

# 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**

# The Human Knot

<b>Age:</b>	<b>11-12 years old</b>
<b>Time:</b>	<b>10-20 minutes</b>
<b>Location:</b>	<b>Indoors/Outdoors</b>
<b>Group Size:</b>	<b>10-12</b>
<b>Activity Level:</b>	<b>Moderate</b>
<b>Materials:</b>	<b>None</b>
<b>Principal Value:</b>	<b>Cooperation</b>
<b>Other Values:</b>	<b>Respect, inclusion</b>



## 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 teamwork and to think about:

- How working together can help us achieve our goals
- How everyone succeeds when we cooperate

## 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 the group to undo a knot created by their tangled arms.

## How to Play

1. Invite the children to 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. Now, ask the children to open their eyes.
5. Explain to 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 ensure 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.

## 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?
- Did you ever feel trapped?
- Did you ever doubt that your group would be able to undo the knot?
- What will you remember most about playing this game?

### Think



- What strategies (tricks) were most helpful in undoing the knot?
- If you were to play again, how would you try to undo the knot more quickly?
- Did one person try to “organize” or “lead” the group by giving instructions or did each person do whatever they wanted?

### Act



- In your opinion, what is the most important factor in good group cooperation? Why?
- What does our group need to do to cooperate better?



You can download other games from the following website:

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

# How is the World Divided?

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



## 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 feelings of injustice and to think about:

- Inequalities that exist in the world
- Children's rights

## Rights and Responsibilities

Right to have basic needs met (Article 27); right to the highest attainable standard of health and to receive health care (Article 24); right to education (Article 28)

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

- Help one another
- Learn about our rights

## Object of the Game

Work in teams to find the correct answers to the questions.

## 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 (at a 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 world maps. 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 world map 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:

- Of these 100 children, how many will die before they are 5 years old?
- How many of these 100 children will never go to school? How many of the children who do not go to school are girls? How many girls will go to college?
- How many of these 100 children will grow up suffering from the effects of drought and lack of water?
- 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:

- 9 will die before the age of 5.
- 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.
- 66 of them will suffer from the effects of drought and lack of water.
- 100 children out of 100 want to grow up healthy, happy, loved and in security.

8. The team whose answers are the closest to the correct ones wins the game.

- Dress up like 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"

## 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 most difficult part of the game? What was the easiest part?
- What will you remember most about playing this game?

### Think



- What did you learn about the area of the world in which we live?
- What are some of the differences between the lives of girls and boys in the world?
- If we look at the different numbers, what children's rights are not respected?
- There are inequalities in the world of 100. Are there inequalities in our own country?

### Act



- If you could change just one thing to make the world a better place, what change would you make?

Adapted from the Woodcraft Folk, <http://www.globalvillage2006.org>, consulted on March 26, 2006.

## Variation

### Mini United Nations

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



You can download other games from the following website:

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



SAMPLE FOR  
DEMONSTRATION



# speaking rights



human rights education toolkit  
for youth - 13 to 17

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