fairness

See Activity 31

You can download other games from the following website:

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



Bullying

Age:	11-12 years old (can be used with all age groups)
Time:	20 minutes
Location:	Indoors/Outdoors
Group Size:	10 or more
Activity Level:	Very active
Materials:	None
Principal Value:	Inclusion
Other Values:	Respect, acceptance, respect for diversity



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *inclusion*, *respect* (p. 14), *acceptance* and *respect for diversity* (p. 15). Consult the *Practical Guide on Stopping Name-Calling* for useful information.

Purpose of the game

To raise the children's awareness of the harmful effects of bullying. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by people who are regularly excluded or marginalized (e.g. certain kids in a group, homeless people, people with disabilities, etc.) and to foster attitudes and behaviours that reflect inclusive practices.

Object of the game

To get across the play area without getting touched.

Introduction

Ask the children to explain what bullying is. When a child, a youth, or a group of children insult, threaten, beat up, or force another child to do something against his will, then it is called bullying. Bullying can be:

- using hurtful words or making fun of another person;
- ignoring someone or purposefully excluding that person from the group or from an activity;
- hitting, pushing or using violent behaviour against another person;
- saying or writing things that they know are untrue about a person or spreading false rumours about a person.

Inform the children that they are going to play a game that will help them understand what intimidation is.

¹ You can consult **Zero Tolerance for Insults** in the **User's Guide**.

How to play

1. The children stand in a line at one end of the play area.
2. Choose one child to play the role of “The Bully” and have him stand facing the group a few meters in front of the line.
3. The children must ask The Bully: “Please, please, can I get across?”
4. The Bully answers stating a condition: “Only if you are wearing sandals” or “Only if you are wearing glasses” or “Only if you can speak French”, etc.
5. The children who meet the condition stated by The Bully can calmly cross the play area without being intimidated (i.e. being chased by The Bully).
6. When the children who meet the condition have reached the other side of the play area, the rest of the group must try to run across the play area to get to the other side without being touched by The Bully.
7. If a child is touched by The Bully before getting to the other side, he becomes The Bully, replacing the first one. If no one gets touched, the same child remains The Bully.

Reflection

Ask the children if they liked the game.

Use the following questions to help the children reflect on the effects of bullying:

- Have you ever been teased or bothered by other children in the schoolyard or at the day camp? If yes, why do you think you were chosen as the victim? Because you are different? Because you were dressed differently? etc.
- Have you ever (intentionally or or not) teased or bothered or made fun of other children? Why?
- Have you ever pushed, threatened or repeatedly made fun of someone? Have you ever seen someone be hit, threatened or be humiliated by another person? If yes, what did you do? How did you feel?
- What can you do when you are the victim of bullying or you see someone else being bullied?



You can download other games from the following website:

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

It's hot... It's not...

Age:	11-12 years old
Time:	30 minutes
Location:	Indoors/Outdoors
Group Size:	10-12
Activity Level:	Calm
Materials:	An object that symbolizes the right to speak
Principal Value:	Respect
Other Values:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect* and *cooperation* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To express one's unhappiness, to reduce tensions in a group and to help in the transformation and resolution of a conflict. To build the children's capacity to peacefully resolve conflicts. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation.

This activity proposes to help children find "tricks" to calm down when they are upset and choose the peaceful resolution of a conflict.

Object of the game

To express what one liked and did not like during an activity.

Introduction

Explain that some native peoples in Canada used, and in some cases still use, a sacred object to give someone the right to speak when a group of people gather to discuss important issues. When a person holds the object in their hands, no one else can say a word. Ask the children to identify an object that could represent the right to speak and ask them to agree to respect it.

How to play

1. The children sit on the ground in a circle.
2. Ask the children to think of a moment that was special during an activity that day. It could be something that happened, an incident, what they felt or what they were thinking when they were participating in the activity. Ask the children to think about the precise moment and what they liked or did not like before, during and after the incident.

3. Ask each child to share what was the most special for him:

- If it was a good moment, ask the child to start his comment by saying: "It was hot when..."
- If it was an unpleasant moment, ask the child to start his comment by saying: "It was not hot when..."
- After describing and explaining why the moment was unpleasant, encourage the child to imagine a positive change. Ask him to start his comment by saying: "It will be even hotter, when..." so that he can propose a solution.

Reflection

It is important for the children to be able to express themselves. Ask them to think about whether everyone's right to speak was respected and if they felt listened to.

Complementary games which promote respect

See Activities 35, 36, 37



You can download other games from the following website:

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

The bears and the bees

Âge :	11-12 years old
Durée :	20-25 minutes
Endroit :	Indoors/Outdoors
Taille du groupe :	10-20
Rythme :	Active
Matériel requis :	An object that represents honey (a stick, a scarf or a ball) and clues for finding the steps to conflict resolution written out on paper, 2 separate copies for each step
Valeur essentielle :	Respect
Valeurs secondaires :	Cooperation, responsibility



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect*, *cooperation* and *responsibility* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To build the children's capacity to peacefully resolve conflicts. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation. This activity aims to help children find "tricks" to calm down when they are upset and favour the peaceful resolution of a conflict.

Object of the game

To discover the steps involved in peaceful conflict resolution.

How to play

This game is based on the game of "Flag".

1. The children are divided into 2 teams: the Bears and the Bees.
2. Each team stands behind a line on either side of the play area (about 20-25 meters long) facing each other. These are their safety zones. The object which represents the honey is placed about 1.5 meters in front of the Bees' line.
3. Because the Bears love honey, they want to take it from the Bees. To do this, they must run towards the honey, grab it, and bring it back to their safety zone without being stung (touched) by a Bee.
4. If a Bee succeeds in stinging (touching) a Bear, the Bear is eliminated. However, if a Bee does not succeed in stinging a Bear once the Bee has left his security zone, the Bee is eliminated.
5. If the Bears succeed in bringing the honey to their zone, the Bear team wins a point. If the Bees succeed in eliminating all the Bears, the Bees win the point.

6. Once one of the teams has won a point, the game leader gives each team a piece of paper with the clues to guess the first step in conflict resolution.
7. The first team to get the answer right wins a point. (If the children are having trouble, give them some extra clues, such as the first letter of the word.)
8. The children start another round of the Bear and Bees game, this time changing roles.
9. When the second round is over, the game leader gives each team the clues to identify the second step in conflict resolution. The game continues until all five steps have been identified.
10. The team with the most points is declared the winner.

Clues for the steps to conflict resolution

Step 1

1. I am angry, I want to fight.
2. I scream. I am really upset.
3. What can I do?

Answer: _____

Step 2

1. I must listen to the other person and the other person must listen to me.
2. I must explain what the problem is and how I feel.
3. What can I do?

Answer: _____ the situation.

Step 3

1. Each person proposes ways to find a solution to the problem.
2. I listen to what the other person proposes, without judging.

3. What can we do?

Answer: _____ possible solutions.

Step 4

1. We determine what solution is the best for us.
2. We eliminate all the solutions that won't work for us.
3. What can we do?

Answer: _____ to a solution.

Step 5

1. We respect what has been decided so that the conflict will not happen again.
2. We apply the solution.
3. What can we do?

Answer: _____ the solution into _____.

Answers

1. Calm down
2. Discuss the situation
3. Explore possible solutions
4. Agree to a solution
5. Put the solution into practice

Reflection

- Name the 5 steps to conflict resolution.
- Have you ever heard of conflict resolution?
- Do you have mediators at your school?
- What do you think of conflict resolution?

Complementary games which promote respect

See Activities 34, 36, 37

You can download other games from the following website:

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



The worst day of my life

Age:	11-12 years old
Time:	40 minutes (20 minutes for preparation, 20 minutes for presentation)
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Active
Materials:	None (optional: accessories, costumes)
Principal Value:	Respect
Other Value:	Cooperation



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect* and *cooperation* (p. 14). Consult the *Practical Guide to Preventing and Resolving Conflicts* for useful information.

Purpose of the game

To build the children's capacity to peacefully resolve conflicts. To enable the children to acquire a reflex for "negotiation and dialogue" rather than a habit of confrontation. This activity proposes to help children find "tricks" to calm down when they are upset and choose the peaceful resolution of a conflict.

Object of the game

To solve the problems presented in a skit.

How to play

1. Divide the children into groups of 4 to 6. Ask each group to think about situations that put them in a bad mood, that make them angry or that bother them. Make a list of each group's suggestions.
2. Ask each group to prepare a 2- to 3-minute skit in which the main character has a really bad day because all the bad things that the children have suggested happen to that person. The children must be prepared to present their skit twice.
3. Have each group in turn present the skit they have prepared. Ask the groups that make up the audience to notice when the main character gets angry and to think of solutions to his problems.

4. Each group presents their skit a second time. This time, ask the audience to intervene by shouting "Stop!" whenever they see something that will put the character in a bad mood or make him angry. The actors must then freeze and the member of the audience who yelled "Stop!" must say or show how the situation can be resolved. The actors can then continue their skit by incorporating the idea into their skit. This continues until the end of the skit.
5. Continue the game until all the groups have presented their skit a second time.

Reflection

Use the following questions to lead a discussion with the children:

- Were the solutions suggested by the group useful?
- Did the actors do a good job of adjusting their behaviour and actions?
- Can the solutions suggested by the group be useful in our daily lives?

Complementary games which promote respect

See Activities 34, 35, 37



You can download other games from the following website:

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

V-R-A-N-T-S-I-S and Me

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	10-15
Activity Level:	Calm
Materials:	Paper, paint and paintbrushes
Principal Value:	Respect
Other Values:	Acceptance, respect for diversity



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *respect* (p. 14), *acceptance* and *respect for diversity* (p. 15). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17) and on *prejudices and stereotypes* (p. 18).

Purpose of the game

To sensitize children to the importance of a person's name for their sense of identity and their self-esteem. To reflect on the themes of culture, identity and self-esteem.

Object of the game

To make up and present a skit, a rap song, a story, etc. that conveys the situation described in the two poems on the back of this page.

Introduction

How often do we stop to think about who we really are? Our identity is greatly influenced by our name, our family, our friends, our language, where we were born, where we grew up and our culture.

Many people find it difficult when other people don't understand or mispronounce their name. To avoid this kind of situation, some people even change their name to one that is similar to their old name but sounds more English or French. Some people don't mind changing their names, but some find it upsetting.

How to play

1. Sit in a circle with the children and lead a discussion using the following questions:
 - Do you like your name?
 - Is there a story behind your name? Does your name have a special meaning?
 - Do you have nickname?
 - How do you feel when someone gets your name wrong?
 - Have you ever used a different name or a different version of your name?
 - If so, how did you feel when you used the different name?
 - If not, how do you think you would feel if you had to use a different name?

2. Read the two poems (V-R-A-N-T-S-I-S and Me, below) to the group. Ask the group what they think of the poems.
3. Divide the group into teams of 3 or 4 children. Give each team a copy of the poems and ask them to discuss them with their team.
4. Ask each team to compose a rap song, a poem, a story or a skit in which the characters must tell their name and their address to someone else (when signing up for day camp, for example). The character taking down the information will not understand the name or will not try to understand. He will spell the name wrong, mispronounce it and make nasty comments about the other character's name.
5. Ask the children to imagine how they would feel and react in a similar situation.
6. When the teams are ready, the children perform the song, poem or skit that they have prepared for the whole group.

Reflection

Conclude the activity by asking the children to discuss the problems raised by the skits, songs, stories, and poems.

Complementary games which promote respect

See Activities 34, 35, 36

Adapted from: Sonia Mycak & Chris Baker (eds) *Australian Mosaic- An Anthology of Multicultural Writing*, Rigby Heinemann, Melbourne, 1997. Cited in **Racism No Way**. http://www.racismnoway.com.au/classroom/lesson_ideas/20000930.html.

Poems

V-R-A-N-T-S-I-S

by Ana Vrantsis

"Vrantsis," I said.
 Frances, she wrote.
 "No, V-r-a-n-t-s-i-s," I repeated more slowly,
 Francis, she wrote, writing the "i" over the "e".
 No it's "V" for Victoria," I insisted.
 Vrancis, she wrote, changing the "F" to a "V".
 "It has a "t" not a "c"," I continued
 "Vrantis?" she ventured.
 "No, it has an "s-i-s" after the "t"," I implored.
 She reached for the White-out
 But the White-out was dry.
 With irritation plain
 On her furrowed brow
 She reached for a clean sheet
 And began again.
 V-R-A-N-T-S-I-S she wrote
 With triumphant relief.
 "Oh, and there's only one "n" in "Ana"."

Me

by Temuçin Mustafa

What's your name?
 Temucin.
 How do you spell that?
 T-E-M
 T-E-N?
 No, T-E-M...
 M for Mary.
 T-E-M-U-C-I-N... N for Nelly.
 What's it short for?
 Temucin.
 No English equivalent?
 No, should there be?
 It just takes a little getting used to.
 So?
 Get used to it.
 It's MY name.
 It's me.

You can download other games from the following website:

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



Draw it right

Age:	11-12 years old
Time:	10-15 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate to active
Materials:	2 pieces of paper, 2 felt tip pens and a list with 10 rights
Principal Value:	Responsibility
Other Values:	Cooperation, fairness



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *responsibility*, *cooperation* and *fairness* (p. 14). You will also find useful information in the **User's Guide** including *What are human rights?* (p. 10), human rights principles (interdependence, indivisibility, universality, and inalienability) as well as a summary of the articles of the *Universal Declaration on Human Rights* (pp. 12 and 13).

Purpose of the game

To help children know their rights. These rights are included in the *Universal Declaration of Human Rights*. This activity also reinforces the idea that rights and responsibilities go hand in hand, and can only be fulfilled in a context of respect and cooperation.

Object of the game

To correctly guess the rights drawn by the members your team.

How to play

1. Briefly discuss human rights with the children.
2. Prepare a list of 10 human rights. You can select them from the list on the back of this page or from the summary of the articles of the *Universal Declaration on Human Rights* (p. 13) in the **User's Guide**.
3. Divide the group into 2 or 3 teams of 4 to 6 children each team. Have each team sit around a sheet of paper that you have placed on the wall at one end of the play area. Place yourself at the opposite end of the play area.
4. Tell the children that this is a race. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins the race.
5. Ask one member of each team to run towards you so that you can whisper a human right in their ear.

6. The players return to their respective teams and draw the human right. The other team members must guess what they are drawing. When the right has been identified, another member of the team runs to you to get another right.

7. The game ends when one of the teams has identified all the rights.

Reflection

Ask the children to make a link between rights and responsibilities. Ask the following questions:

- Do we all have rights?
- Do you think there are people whose rights are not respected? Give some examples.

Ask the children to make a link between rights and responsibilities. For example, "If you have the right to express yourself, you also have the responsibility to listen to others", "If you have the right to freedom of religion, you also have the responsibility to respect the religion of others", etc.

List of rights

- The right to go to school
- The right to practice a religion
- The right to a house
- The right to eat
- The right to medical care
- The right to play
- The right to express oneself
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents



You can download other games from the following website:

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

In the shoes of an immigrant

Age:	11-12 years old
Time:	60 minutes
Location:	Indoors/Outdoors
Group Size:	15-20
Activity Level:	Active
Materials:	Scarves, paper and pencils
Principal Value:	Acceptance
Other Values:	Respect for diversity, respect, fairness



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *acceptance*, *respect for diversity* (p. 15), *respect* and *fairness* (p. 14). You will also find useful information in the **User's Guide** on culture, explained by *The Iceberg Model* (pp. 16 and 17) and on *prejudices* and *stereotypes* (p. 18).

Purpose of the game

To build the children's awareness of the importance of acceptance and respect for diversity. In addition to contributing to the development of empathy, the activity aims to sensitize children to some of the difficulties that new immigrants face and to foster attitudes and behaviours that reflect inclusive practices.

Object of the game

To better understand the experiences of an immigrant.

Introduction

1. Ask the children if they know what an immigrant is. An immigrant is simply a person who has left their native country to live in another country.
2. Ask the children if they know the reasons why some people decide to live in another country.
3. Explain to them that immigrants generally decide to change countries of their own free will.

Preparation of the materials

Make some official documents by cutting pieces of paper and identifying them with letters (P = passport, B = birth certificate, \$ = money, A = airplane ticket). Prepare one set of each document for each player.

How to play

This game is a simulation of the journey of a person who leaves his country after a flood. There are four stages in this game. At each stage, you tell a part of the story and choose the players who will act it out the various roles.

Stage 1: The flood

- Ask the children if they know what a flood is. Tell them they live in a town where it has been raining for weeks. The rain has flooded the streets and has destroyed everything in its path, even their house. They decide to move to another country and restart their lives there.
- Choose 3 children to play the role of the water. The other children play the inhabitants of the town. The inhabitants are identified by wearing a scarf around their waist or by putting it in their back pocket. These scarves represent belonging to the town.
- The children who are playing the water must succeed in removing the scarves from the inhabitants. This represents the houses that have been destroyed by the water. When a person loses his scarf, he turns into water and tries to remove the scarves from the other inhabitants.
- This stage of the game is over when all the inhabitants have lost their scarves and have become water.

Note: This part of the game can also be played like a game of hide-and-seek. The inhabitants hide and the children playing water look for them.

Stage 2: Getting official documents

Tell the children that the inhabitants lost everything during the flood and have chosen to go and live in another country. In order to change countries, each inhabitant must have a passport, a birth certificate, money and an airplane ticket. They get these documents from an agent. The goal of Stage 2 is to get all the necessary official documents.

- Choose 8 children and place them in 4 teams. Each team is in charge of one of the types of documents. They will play the agents in charge of handing out the official documents. Each team of agents invents a task that the inhabitants have to carry out. For example, jumping a certain distance, repeating a difficult phrase, singing, jumping like a frog, etc. Help the children find a task if they are having trouble thinking of one.
- The inhabitants go to visit each team of agents and carry out the task that is asked of them. If they are successful, they receive their documents from the agents.
- The inhabitants who succeed in gathering all the documents are now authorized to immigrate to another country.

Stage 3: Languages

Tell the children that the inhabitants have arrived in a new country but unfortunately they don't understand the language. In order to make themselves understood, they must communicate through signals. The goal of Stage 3 is to act out a question.

- Have the children act out the following situation one by one: they want to go to a specific place and they must ask for directions from passers-by.
- Whisper a place in town to the person who is acting out the question (for example, the school, the library, the grocery store, the soccer field, etc). The other children try to identify the place that is being acted out.



In the shoes of an immigrant (continued)

Stage 4: School

Tell the children that the inhabitants are now attending a new school. However, they don't speak the language very well and they dress differently from the other students because they are wearing the clothes of their native country. Some students make fun of them and block their entrance into the school cafeteria. The goal of this stage of the game is not to be caught by the person who is making fun of them.

- Choose one child in the group to play the one who is making fun of the others. This child stands in the middle of the play area.
- At the signal the other children must cross the play area without being touched by the one making fun of others.
- When a child is touched, he replaces the first child.
- After a few minutes, you declare the game over.

Reflection

- Do you know people who have emigrated from another country?
- Do you think it is easy or difficult for people to leave their native countries and come and live in a new country?
- What do you think of the children that are making fun of the others in this game? Why do you think they react this way?
- What can you do to make people who have just arrived here feel welcome?

Complementary games which promote acceptance

See Activities 40, 41





You can download other games from the following website:

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

Lunch and disabilities

Age:	11-12 years old
Time:	60 minutes (during the lunch hour)
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Calm to moderate
Materials:	Large elastic bands, each person has their lunch or snack
Principal Value:	Acceptance
Other Value:	Inclusion



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *acceptance* (p. 15) and *inclusion* (p. 14).

Purpose of the game

To experience being momentarily deprived of one of our senses. In addition to contributing to the development of empathy, the activity aims to sensitize children to the difficulties faced by people with disabilities and fosters attitudes and behaviours that reflect inclusive practices.

Object of the game

To eat lunch without talking.

How to play

1. Divide your group into pairs.
2. Using a rubber band, attach one child's wrist to the wrist of another.
3. Make sure the elastic is not too tight, that it is not cutting off blood circulation, and that it can be removed quickly if necessary. In case of an emergency, the children must be able to detach themselves rapidly. You can also just ask the children to hold hands if you don't have rubber bands.
4. Announce that there will be no talking during the meal.
5. The children eat their meal joined to one another.

Reflection

At the end of the activity, help the children to reflect on the difficulties they experienced and on the strategies they adopted to meet the challenges caused by their handicap. In a group discussion, ask the following questions:

- What were the challenges you faced?
- How did you overcome them?
- Did your friends help you to perform certain tasks?
- In your opinion, is this summer camp easily accessible to children with disabilities?
- Is it easy for them to move around the camp?
- What can we do in and outside the camp to make it easier for them?

Make a link to the challenges that people with handicaps have to overcome every day.

Complementary games which promote acceptance

See Activities 39, 41



You can download other games from the following website:

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

Colour portraits

Age:	11-12 years old
Time:	20 minutes or more
Location:	Indoors (in an art studio, if possible)
Group Size:	5-20
Activity Level:	Calm
Materials:	Paper, paint and paintbrushes
Principal Value:	Acceptance
Other Values:	Respect for diversity, respect



Reference

Prepare for this activity by consulting the **User's Guide** for instructions, *How to use this toolkit* (p. 8), and descriptions of *acceptance*, *respect for diversity* (p. 15) and *respect* (p. 14).

Purpose of the game

To help children respect each other's differences. Racism is often justified by the colour of a person's skin. The aim of this activity is to help children realize that we all have skin of a different colour, making each of us unique. This activity aims to build an understanding of diversity in relation to equality. We are all different but equal.

Object of the game

To reproduce the colour of one's skin and hair.

How to play

1. Ask the children to mix paint colours in order to reproduce the colour of their skin and hair.
2. When they are finished, ask the children to name the colours that they have mixed. Here are some suggestions: rose, coral, coffee, salmon, peach, olive, eggshell, milk, apricot, cream, honey, copper and biscuit.
3. Ask the children to paint a self-portrait with the colours they have mixed. You can distribute papers with a circle (a face) already drawn on them and ask the children to paint their face and hair with the colours they have mixed.
4. Write the children's names on the top of their paintings. If you wish, hang them around the room. You can also use the colours that the children have mixed to paint a rainbow.

Reflection

Call their attention to the fact that every one has their own unique colour and no one is really “black” or “white”.

Ask the children:

- If we all have different-coloured skin, why do you think that there are persons that are discriminated against and victims of racism because of the colour of their skin?
- What can you do to prevent racism in your school, at the day camp, in your neighbourhood?

There is nothing wrong with noticing someone’s skin colour, because every one has their own special skin colour. Colour is a good thing because it makes life interesting and beautiful to look at. Can you imagine what the world would be like if everyone looked the same?

Complementary games which promote acceptance

See Activities 39, 40

Reference: Adapted from the Woodcraft Folk,
<http://www.globalvillage2006.org/>, consulted on February 6, 2006.



You can download other games from the following website:

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

Play It

Right!

Resource Guide



equitas

Centre international
d'éducation aux droits humains
International Centre for
Human Rights Education

Montréal 

Canada



Patrimoine
canadien

Canadian
Heritage

*Immigration
et Communautés
culturelles*

Québec 

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Introduction

This **Resource Guide** was designed as a tool to provide you with additional helpful information to promote harmonious cross-cultural relations and diversity. It is meant to complement the basic notions and games presented in the *Play It Right* toolkit.

This guide, by no means exhaustive, offers resources that can be useful to identify educational materials, cooperative games and general information on human rights, combating discrimination and promoting cultural diversity.

We invite you to consult the Equitas website (www.equitas.org/toolkit) where this Resource Guide is regularly updated.

Cooperative Games

The Woodcraft Folk

<http://www.woodcraft.org.uk/>

In English only

The Woodcraft Folk is an educational movement for children and young people, which aims to develop self confidence and activity in society, with the aim of building a world based on equality, friendship, peace and co-operation.

You will find many interesting resources on this site. This web site has numerous cooperative games and activities that examine the *Convention on the Rights of the Child*

Web Sites with Cooperative Games

www.membres.lycos.fr/valhoule/jcoop.html

www.chez.com/brez30/pagehtml/jeux/coope.htm

www.teach-nology.com/teachers/lesson_plans/physical_ed/games/

www.learning-for-life.org/exploring/resources/99-720/x08.pdf

www.peacegames.org/Resources_activities_games.shtml

www.vacancesplus.be/bibliothequeDocuments0001014e.html

www.omnikin.com

Rights of the Child

UNICEF

<http://www.unicef.ca>

UNICEF works for and with children in 157 countries and territories, advocating for

children's rights, ensuring their basic needs are met and enabling them to reach their full potential.

Universal Children's Day

http://www.unac.org/en/news_events/un_days/children1.asp

The Government of Canada designated November 20th as *National Child Day*, to commemorate the day on which both the *Declaration on the Rights of the Child* (1959) and the *Convention on the Rights of the Child* (1989) were adopted

A key objective of *Universal Children's Day* is to increase awareness of the *Convention on the Rights of the Child*. This website suggests interesting activities to commemorate this site.

Combating Racism

Info Racism

www.inforacisme.com

Action Week against Racism

This Internet site mainly promotes the Action Week against Racism. Organized around March 21, International day for the Elimination of Racial Discrimination, this annual event aims at demystifying racism, xenophobia, anti-Semitism and other forms of intolerance and exclusion.

This website contains *News*, *Resources*, *Publications* and *Links*. The web site also suggests books, movies, and plays.

The [Inforacisme.com](http://www.inforacisme.com) web site also suggests resources that are available if you ever victim or witness to acts of racism or discrimination.

The International day for the Elimination of Racial Discrimination is observed annually on 21 March. On that day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa, against the apartheid "pass laws". Proclaiming the Day in 1966, the General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination

Intercultural Images

<http://www.imagesnet.org/index.htm#I0>

Mostly in French, some resources in English)

Intercultural Images is a non-profit organization founded in 1992 and has as its mandate combat all forms of exclusion and promotes harmonious intercultural relations through education, sciences, culture, and communication. **Intercultural images** also promote multiculturalism in recognising and implementing educational activities that respect diversity and human rights.

Centre de recherche sur l'immigration, l'ethnicité et la citoyenneté

www.criec.uqam.ca

(In French only)

International Observatory on Racism and discriminations

www.criec.uqam.ca/observatoire/

This Web site of the *Centre de recherche sur l'immigration, l'ethnicité et la citoyenneté* contains information, data, research reports, publications and news on racism.. This website also promotes activities linked to combating racism in Montreal.

The Observatory on racism and discriminations brings together experts from universities from Québec, Canada and from around the world. They examine issues relating to immigration, citizenship and ethnicity.

Combating Bullying

Canadian Observatory on the School Violence Prevention

<http://www.preventionviolence.ca/>

Through the initiative of Laval University's Research and Intervention Centre on School Success (CRIRES), the Canadian Network on School Violence Prevention (CNSVP) has been established to respond to the urgent needs of education practitioners.

EDUPAX

www.edupax.org

The EDUPAX Program is devoted to preventing violence by empowering children, teenagers, parents and teachers to understand how toxic culture affects all of us. Documentation about this innovative program for Violence Prevention, Peace Education and Media-literacy is available in English. Find links to reach great websites relating to these issues. Not all materials are yet available in English.

Scottish Centre for Research in Education (SCRE)

www.scre.ac.uk/bully

Bullying in School

The **Scottish Centre for Research in Education's** involvement in issues of bullying stem from research conducted in the 1990s into bullying in schools and the effectiveness of various approaches to its

prevention. Information and practical advice stemming from this research is available on the site.

Bullyboy
www.bullyboy.ca

En finir avec l'intimidation
www.qfhsa.org/pamps/bullying_french.pdf

Bullyboy is a site created by two youths who believe that every child has the right to a happy childhood free from physical and verbal abuse. We have decided to do all that we can to try to make this world a safer place for young people by trying to stop bullying!

Ministry of Education of British Columbia

Live Violence Free
http://www.bced.gov.bc.ca/live_vf/live_free_2.htm

The Live Violence Free broadcast campaign is a 10-year partnership project between the B.C. Association of Broadcasters and the government of British Columbia, developed by the Ministry of Women's Equality. The broadcasters are contributing air-time valued at \$5 million dollars annually for 10 years. The campaign's objective is to promote and encourage violence prevention activities.

Committee for Children Steps to Respect Program
www.cfchildren.org/strf/strfdf/

The *Steps to Respect* program is a bullying prevention curriculum designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing

that friendship helps protect children from the harmful effects of bullying.

Anti-bullying alliance
www.anti-bullyingalliance.org

The Anti-Bullying Alliance (ABA) was founded by NSPCC and National Children's Bureau in 2002. It is hosted and supported by NCB. The Alliance brings together 65 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Combating Exclusion, Sexism and Homophobia

National Day against Homophobia
www.homophobie.org/

This site provides information on National Day Against homophobia, and on homophobia in general. A lot of data already exist on homophobia but never has it been garnered in one place on the internet; www.homophobiaday.com aims at reaching this important goal.

Alterhéros
www.alterheros.com

AlterHéros is an incorporated non-profit organization whose mission is to facilitate the social and community integration of gay, lesbian, bisexual and transgendered youth by: informing and educating the youth, parents, family, and friends through the sharing, and dissemination of information; providing aid and support by posing, clarifying and responding to questions, and by creating a mutual aid network and; creating a community where the youth can share, exchange, contribute, make contacts and connect with others.

Génération Queer - CKIA

www.cglq.org/

Génération Queer is a radio program, in French, from the CKIA radio station.

CKIA 88,3 FM – 88,5 on Cable, every 2nd Thursday at 18h00.

Promoting Multiculturalism

Cultural Profile Project

<http://www.cp-pc.ca>

This web site of the Government of Canada provides a cultural profile, an overview of life and customs of many countries. While the profile provides insight into some customs, it does not cover all facets of life, and the customs described may not apply in equal measure to all newcomers from the profiled country. These cultural profiles were developed in association with the AMNI Centre at the Faculty of Social Work, University of Toronto.

Institut interculturel de Montréal

<http://www.iim.qc.ca/>

The Intercultural Institute of Montreal act as an inter-religious, intercultural and interracial centre of reconciliation, encounter and solidarity among peoples of different cultures, religions, ages and socio-economic backgrounds; a centre of analysis and social transformation guided by the wisdom and savoir-faire of all cultures and religions; a living alternative laboratory exploring important issues of social economics, political education, ethics, etc., with intercultural and inter-religious inspiration guiding the construction of an intercultural society.

Defending Human Rights

Amnistie internationale

Section Canadienne-Française

www.amnistie.qc.ca/

Canadian Section

www.amnesty.ca

Amnesty International is a worldwide movement of “ordinary” people who work together to achieve extraordinary results. Each day they stand in solidarity with - and help protect - individuals and communities around the world whose human rights are under attack. They appeal for the violations to stop. They mobilize public pressure to prevent human rights abuses from taking place. And they support Amnesty’s campaigns through our financial contributions.

Amnesty members come from many different cultures and backgrounds. What unites them is our determination to build a world where all people live in dignity, security and freedom.

Commission des droits humains et des droits de la jeunesse

www.cdpdj.qc.ca

The mission of the Commission is to see that human rights are promoted and respected in Québec. This website provides an overview of the current situation and describes the recourses available to people whose rights have been infringed.

For information :

360, rue Saint-Jacques 2e étage

Montréal (Québec) H2Y 1P5

Téléphone : (514) 873-5146

Téléphone sans frais : 1 800 361-6477

Télécopieur : (514) 873-6032

Human Rights Education Materials

Teaching for Human Rights: Pre-school and Grades 1-4

En anglais seulement :

<http://www.hrea.org/erc/Library/primary/Teaching-HR-1-4/index.html>

A human rights education manual to be used by teachers for young children.

COMPASS : Human Rights Manual with Young People.

www.eycb.coe.int/compass/fr/contents.html

COMPASS is a manual on human rights education with young people. It is produced by the Council of Europe.

All Différent – All Equal

<http://www.hrea.org/erc/Library/secondary/different-equal-en.pdf>

This manual provides practical and theoretical materials which can be used by educators, trainers, and youth workers for informal human rights education..

UNESCO Publications on a Culture of Peace

<http://www.unesco.org/cpp/uk/projects/pubs.htm>

Resources on peace building, tolerance, and inclusion produced by UNESCO.

Human Rights Topics for Preschool and Lower Primary School

<http://www.ohchr.org/english/about/publications/docs/abc-ch2.pdf>.

This manual, to be used in elementary schools provides basic notion on human rights and conflict resolution

