

Play It

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

**SAMPLE FOR
DEMONSTRATION**

fair!®

**Human Rights Education Toolkit
for Children**



THE J.W. McCONNELL
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SAMPLE FOR DEMONSTRATION

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Play It Fair!®

"The game Exclusion by Numbers really helped my group. There was a little girl who cried every week from the beginning of camp because she was always excluded by other children. After the game, I didn't have any further problems in dividing my group into teams; the children included each other... The Toolkit really helped my group. The children realized how it felt to be excluded."

"I love that they're just games... It's going to keep their attention, it's going to make them want to do it because it's fun for them. I think that the fact that you are sitting down with them to discuss what they feel, what they liked and what they didn't like, makes them feel part of it; and like they have a say. And that is awesome. It empowers them and that's awesome."

"The children ask to play the games again and again!"

What is the goal of the Toolkit?

The Toolkit helps to promote **human rights, non-discrimination** and **peaceful conflict resolution** within non-formal education programs for children, such as summer camps or after school activities.

Who is the Toolkit intended for?

The Toolkit is intended for:

- **Children aged 6 to 12**, to support the integration of human rights values into their attitudes and behaviour
- **Camp leaders**, to improve their ability to promote human rights values and peaceful conflict resolution within their activities with children

What are the values promoted by the Toolkit?

The Toolkit helps to reinforce the positive values that derive from the fundamental principles of human dignity and equality contained in the *Universal Declaration of Human Rights*. The human rights values promoted by the Toolkit are:

- **Cooperation**
- **Respect**
- **Fairness**
- **Inclusion**
- **Respect for diversity**
- **Responsibility**
- **Acceptance**

What is in the Toolkit?

There are two sections in the Toolkit:

The **References** section, which contains:

- An Index of Reference Sheets
- 23 Reference Sheets to help those using the Toolkit to become familiar with human rights principles and values, and to learn how to make best use of the Toolkit. The Reference Sheets also contain practical tips on how to establish a code of conduct for the group, how to peacefully resolve conflicts and how to lead Activities and Group Discussions with children.

The **Activities** section, which contains:

- An Index of Activities by Age
- An Index of Activities by Value
- An Index of Activities by Issue
- An Index of Activities by Time
- More than 80 Activities

How to use the Toolkit

1. **Read the Reference Sheets** to familiarize yourself with human rights principles and values and to understand how to use the Toolkit
2. **Plan, individually or as a team, a strategy** to integrate the activities of the Toolkit into the programming you offer for children. For help, please consult Reference Sheets 18 to 23.
3. **Identify relevant activities** that will meet your needs. For help, please consult Reference Sheets 13 to 17.
4. **Prepare your activities** by carefully reading the activity sheet. Also, carefully read Reference Sheets 13 to 17.
5. **Hold regular discussions with your colleagues** about the use of the Toolkit. Share your successes and any challenges you have faced and work together to identify ways to improve the use of the Toolkit.

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Children's Rights

What are the rights of the child?

The rights of the child are **specific rights** that aim to protect all human beings **younger than 18 years old**.¹

The human rights proclaimed in the *Universal Declaration of Human Rights* apply to all human beings regardless of their age, and as such children benefit from the same rights as adults. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

What is the purpose of having children's rights?

Children's rights aim to ensure that each child has the opportunity to **reach their full potential**. Children's rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Children's rights are a tool to **protect children** from violence and abuse.

Children's rights foster **mutual respect** among people. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviours of respect, inclusion and acceptance.

What is the *Convention on the Rights of the Child*?

The *Convention on the Rights of the Child* is an **international treaty** that recognizes the civil, political, economic, social and cultural rights of children. This treaty was adopted by the United Nations on November 20, 1989.

In December 1991, Canada ratified the *Convention on the Rights of the Child* and thus committed itself under international law to respect, protect, promote and fulfil the rights of children in Canada.

The Convention requires governments from around the world to respect and uphold children's rights, particularly through the laws they develop at a national level. However, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the children themselves.

To consult the *Convention on the Rights of the Child* or for more information about children's rights, visit UNICEF's website: <http://www.unicef.org/crc>.

¹ In the Convention on the Rights of the Child, a child is defined as a person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age.

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

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be realized. These principles must be respected in order for children to enjoy their rights.

1. **Non-discrimination and equal opportunity** (Article 2)

All children have the same rights. The Convention applies to all children, whatever their ethnic origin, religion, language, culture, or sex. It does not matter where they come from or where they live, what their parents do, whether they have a disability, or whether they are rich or poor. All children must have the same opportunity to reach their full potential.

2. **Best interests of the child** (Article 3)

The best interests of the child must be the primary consideration when making decisions that may affect children. When adults make decisions, they should think about how their decisions will affect the children.

3. **Right to life, survival and development** (Article 6)

Children have the right to life. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

4. **Participation** (Article 12)

Children have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, the child's age, level of maturity, and best interests should always be kept in mind when considering the ideas and opinions of children.

Adapted from Information on Guiding Principles:
http://www.unicef.org/crc/index_30177.html



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

1. Everyone under 18 has these rights.
2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
3. All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
4. The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.
5. Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
6. You have the right to be alive.
7. You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
8. You have the right to an identity – an official record of who you are. No one should take this away from you.
9. You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
10. If you live in a different country than your parents do, you have the right to be together in the same place.
11. You have the right to be protected from kidnapping.
12. You have the right to give your opinion, and for adults to listen and take it seriously.
13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
14. You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
15. You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
16. You have the right to privacy.
17. You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
18. You have the right to be raised by your parent(s) if possible.
19. You have the right to be protected from being hurt and mistreated, in body or mind.
20. You have the right to special care and help if you cannot live with your parents.
21. You have the right to care and protection if you are adopted or in foster care.
22. You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
23. You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

The Convention on the Rights of the Child in Child Friendly Language (continued)

24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
25. If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
26. You have the right to help from the government if you are poor or in need.
27. You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
29. Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
30. You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.
31. You have the right to play and rest.
32. You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
33. You have the right to protection from harmful drugs and from the drug trade.
34. You have the right to be free from sexual abuse.
35. No one is allowed to kidnap or sell you.
36. You have the right to protection from any kind of exploitation (being taken advantage of).
37. No one is allowed to punish you in a cruel or harmful way.
38. You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
39. You have the right to help if you've been hurt, neglected or badly treated.
40. You have the right to legal help and fair treatment in the justice system that respects your rights.
41. If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54.

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

This child-friendly version of the *Convention on the Rights of the Child* was produced by UNICEF. For more information on the *Convention on the Rights of the Child*, consult the UNICEF website: <http://www.unicef.org/crc>.

Human Rights Education

What is human rights education?

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

Human rights education encourages using **human rights as a frame of reference in our relationships with others**. Human rights education also encourages us to critically examine our own attitudes and behaviours and, ultimately, to transform them in order to advance peace, social harmony and respect for the rights of all.

Learning to live together

For knowledge of human rights to produce social change, human rights education must not only strive to develop practical skills, it must also work to foster appropriate attitudes and behaviours. "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.'"

Delores, Jacques et al. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First CENTURY. UNESCO.*



Why is it important to educate children about human rights?

Here are just some of the reasons why human rights education is important for children:

- **Because it's their right!:** Article 42 of the *Convention on the Rights of the Child* stipulates that children have the right to know their rights. Adults have the responsibility to ensure that children are informed and can exercise their rights.
- **To increase respect for human rights:** Knowing about your rights is the first step in promoting greater respect for human rights. In places where children are aware of their rights, there is generally a better respect for and fewer abuses of children's rights.
- **Because human rights values are universally recognized:** Adults who work with children are constantly faced with the task of trying to determine which behaviours are acceptable and which are not acceptable. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that stem directly from the *Universal Declaration of Human Rights*.
- **To encourage the development of self-esteem and active participation:** Once children become aware of their rights, they begin to recognize their own importance as human beings. They also start to realize that what they live, think and feel has value and that they can make a positive contribution to the life of the group, of their family, their school, and their community. Learning about rights encourages children to become more actively involved.
- **To reinforce positive behaviours:** Human rights education is one of the most effective ways of encouraging positive behaviour because it involves both critical reflection and a strengthening of the child's sense of responsibility. Human rights education encourages children to reflect on how they interact with others and on how they can change their behaviour to better reflect human rights values. The result is that they are not only more aware of the importance of respect, cooperation, and inclusion, but also better equipped to put these values into practice in their daily lives.

The Toolkit Values

Values

Examples

Cooperation	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	Exchanging ideas and pooling our talents to accomplish a group task that is meaningful to all the members of the group.
Respect	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is affording to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
Inclusion	Inclusion is recognizing that every person is a full member of society and of the group.	Exploring together ways to modify an activity so that everyone can participate (for example, children who are learning the language, who are shy or who are living with a disability).
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	Valuing the many differences in the group so that each child can feel proud of who they are, their physical appearance, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	Behaving in ways that contribute to the positive functioning of the group, for example, listening to and following instructions, picking up our things, and participating to the best of our abilities.
Acceptance	Acceptance ¹ is acting to ensure the full participation of everyone without exception.	Encouraging each child to express his/her ideas without fear of being judged or rejected because of their age, sex, culture, religion, sexual orientation, ability or any other characteristic.

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

Where do these values come from?

These values **stem from the human rights** as defined in the *Universal Declaration of Human Rights* (UDHR). By promoting these values and incorporating them into our everyday behaviour, we can demonstrate respect for human rights. When these values are not well-understood or respected, incidents of discrimination and racism become more commonplace. The values are fundamental to uphold the key principles of human dignity and equality, underpinning the UDHR.

How to promote these values?

There are several ways to incorporate these values into your programs. In fact, these values are probably already an important part of what you do. Here are some ways to increase the focus on values in your programming.

Add the values to your objectives

It is important to educate employees, parents, and children about the values that your organization promotes through its work. If you are not already doing this, try getting into the habit of referring to your core values when you present your organization or when you talk about what drives your work with children. Values can be mentioned in official documents describing your program and its objectives. They can also be mentioned when recruiting staff, at staff meetings, and during activities with the children.

Increase the visibility of values

When your values are displayed on the wall, it is easier for everyone – children, staff, visitors – to become familiar with the values, to integrate them and to refer to them as needed. Bring the values to life by taking them out into the open where they can be a part of group life. Have the children create a mural that expresses the values and invite them to sign it with a handprint to show that they agree to respect these values.

Establish a values-based Code of Behaviour together

Rules and guidelines established with the participation of the group are more likely to be understood, acted upon and respected over time. Why not involve the children in developing a Code of Behaviour based on these values? The values can form the backbone of many aspects of your work, from establishing new directions and projects to managing employee relationships. For more information refer to *Establishing a Code of Behaviour for the Group*, Reference Sheet 9.

Choose activities that match the values

These values can enrich your programs and enable you to better meet the needs of the children. Your staff may be familiar with activities – beyond those of the Toolkit – that reflect these values and can help children integrate them into their lives.

Staff can consider the following questions as they choose activities that reflect human rights values:

- Are the activities inclusive? Is there a way to include children with special needs?
- Can all the children participate? Is there a way to modify the activities to encourage the participation of children who have difficulty speaking the language or who are living with disabilities?
- Are the activities mostly competitive or can they also promote cooperation?
- Do the activities build an appreciation of diversity? Do the activities encourage the full participation of girls and boys, of younger and older children, or of children from different cultural backgrounds?
- Do the activities encourage children to take responsibility for their actions and attitudes?

Educational Approach of the Toolkit

What is the educational approach of the Toolkit?

This Toolkit was developed using a transformative learning model. The activities in the Toolkit therefore are designed to go beyond simply transmitting knowledge and skills and aim to engender in the children **an awareness of the values based on their own experiences and on critical reflection.**

The activities in the Toolkit are designed to **actively engage the children** in the learning process; to provide them with the opportunity to discover for themselves the importance of human rights and to put into practice strategies for living the values of collaboration, respect for diversity, fairness, inclusion, respect, responsibility and acceptance.

What is the goal of this approach?

This approach to learning, grounded in children's own experiences and reflections, can help **bring about changes in attitudes and behaviours** by encouraging children to incorporate human rights values into their lives.

As you lead Toolkit activities, you will start to see several types of changes in the children: increased participation, collaboration and team spirit; more respect for diversity and differences; a higher level of inclusion and acceptance; a better ability to express emotions; improved capacity to prevent and resolve conflicts peacefully; and a stronger sense of responsibility.

The children can transfer what they have learned to other contexts, integrating changes into their lives at home and at school.

How do the activities work?

The model on the back of this sheet illustrates how the Toolkit activities work. Each activity has as its starting point the experience of the children. The children's participation in a **game** provides them with the opportunity to live a **concrete experience** together in their group from which they can learn.

Each game is followed by a **Group Discussion**, which engages the children in a process of **critical reflection**. The children have the opportunity to talk about what they experienced, reflect on their behaviour in relation to human rights values, and propose ways of integrating human rights values into their lives.

Participating in a game (concrete experience) followed by a Group Discussion (critical reflection) helps to build in the children an awareness of human rights values and **reinforces positive behaviours** based on these values.

Because human rights education is an ongoing process, it is important to regularly conduct activities that promote these values in order to sustain and reinforce the children's learning process.

What is the role of the leader in the educational process?

Leaders¹ **accompany the children and guide them in their learning**. Creating an environment that supports learning is perhaps the most important role of the leader. Leading games, encouraging children's participation, facilitating discussions and giving children the opportunity to critically reflect on their own behaviours are also key responsibilities. Leaders should set an example for children, integrating human rights values into their own behaviours and attitudes and remaining constantly aware of their influence on the children. Leaders should be role models, trustworthy people who encourage children to have fun and to grow at their own pace.

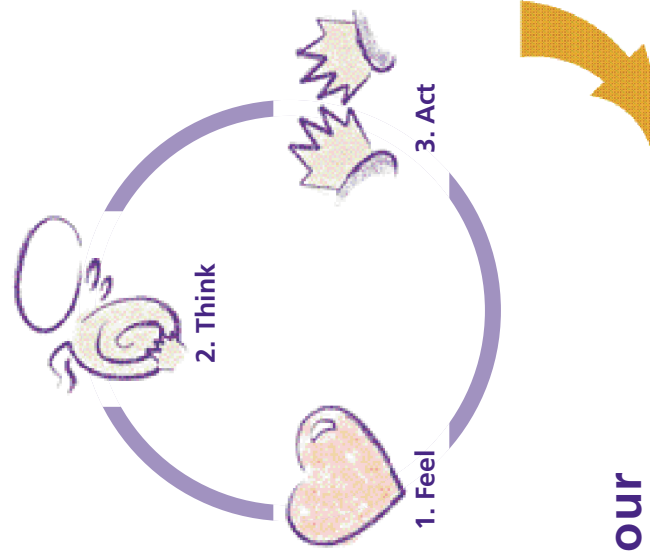
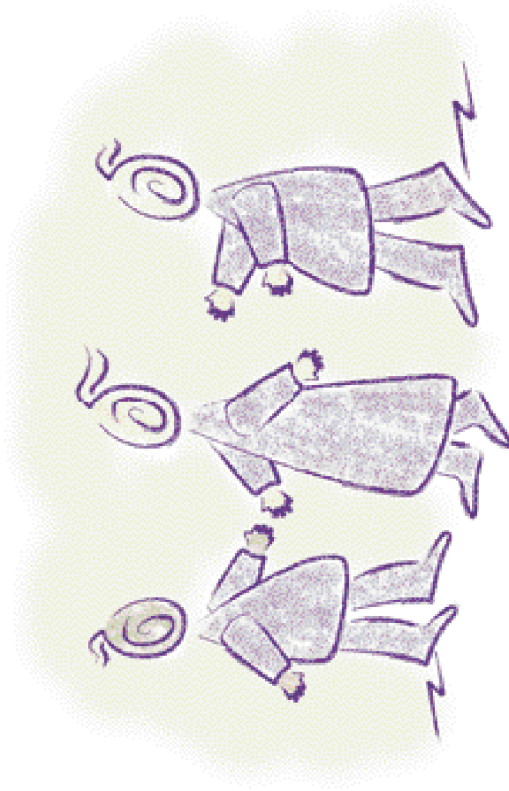
¹ In this Toolkit, the term "leader" is used to refer to a person (adult or a youth) who works with children in non-formal settings such as summer camps. We recognize that different organizations use other terms such as counsellor, facilitator, monitor, youth worker, animator, etc. to denote this role. For reasons of clarity the term "leader" was selected as it appears to be the most widely understood and commonly used term in this context.

Educational Approach of the Toolkit

Game
Concrete experience in a group setting



Group Discussion
Critical reflection





Reinforce positive behaviour

Human Rights Values

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

 **1. Feel:** Express opinions, experiences and our feelings about the game.

 **2. Think:** Reflect on our behaviour (during the game and in other contexts) and how this relates to human rights values.

 **3. Act:** Propose ways of integrating human rights values into our daily lives.

Group Discussion: What is it?

What is the Group Discussion?

Group discussion is **a time for children to share** their thoughts and feelings after a game. There are 3 steps in a Group Discussion:



- 1 **Feel** – Children talk about how they liked the game and the feelings they experienced.



- 2 **Think** – Children reflect on their behaviour (during the game and in other situations) and make connections to human rights values.



- 3 **Act** – Children propose actions for incorporating these values into their daily lives.

What is the purpose of the Group Discussion?

The Group Discussion encourages children to **think about what happened during the game and to draw life lessons** that they can then apply in other contexts. The Group Discussion gives children the opportunity to discover – for themselves – the importance of human rights values. It also encourages them to propose ways of actually living according to these values. The Group Discussion encourages children to fully participate by giving them the opportunity to exercise their right to express themselves and to be heard.

Why is the Group Discussion essential?

The Group Discussion builds children's awareness and understanding of human rights values. Positive behavioural changes can be observed at different levels:

- **Development of positive attitudes**

Group Discussions encourage children to make links between what they experience in the games and their own lives. For example, they become aware that while it is difficult to feel excluded during a game, it is even more difficult and challenging to actually experience rejection in their daily lives. Drawing on the experience of the game, the children identify concrete actions to promote a positive group dynamic. Not only do the children gain greater awareness of how important it is to cooperate and to respect others, but they also gain the skills to live these values.

- **Development of self-esteem**

When children are listened to by a group, without being judged, their self-confidence will increase. They become aware that what they experience, think or feel is important and is worth sharing with others.

- **Increased participation**

Each child has their own life experience and their own way of thinking. This diversity is an asset to the group. When leaders take time to listen to the children, they can develop a better understanding of the children's needs and interests. They can increase children's involvement in the selection of activities as well as in decisions affecting the group. Building on the children's good ideas not only improves the quality of the activities, but also makes the leader's job easier.

- **Stronger sense of responsibility**

Group Discussions provide the opportunity for children to reflect on their behaviours. They learn to observe themselves in action and to analyze their attitudes during a game. They become more aware that their words and actions influence group dynamics and can be hurtful, reassuring, or encouraging to others.

What role does the leader play during the Group Discussion?

The leader's role is to **facilitate the Group Discussion**. Leaders are responsible for:

- Asking questions
- Listening carefully to the children's ideas, without judging them
- Encouraging children to express themselves
- Ensuring that each child can speak and be listened to
- Being responsive to the group's needs and the overall dynamic in the group

How will children react?

Children enjoy discussing and sharing what they experience, feel and think. When they feel listened to and confident, they generally express themselves with spontaneity and enthusiasm.

At the beginning, children may be surprised to be invited to take part in a Group Discussion. They may ask what the discussion is for. One way to explain the purpose of the Group Discussion is to present the idea of a body (heart, head and hands).

Over time, both the children and the leaders will become more familiar with Group Discussions, finding it easier to participate and enjoying themselves more and more.

How often should the Group Discussion take place?

It is recommended that a Group Discussion be **held after each game in the Toolkit**.

If you repeat an activity, it is important to have a Group Discussion every time. A game will always take a slightly different course, and the Group Discussion makes it possible to express any new ideas that emerge. A new Group Discussion allows for deeper discussion and for reinforcing the learning from the activity.

How long does the Group Discussion last?

On average, the Group Discussion lasts from **3 to 10 minutes**. Leaders need to adapt the Group Discussion to the number of children, their ages and interests. If the children want to continue the Group Discussion, the leader should encourage them to do so.

Am I able to facilitate the Group Discussion?

Facilitation is a technique that can be learned. It is normal to feel a bit uneasy at first. However, with experience, both you and the children will find Group Discussions to be easier, richer and more interesting.

Facilitating Group Discussions gives you the opportunity to really get to know the children in your group and to better understand their needs and interests. Over time, it will become easier for you to facilitate Group Discussions, or any other activity, with your group.

Reference Sheets 14 to 17 are specially designed to help you lead Group Discussions. Please refer to them as needed.

"You have the right to express your opinion."

*Convention on the Rights of the Child
in Child Friendly Language, Article 12*

SAMPLE FOR DEMONSTRATION



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- 42 The Bears and the Bees
- 43 The Worst Day of My Life
- 44 "V-R-A-N-T-S-I-S" and "Me"
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Legend of essential values

Cooperation
Respect for diversity

Fairness
Inclusion

Respect
Responsibility

Acceptance

Cooperative Musical Chairs

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



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- How we can cooperate to include others
- How cooperation brings positive results

Rights and Responsibilities

Right to non-discrimination (Article 2)

For all of us to enjoy this right, we need to include others.

Object of the Game

For as many children as possible to find a place to sit.

How to Play

1. Place the chairs (or newspaper) in a circle. In the beginning, there should be 1 chair or place per child.
2. Play as you would normally play musical chairs: Play music and ask the children to skip around the chairs. Explain that they must find a chair to sit on when the music stops.
3. Before the second round, take away 1 of the chairs. This time when the music stops, the child who does not find a chair is eliminated. Repeat this 2 more times.
4. At the fourth round, ask the children who have been eliminated to return to the game. Challenge all the children to find a way to play so that no one is eliminated. Do not offer any solutions; let the children figure it out for themselves. They will quickly discover that they can share a chair by sitting on someone's lap or standing on the chair.

5. Continue to take away a chair at each turn and to eliminate the children who do not find a seat. The game will become progressively more difficult as the number of chairs decreases.
6. Congratulate the children on their creativity when they succeed in staying in the game while including, rather than excluding, others.
7. The game ends when there is only 1 chair left. The winners are the children who have succeeded in staying in the game until the last chair.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you like the game?
- Did someone try to make room for you in the game? How did that feel?

Think



- Have you ever played musical chairs? How is this game different?
- Did you try to help others during the game? What did you do?
- Who was the winner of this game?

Act



- What can you do to include others when you are playing?
- What are some other things we can do every day to include others?

Adapted from the Woodcraft Folk,
http://globalvillage2006.org/en/do_something_about/co_operatives/co_operative_chairs, consulted on March 18, 2008.



You can download other games from the following website:

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

The Noisiest Game in the World

Age:	9-10 years old
Time:	10 minutes
Location:	Indoors/Outdoors
Group Size:	10-20
Activity Level:	Moderate but noisy!
Materials:	None
Principal Value:	Respect
Other Value:	Cooperation



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience difficulty communicating and to think about:

- Freedom of expression
- Our responsibility to listen to others

Rights and Responsibilities

Right to express your opinions (Article 12)

For all of us to enjoy this right, we need to:

- Respect others
- Listen carefully to what others are saying

Object of the Game

For some of the children to try to transmit a message despite interference and distractions.

How to Play

1. Choose 2 or 3 children to be “Messengers.” Invite them to move to one end of the play area and ask them to make up a message to send, such as 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 or benches.

3. All the other children stand between the Messengers and Receivers and 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.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you enjoy the game?
- What was the hardest part of the game? What was the easiest?
- Messengers, how did you feel when you could not get the message through?
- Receivers, how did you feel when you could not figure out the message?

Think



- What are some strategies (tricks) to help get the message through faster?
- What happens when everyone speaks at the same time and no one listens?

Act



- What can we do in our group to make sure that everyone can be heard?
- Noise is one barrier to communication. What are some other things that can block our messages?
- How can we become better listeners?

Adapted from the Woodcraft Folk, *Games, Games, Games*, London, 2001, p. 190.

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, tape
Principal Value:	Responsibility



References

For help animating this activity, please consult the following reference sheets:

- 01 to 03 – Human Rights and Children’s Rights
- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- The importance of rights and responsibilities

Rights and Responsibilities

Right to know your rights (Article 42); right to exercise your rights (Article 4)

For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Object of the Game

For each child to fish for rights and responsibilities and to place them in categories.

How to Play

1. Before 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 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. Prepare a “Rights” poster and a “Responsibilities” poster.
2. Place the fish in the centre of the room, either on the ground, in a box, or in a large container.
3. One after the other, the children fish with the rod, trying to pick up a cardboard fish.

4. When they catch a fish, they must read the right or the responsibility written on it and then stick the fish on either the Rights or the Responsibilities poster.
5. The other players should not make any comments about 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.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- Did you enjoy the game?
- What was the hardest part? What was the easiest?

Think



- What strategies (tricks) did you use in this game?
- How were you able to tell the difference between rights and responsibilities?
- Do we all have rights? Do we all have responsibilities?

Act



- How can we learn more about our rights and responsibilities?
- What can we do together to help make sure that we act responsibly in our group?

Rights

- I have the right to be treated with respect.
- I have the right to be safe within my family, my community and my country.
- I have the right to express my ideas.
- I have the right to a name and a nationality.
- I have the right to be treated equally, regardless of my age, the colour of my skin, my sex, my religion, my opinions, my nationality or my culture.
- I have the right to the highest attainable standard of health and to be taken care of when I am ill or injured.
- I have the right to go to school.
- I have the right to be protected against abuse, violence, torture and war.
- I have the right to practice my religion.
- I have the right to be alive.
- I have the right to be protected from child labour.
- I have the right to a clean environment.
- I have the right to own possessions.
- I have the right to a decent home.
- I have the right to food.
- If I have a physical or mental disability, I have the right to special care.
- I have the right to a good standard of living.
- I have the right to understanding and love from my parents and society.
- I have the right to play.
- I have the right to have friends.
- I have the right to be wrong and to make mistakes.
- I have the right to be who I am.

Responsibilities

- I respect others, whether they are children or adults.
- I respect the ideas of others.
- I take care of my body so that it can be healthy.
- I respect my commitments.
- I take care of my possessions.
- I respect people who are different from me.
- I help others.
- I cooperate with my parents, my teachers and other adults who take care of me.
- I am welcoming of those who are from a different culture or background than I am.
- I am careful and I play safely.
- I am not violent.
- I keep my surroundings clean and I respect the environment.
- I do not waste food.
- I respect people with physical or mental disabilities.
- I respect the rules and laws that govern society.
- I apply myself at school and I respect my teachers and others at my school.
- I am loyal to my friends.
- I learn from my mistakes.



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:	Strips of material, each person has their lunch or snack
Principal Value:	Acceptance
Other Value:	Inclusion



References

For help animating this activity, please consult the following reference sheets:

- 06 – The Toolkit Values
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

Purpose of the Activity

To experience a loss of speech and movement and to think about:

- The difficulties faced by people with disabilities
- How we can help one another

Rights and Responsibilities

Right to non-discrimination (Article 2); right for children with disabilities to receive special education and care (Article 23)

For all of us to enjoy these rights, we need to:

- Include others
- Respect all people, including those living with disabilities

Object of the Game

For each child to eat lunch without talking and without full mobility.

How to Play

1. Divide the group into pairs.
2. Using a strip of material, attach each child's wrist to the wrist of another.
3. Make sure the strip is not too tight, is not cutting off blood circulation, and 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 do not have strips of material.
4. Tell the children that there must be no talking during the meal.
5. The children eat their meals joined to one another.

Group Discussion

After the game, have the children reflect on the experience. You can use these questions as a guide:

Feel



- How did you enjoy the game?
- Did you ever feel frustrated as you tried to eat your food?
- What will you remember most about this game?

Think



- What challenges did you face because of your disability?
- What strategies (tricks) did you use to eat your food?
- Did your friends help you perform certain tasks? How would you have eaten your food without their help?
- What are some of the daily activities that a person with a physical disability might find difficult?
- What attitudes are helpful to have when you face many challenges?

Act



- How can we make sure this place is accessible to children with disabilities (inside and outside)?
- What can we do to make sure people with disabilities feel included?



You can download other games from the following website:

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