

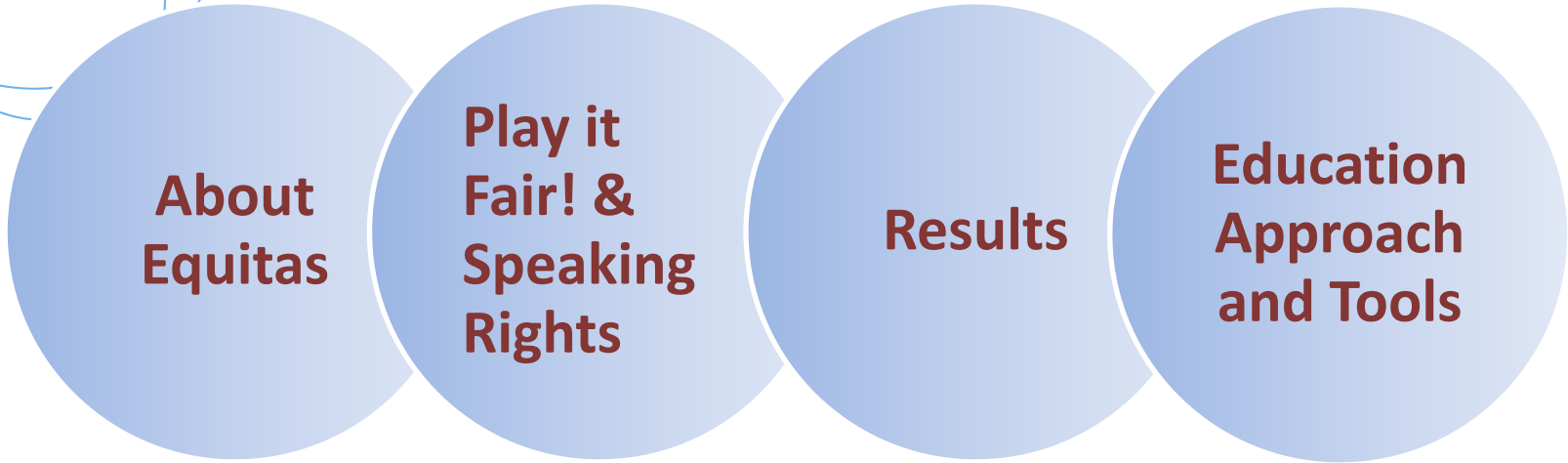
EDUCATE | EMPOWER | CHANGE

# equitas

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



# Overview



**About  
Equitas**

**Play it  
Fair! &  
Speaking  
Rights**

**Results**

**Education  
Approach  
and Tools**

## Who we are?

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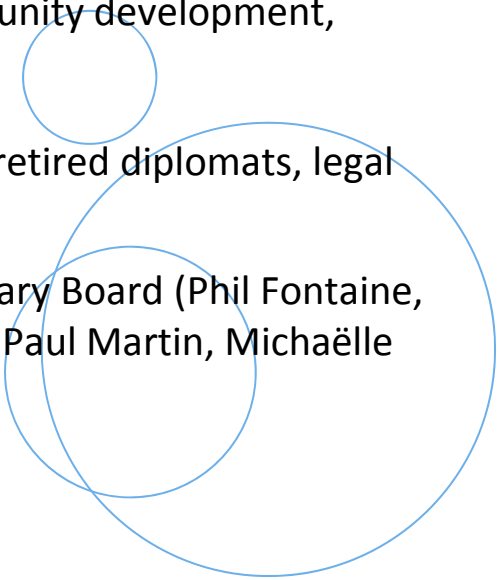
**A global leader** in the field of human rights education

**A Canadian non-profit organization** with almost 50 years experience working in Canada and around the world to advance equality, social justice and respect for human dignity through transformative education programs

**A professional staff of 33** headquartered in Montreal with a regional office in Vancouver with wide range of experience and expertise (e.g. education, law, community development, communications, etc.)

**A volunteer board of directors**, including business leaders, academics, retired diplomats, legal professionals and development practitioners

**Prominent Canadians** who support Equitas as members of our Honourary Board (Phil Fontaine, Frank Iacobucci, Stephen Toope, etc.) or as speakers at our events (Paul Martin, Michaëlle Jean, Romeo Dallaire, Robert Fowler)

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## What we do

- We design, deliver and evaluate education and training programs that promote positive behaviours rooted in the values of the Universal Declaration on Human Rights in Canada and around the world
- We use a training of trainers approach designed to effectively transfer knowledge, skills and ultimately ownership of our tools and processes
- We work in partnership with educators, community-based organizations and municipalities to deliver our programs
- We mobilize support for our work from corporate leaders, government agencies, private foundations, international institutions and individual Canadians.

## Creating Change through Human Rights Education



## **Equitas' participatory approach is central to the promotion of child and youth rights and participation in their communities**



- Activities should be child/youth-centred and build on their experiences
- Emphasis on values, and changing attitudes and behaviours
- Action based, emphasis on child and youth interests and aspirations, and activities they enjoy
- Children and youth should have the opportunity to reflect on their experiences, discuss with each other and learn from one another
- Children and youth should have the chance to learn about their rights and responsibilities
- Children and youth should have the space to identify the issues that are important to them and what they would like to see changed

## Healthy Child Development – Reinforcing Social, Emotional and Physical competencies

**Social and Emotional Development** – empathy, optimism, happiness, pro-social behaviour, self esteem

*“When the kids are playing outside in the playground they include each other more. They show concern for the kids who are not participating and make an effort to include them.”*

**Connectedness:** Connectedness with adults at home, in school, and in the neighborhood, peer belonging, friendship intimacy, awareness of community programs

*“It (the discussions) helps the kids open up and share their feelings. It helps them be more comfortable with who they are and how other kids feel.”*

**Physical health and well-being:** Overall health, body image, nutrition habits, sleep

*“I felt great during the game because I really liked the running and because the game was really awesome...most of all because everyone tried their best... it is ok to just have fun together!” (Child 8yrs)*

**School Experiences:** Current research establishes causal impact of experience of bullying during childhood, and negative mental and physical health outcomes lasting into adulthood.

*“People need to understand that this really works and makes a difference; this is the tool that everyone has been looking for.”*

*“it is a tool that can be incorporated into all institutions that value the rights of the child, the progression and development of the child whereby there is not one sole purpose ingrained in standard curricula (academic success) but rather a `whole-child` approach to learning, development and awareness”*



## Equitas' Programs: Canada

National programs aimed at building understanding of human rights values among children, youth and program staff, equipping them with the skills to be more inclusive and respectful in their everyday behaviour and to participate more actively in community life.



**Play it Fair!** For 6-12 years and those working with them

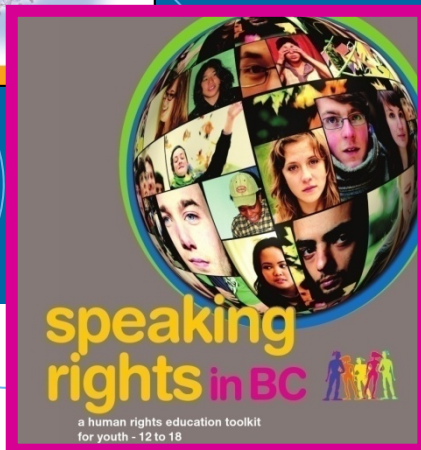
- increases understanding of human rights, respect for diversity and peaceful conflict resolution through interactive games and activities

**Speaking Rights** for 12- 18 years and those working with them

- builds capacity and confidence of youth to actively engage in their communities to counter discriminatory attitudes and behaviours

### Partners

- Municipalities
- Community-based organizations
- Schools and School Boards



## Recognition of Equitas' programs for children and youth

- Received the Prix des droits et de la liberté from the Quebec Commission on Human and Youth Rights in 2014.
- Received the Canadian Coalition for the Rights of the Child Trail Blazer Award, 2013 in recognition of exemplary efforts to respect the rights of children in Canada, the Trailblazer category recognizes original approaches that model rights-consistent activities.
- Received Canadian Race Relations Foundation's Award of Excellence in October 2012 for engaging youth in the fight against inequality, exclusion and racism through its *Speaking Rights* program in Montreal, Vancouver and Winnipeg
- Awarded the Prix de la citoyenneté (Anne-Greenup) in May 2009, recognizing exceptional efforts in the struggle against racism in Québec
- Recognized as a best practice in [A Compendium of Good Practice: Human Rights Education in the School Systems of Europe, Central Asia and North America](#) by the Council of Europe, OSCE ODIHR, UN OHCHR and UNESCO and the [Good Ideas in Integration on the Cities in Migration website](#).



## The reach of Play it Fair! And Speaking Rights

### **Play it Fair! in Canada (since 2005)**

- 500+ partners: camps / after school / school based programs
- 26, 000 people trained
- 500,000 children reached
- 27 communities

### **PIF International**

- Projects : Indonesia, Jordan, Lebannon, Iraq, Haiti, CEE
- Toolkits available in English, Français, (Español, Arabic, Bahasa Indonesian )

### **Speaking Rights in Canada (since 2010)**

- 175+ partners: youth centres / schools
- 750+ people trained
- 15,000 youth reached
- 14 communities

### **SR Community Action Projects:**

- 400 youth designed and implemented community action projects
- Voices Manitoba Youth in Care win 2013 CCRC Youth Voice Award for their CAP – Garbage back fashion show

## Our Programming: Schools

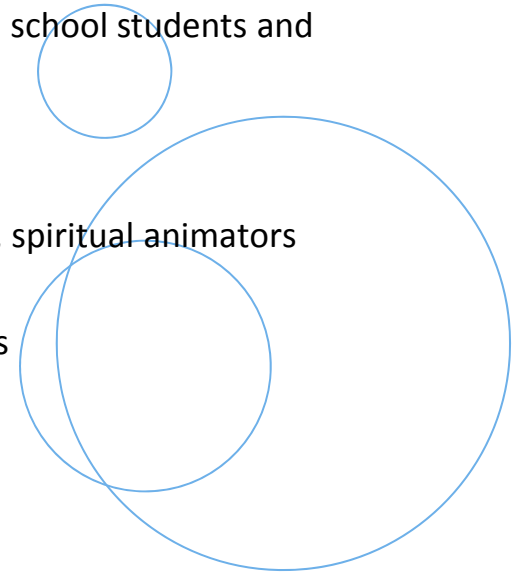
- Equitas approached in 2011 by LBPSB as they developed anti-bullying strategy plan (required by Bill 56 in Quebec)
- Over 350 school staff working in 170+ schools across 8 major school boards have been trained in Play it Fair!, over 16,000 children have benefitted .
- Each year over 4000 teachers in Alberta receive activity guides for annual National Child Day celebrations (Nov 20) based on Equitas` Play it Fair! activities. (2014 Classroom package and Postcard to Parliament activity)
- Project with Canadian Museum for Human Rights (2014)– pre and post visit activities for teachers
- BASE pilot (2015-2016) – to enhance Community Service experience for high school students and strengthen relationships with younger children in community

### Approach

- Training of Trainers: teachers, lunch monitors, before & after program staff, spiritual animators
- Support and follow up
- Whole school approach (principals, librarians, crossing guards) in some cases

### Service offer model – cost recovery basis

- Equitas staff time for training and follow up
- Printing cost for materials



## Our Programming: Priority Communities

### Aboriginal communities

Over 1000 students from 8 schools located in predominantly Aboriginal (and mixed) communities have benefitted

Collaborations in Aboriginal communities (2015):

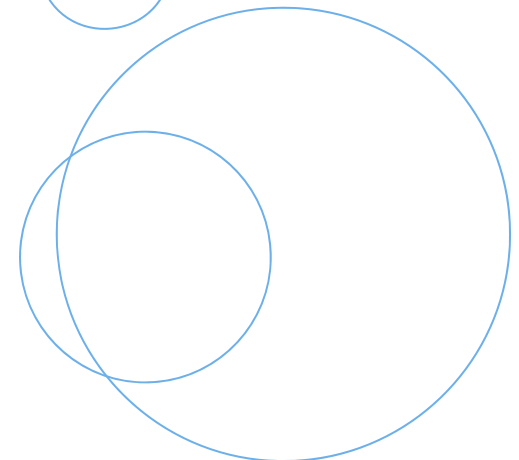
Youth Fusion – QC Cree Communities partnership: preventing drop out / leadership development focus

Mikw Ciyâm project – Cree school Board: Supporting youth leadership and community engagement through art concentration; project based learning skills

Canadian Roots Exchange - nationwide

### Immigrant and Economically Disadvantaged communities

- Immigrant serving organizations
- Vancouver School Board – Settlement workers and Engaged Immigrant Youth project
- City of Toronto ARC program: 13 priority neighbourhoods



## Results: Children, staff, organizations and community

### Changes among children and youth

75% believe children are better at including those typically excluded.

*“When the kids are playing they include each other more. They show concern for the kids who aren’t participating and make an effort to include them.”*

### Changes among staff

85% enjoy using PIF and it helps their work.

*“PIF really helped my group. There was a little girl (overweight) who cried every week because she was always excluded... after using PIF we didn’t have further problems, the children included each other – they realized how it felt to be excluded”*

### Changes among participating organizations and at Community Level:

62% felt violence (bullying, exclusion) was reduced.

*“We found a few kids bullying each other, we addressed this with PIF; the next time bullying started, the kids intervened themselves.”*

## Key Elements of our programs

### 1. Educational Toolkits

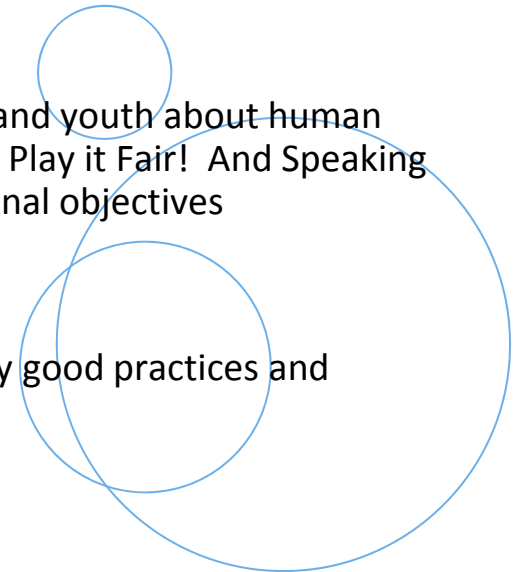
- Fun and interactive games for children aged 6-12 years and activities for youth 12-18 years, designed to reinforce the positive values that stem from the fundamental principles contained in the *Universal Declaration of Human Rights*
- For staff working with children and youth to enhance their capacity to promote human rights values and active participation, peaceful conflict resolution, to build social / emotional skills (critical thinking, collaborative problem solving, empathy, leadership and self esteem) and tackle issues such as bullying and exclusion within their programs

### 2. Training for staff and trainers

- Enhances the understanding of people working with children and youth about human rights and peaceful conflict resolution and how to incorporate Play it Fair! And Speaking Rights activities to support their programming and organizational objectives
- **Support for partners** in implementation

### 4. Monitoring and evaluation to assess the program's successes, identify good practices and overcome potential challenges faced by implementing organizations

### 5. Play it Fair! Days / Community Action Projects (Speaking Rights)



## What is in the Toolkits?

### Play it Fair! Toolkits

81 Games and 26 reference sheets, 4 indexes by age, issues, value and time

**2014: Play it Fair! Classroom Edition**  
including tips for inclusion for different physical, cognitive and behavioral abilities

### Speaking Rights Toolkits

39 activities, 4 Community Action Projects, Games and 14 Reference Sheets, Indexes by Value and Theme

### The Toolkits are:

**A resource of activities.** Active games to promote human rights values such as cooperation, respect for diversity, fairness, inclusion, respect, responsibility and acceptance with children aged 6-12 years and youth 12-18 and those working with them.

**A prevention tool.** To promote positive values and encourage the development of an environment that fosters inclusion, respect and cooperation.

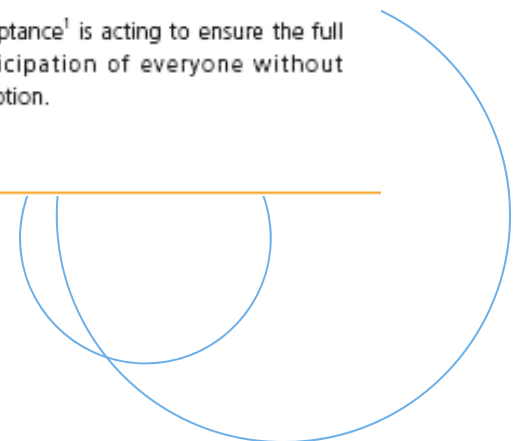
**An intervention tool.** To provide constructive responses to conflict and to support staff to address challenging situations related to bullying, cliques, exclusion etc.



## How does our approach work?

Promotion of 7 rights based values:

<b>Cooperation</b>	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	<b>Respect for diversity</b>	Respect for diversity is recognizing and appreciating individual differences.
<b>Respect</b>	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.	<b>Responsibility</b>	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).
<b>Fairness</b>	Fairness is affording to every person the same importance, the same rights, and the same opportunities.	<b>Acceptance</b>	Acceptance <sup>1</sup> is acting to ensure the full participation of everyone without exception.
<b>Inclusion</b>	Inclusion is recognizing that every person is a full member of society and of the group.		



## Let's Play!

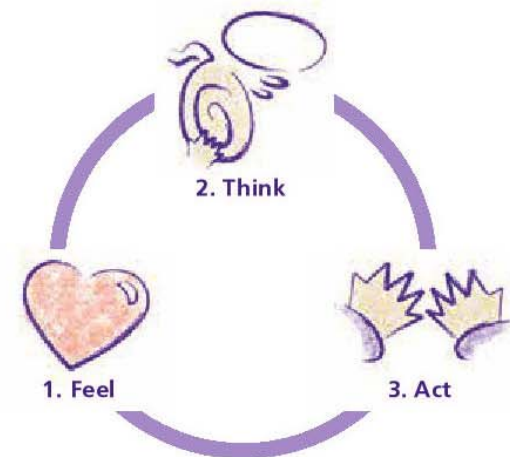


## How does our approach work? PiF

### Educational Approach



**Reinforce positive behaviour**  
Human Rights Values






# How does our approach work? PiF

Provides the 'how' – a practical tool for promoting positive values and behaviours, building social and emotional skills and tackling issues such as bullying, discrimination

Play It Fair!
Activity 33
Responsibility

## The Witness

Age: 9-10 years old  
Time: 10-20 minutes  
Location: Outdoors  
Group Size: 4-30  
Activity Level: Active  
Materials: None  
Principal Value: Responsibility  
Other Value: Respect



### References

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

- 06 – The Toolkit Values
- 10 – Peaceful Conflict Resolution
- 12 – Stopping Verbal Abuse
- 13 – Selecting and Facilitating Activities
- 14 to 17 – Group Discussion

### Purpose of the Activity

To experience a situation involving bullying and to think about:

- The different ways people react to bullying
- How we can work together to reduce bullying

### Rights and Responsibilities

Right to protection from all forms of violence (Article 19)

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

- Respect others
- Choose non-violent ways to act

### Object of the Game

For each child to play different roles in a game of tag involving a bully.

### How to Play

- This is a variation of the game "tag." Form teams of 3. Assign a different role to each child on the team: 1 will be the bully, 1 will be the target, and 1 will be the witness. If the group is not a multiple of 3, some of the teams can have 2 witnesses.
- Explain each child's role. The bully has to try to tag the target. The target must try to get away, and the witness role will vary from one round to the next.
- A complete game lasts for 4 rounds. For each round, give the children the corresponding instructions provided below. Allow the game to continue for about a minute before beginning the next round.

**First round:** The witness helps the bully by blocking the target's path, so the target cannot avoid the bully. However, the witness cannot touch or push the target. The intervention should be non-violent.

Play It Fair!
Activity 33

## Second round: The witness is indifferent to the situation and does not intervene.

**Third round:** The witness protects the target by placing him/herself between the target and the bully. However, the witness cannot touch or push the bully. The intervention should be non-violent.

**Fourth round:** For the last round the game is modified slightly with the target able to take a proactive role in addressing the bullying. Ask all the witnesses to form a line about 30 metres away from the other children. At your signal, the targets must try to reach their witness and touch their hand before they are tagged by the bully. The witnesses do not move but should extend their hand and encourage their target to reach them as quickly as possible. Once the targets have reached their witnesses, they pass through the line, formed by all the witnesses, behind which they are safe and cannot be tagged by the bully.

4. After the 4 rounds, ask the children to change roles and start the game over.

### 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?
- How did you feel during this game? Why?
- When was it easiest for the bully to tag the target? When was it hardest? Why?

### Think

- What is bullying? Can you give some examples? You can refer to the information on bullying provided below.
- Have you ever teased, bothered or annoyed other children? Why?
- Have you ever witnessed bullying? What did you do?

### Act

- What can you do if you notice that someone from the group is being bullied?
- What can we do to make sure that bullying does not happen here?

### What is Bullying?

When a child, youth, or group of children insult, threaten, beat up, or force another child to do something against his/her will, this 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
- Missing, pushing or using violent behaviour against another person
- Saying or writing lies or spreading rumours about a person

You can download other games at the following website:  
<http://www.equitas.org/toolkit/>

## Skills and competencies

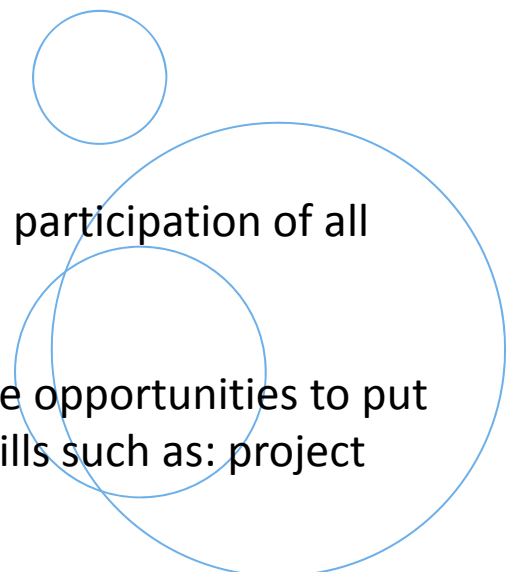
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This approach reinforces and scaffolds skills and competencies such as:

- Critical thinking
- collaborative problem solving
- self expression
- listening
- empathy
- peaceful conflict resolution
- self esteem

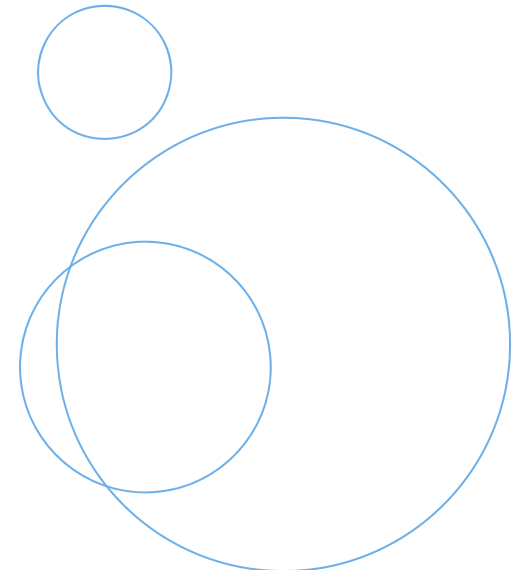
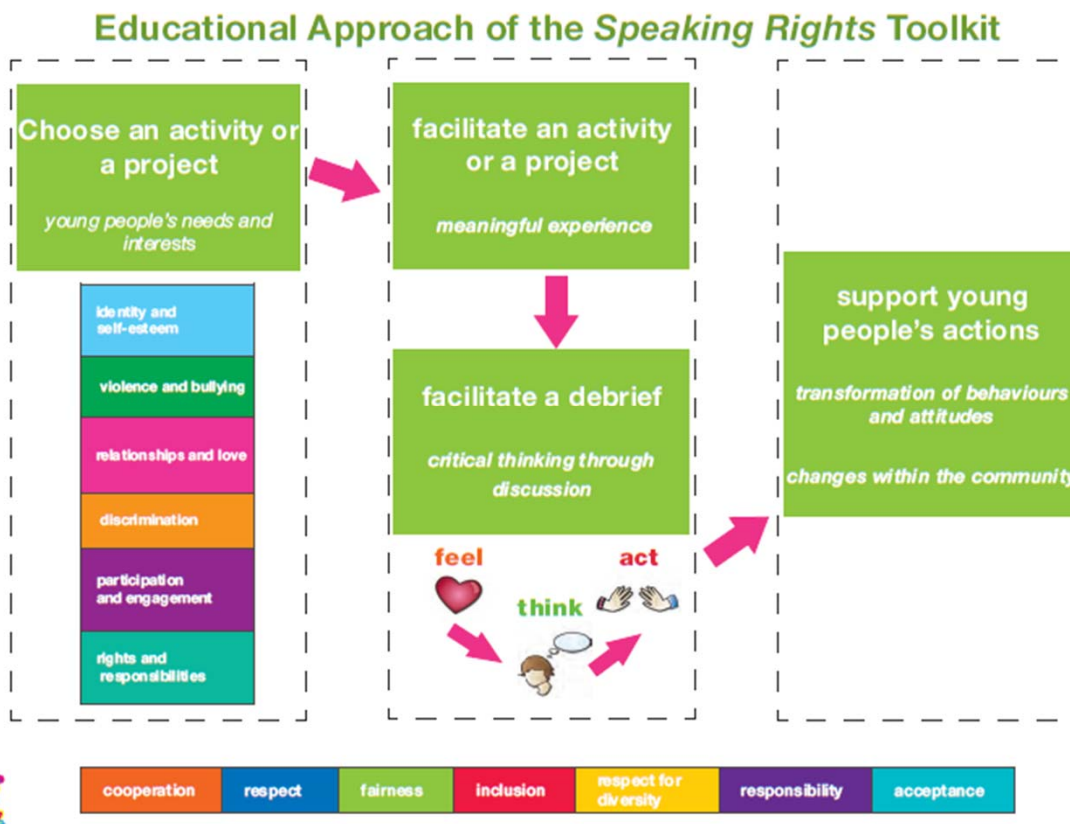
Helping to build an inclusive atmosphere that encourages the participation of all children

Speaking Right Community Action Projects (CAPS) also provide opportunities to put skills into practice in real life and build practical transversal skills such as: project planning, budgeting, public speaking and presentations etc)

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## How does our approach work? SR

Provides the 'how' – a practical tool for promoting positive values and behaviours, building social and emotional skills and tackling issues such as bullying, discrimination





# How does our approach work? SR

## Educational Approach




Photo : Yann Jobin


**on a tightrope**

<b>themes</b> rights and responsibilities participation	<b>values</b> acceptance responsibility
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**activity 3**

<b>time</b>	35 minutes
<b>group size</b>	3 to 25 people
<b>materials</b>	3 ropes, each about one meter long, post-its, talking stick, large pieces of paper, scotch tape and markers
<b>description of the activity</b>	Discuss human rights while hanging post-its on ropes to express your views
<b>purpose of the activity</b>	To share viewpoints and to think about youth rights and the degree to which they are being respected
<b>rights and responsibilities</b>	Right to know your rights (Article 42, CRC), Right to express your views (Article 12, CRC). In order to enjoy these rights, we need to learn what our rights and responsibilities are, and learn to respect other people's views
<b>skills</b>	Expressing your views, communicating effectively with others

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**activity 3**

**instructions**

1. Hang 3 ropes across the wall. Write "yes" at one end of the 3 ropes and "no" at the other end.
2. Copy and cut out the 3 statements listed at the end of this activity and tape a statement above each rope. Each rope then represents that statement about youth rights.
3. Give 3 post-its to each participant. Everyone must "vote" as to whether or not they think the right expressed in each statement is respected at school, at home and in the community. Participants can answer "yes" or "no" or nuance their responses by hanging their post-its wherever they want along the rope.
4. Ask participants to explain their answers and to give examples. Use some other object to give everyone a turn to speak. When someone has their hand and wait until they are handed the object before speaking.
5. Ask the group to suggest ways to better enforce the right referred to in the statement.
6. Write down the proposed solutions on a large piece of paper.

**variations**

1. Instead of using a rope and post-its to vote, participants vote by moving a small object from "yes" to "no".
2. You may create other statements on issues facing youth.

**debrief**

Following the activity, lead a discussion based on the following questions:

**feel**

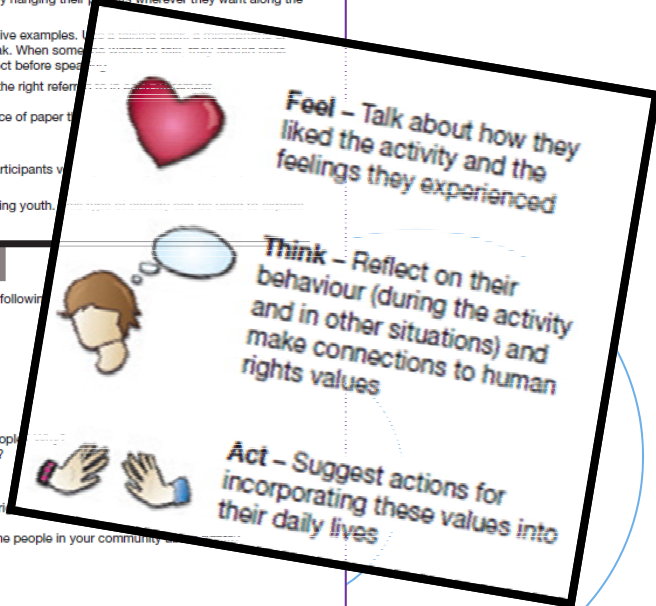
- How did you like this activity? Why?
- Is it easy to discuss youth rights?

**think**


- What did you learn from this activity?
- What are the most important rights for young people?
- Which rights are most at risk in our environment?

**act**

- You have come up with ways to ensure that our rights are respected. How can you put these into practice? How?
- How can you educate other young people and the people in your community about human rights?



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## SR Community Action Projects

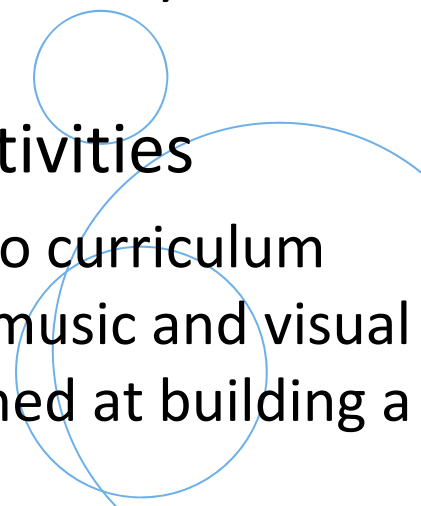


Act – Suggest actions for incorporating these values into their daily lives



## Examples of Play it Fair! and Speaking Rights in Schools

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- Including activities within special events
    - Earth Day, National Child Day, etc...
  - Integrated into school activities and clubs
    - Leadership programs, student council, house systems, after-school programs, lunch programs
  - Integrated into classroom learning activities
    - Homeroom period, “dynamics” linked to curriculum (math, language arts, social studies, PE, music and visual arts, drama) and classroom activities aimed at building a positive and inclusive learning space
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## Get involved!


Nov 20<sup>th</sup> – National Child Day initiatives - **free resources for schools**

- Equitas provides activity guide and tools
- partner led events at individual sites (PED days)
- Postcards to parliament activity – an activity to help children and youth share their ideas with national decision makers
- Classroom package

**To learn more about how our resources can help support your school's priorities please contact**

[www.equitas.org](http://www.equitas.org)

Laura Butler, Program Officer, Canada  
(514) 954-0382 Ext. 242, [lbutler@equitas.org](mailto:lbutler@equitas.org)

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