



CHILDREN'S ANTI-RACISM ACTIVITY TOOLKIT: INCLUSIVE GAMES AND ART ACTIVITY

(for children ages 6-12)

This activity toolkit was designed with support from Equitas–International Centre for Human Rights Education. It has been developed in support of anti-racism and is a child-friendly tool to engage children in learning about important topics. Children are provided with ways to be creative and can learn how to become leaders in their communities by creating inclusive environments for everyone!



This work, the *Children's Anti-Racism Activity Toolkit: Inclusive Games and Art Activity (for ages 6-12)*, is adapted from Equitas–International Centre for Human Rights Education's *Building Inclusive Communities: An action guide for young people* used under CC BY-NC-SA 4.0. The *Children's Anti-Racism Activity Toolkit: Inclusive Games and Art Activity (for ages 6-12)* is licenced under CC BY-NC-SA 4.0.

INTRODUCTION

Purpose of the Children’s Anti-Racism Activity Toolkit

The purpose of this toolkit is to provide children with the opportunity to be creative, and share their knowledge and feelings on important topics, such as racism, discrimination, equality and reconciliation, through play and discussion!

The toolkit is meant to help strengthen the collective action of families, organizations and the community at large, by providing an opportunity for children to increase their participation and take action to help build inclusive, welcoming and safe spaces for their peers.

The activities in the booklet promote human rights values, such as fairness, respect for diversity, acceptance, responsibility and inclusion.

How do I use this activity toolkit?

Follow these steps:

- Review the **TIPS** for facilitating discussions with the participants.
- Read the **DEFINITIONS** provided on page 3. Have a short discussion with your children or your group.
- Play the **GAMES** and complete the discussion portion of each game.
- Complete the **ART ACTIVITY**.
- **POST** the artwork where everyone can see it!

The activities contained in this toolkit are designed to be simple for organizations or households who have limited experience playing games or having discussions with children on the issues of racism, discrimination or children’s rights.

The **discussion** portion of each game is meant as a sharing opportunity to gather children’s ideas and perspectives, and to assist them in creating their artwork in the last activity.

The activities are low-organized, use few materials and, in most cases, can be played in small spaces with only a few participants. Games can also be modified due to COVID-19.

For information on this activity toolkit:

Email: ActivitiesAtHome@winnipeg.ca

Call: 311

TIPS *for facilitating discussions with the participants*

Ask the **Feel, Think, Act** questions that are relevant to the children's needs and interests. **The questions provided are suggestions and it is not necessary to ask all of them. Select and/or modify them as you see fit.**

It is important that you make this experience as positive as possible by sharing the benefits of learning from one another. Promote the benefits of creating a positive group dynamic.

FEEL questions help the group talk about how they liked the activity and the feelings they experienced.

THINK questions encourage the group to question their assumptions, reflect on their behaviour (during the activity and in other situations) and make connections between personal experiences and broader community issues.

ACT questions surface suggestions for actions young people can take to build more inclusive and rights-respecting communities by incorporating positive values and behaviours into their daily lives or shifting practices within the group, the organization or broader community.

ADDITIONAL TIPS

1. Your role is to guide the discussion, not to provide them with the answers.
2. Listen to the ideas expressed by your participants, without judgement.
3. Ensure everyone has the opportunity to speak if they wish to.
4. Always pay attention to the group's needs and overall dynamics – if you sense it is time to move on to a new activity, cut the discussion short, or resume the next day, do so.

What is racism?

Racism is the belief that one group of people is superior to another. It causes people to be treated unfairly or to be excluded because of their skin colour, ethnicity or background. It is discrimination and it is wrong.

What does it mean to be anti-racist?

Being anti-racist means to actively oppose racism in all its forms—individual, institutional and systemic racism.

What is discrimination?

Discrimination is the act of excluding an individual or a group or denying them, for example, a job, housing, or access to public space or a service. Discrimination occurs when an individual or group excludes, isolates, treats differently or deprives another individual or group of their rights because of particular “characteristics,” such as age, sex, ethnic or cultural origins, etc.

What is reconciliation?

Reconciliation is about building awareness of the past, acknowledging the harm that has been inflicted on Indigenous peoples, providing apologies for the causes and taking action to change behaviour. The process of reconciliation must be transformative. It is about working together to create equality between Indigenous and non-Indigenous populations and protect, promote and fulfil the human rights of Indigenous peoples.

Why do some young people exhibit racist behaviour?

Prejudices and stereotypes are learned behaviours and are reinforced through existing discriminatory structures in society. If a young person holds prejudices and is in a position of power, they may exhibit racist behaviours, whether consciously or not. Young people emulate racist behaviours that are embedded in society, which they may see reinforced by their parents or guardians, peers, teachers, the media, school and other institutions. As young people observe the world around them, they tend to imitate the behaviours and attitudes that they perceive as being acceptable.

What are children’s rights?

Children’s rights are human rights for children. They are specific rights that aim to protect all individuals under 18 years of age. Children’s rights include specific rights that recognize their particular needs and afford them special protections to help them grow, learn, play and participate with dignity.

Children have the **right** to live free from racism and discrimination, which means they also have the **responsibility** to accept others as they are, and be inclusive of others and their diversity.

Children’s rights education is an important tool in the elimination of racial discrimination.

CHILDREN'S RIGHTS

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

Here are some children's rights:

1. Everyone under 18 years of age 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 a girl, or neither, or both; what their culture is; whether they have a disability; whether they are rich or poor.
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 to others, by talking, drawing, and 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.
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).
23. You have the right to special education and care if you have a disability, so that you can live a full life.
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 rights.
42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

This child-friendly version of the Convention on the Rights of the Child was produced by UNICEF. This text is not an official version of the UN Convention on the Rights of the Child.



1 Intro bingo

Age 8+

Time 20 minutes

Materials Music, copies of the bingo chart, pencils (or develop your own bingo chart)

Values Respect for diversity, acceptance, inclusion

Life skills Interpersonal relationships

Right and Responsibility Right to be yourself and responsibility to learn about others and their diversity (Article 2, 13, 30)

About this activity

Group members find a person in the group that fits each description on the chart. Then, in the group discussion, they think about why it is fun to learn more about each other and identify other ways to get to know each other better.

Instructions

1. Copy the bingo chart provided on the next page. Make one copy for each group member.
2. Form a circle. Ask everyone to say something special about themselves that the others may not know. For example, someone could say that they like to draw or eat a specific food, etc.
3. Specify that the purpose of the activity is to get to know each other better. Distribute copies of the bingo chart and pencils, and go over what is written in each square of the bingo chart to ensure everyone understands.
4. Explain that the activity involves walking around the room and asking questions to the others to find someone who fits the descriptions on the chart. Each person should write down the name of the person they find in the appropriate square on the chart. The goal is to complete as much of the chart before the time is up (e.g. 10 minutes).
5. Put on some lively music to begin the activity.
6. Do the activity for the allocated time, then move to the group discussion.

Variation

For large groups it may be difficult to talk to everyone. Instead, do the activity in small teams. This game can be facilitated in a classroom setting, where you do not need to walk around. Participants can sit at tables in small groups, separated safely as needed.


GROUP DISCUSSION

FEEL	THINK	ACT
How did you like this activity? How did it feel when you shared something about yourself with others?	Did you discover anything new about other members of the group? What did you discover? Why is it fun to learn more about each other?	What can we do to get to know each other better?

Challenge!

Invite each group member to make a self-portrait and to write the things that make them unique around it. Put the pictures up on the wall. Allocate a time for everyone to walk around and learn more about each other through the drawings.

BINGO CHART

DO YOU...	DO YOU...	CAN YOU...	CAN YOU...
 have a pet?	 like to play hide-and- seek?	 dance?	 sing?
 play a musical instrument?	 have a summer birthday (June, July, August)?	 name 3 feelings?	1, 2, 3... count from 1 to 10 in another language?
 have at least 2 siblings?	 own a collection of something?	 ride a bike?	 draw a picture of a cat?
 like sports?	 like to draw?	 speak 3 languages?	 do a cartwheel?

2

Exclusion by numbers

Age 6+

Time 20 minutes

Materials None

Values Respect for diversity, acceptance, inclusion

Life skills Empathy, self-awareness

Right and Responsibility Right to be treated fairly and responsibility to be inclusive of others (Article 2, 30 CRC)

About this activity

Group members form small groups with different numbers. Then, in the group discussion, they think about the importance of inclusion and identify ways to make sure no one in the group feels excluded.

Instructions

1. Ask everyone to move around in the play area.
2. Explain that different people may be left out at times during this activity in order to explore different feelings.
3. Instruct the group on how to walk: like an elephant, like frogs, on tippy toes, taking giant steps, etc.
4. After a certain length of time, shout out a number that is smaller than the number of players. Everyone must then quickly form groups containing that number of people. Anyone who does not succeed in becoming part of a group at this point is eliminated for the next step (step 5).
5. Now, ask the members of each group to form a huddle and to find something they all have in common. For example: a sport that 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.

Note: *It is okay if some of the group members who were eliminated are disappointed; this is an important part of the activity. Talk about their feelings together during the group discussion.*

6. Invite everyone who was eliminated to rejoin the group.
7. Continue the activity, starting from step 1, using a different number for forming groups for 10-15 minutes.
8. Move to the group discussion.

Variations

Music: Use music to create atmosphere during the activity. You may also want to stop and start the music throughout the activity. For example, stop the music to let the group members know when it is time to form groups. This game can be facilitated with smaller groups, or modified to be similar to musical chairs (i.e. place chairs in small groups or in pairs–side-by-side or separated safely as needed). In situations of only one or two children, leaders or parents/caregivers can participate to increase the number.

Something fun: While the group members are in their small groups (step 5), give them something fun to do together. For example:

- Sit in a circle with all of their toes touching
- Sit in a row and pretend to be a train (six feet apart!)
- Make up a cheer
- Share some favourite dance moves

GROUP DISCUSSION

FEEL	THINK	ACT
<p>How did you feel when you found a group that you could join?</p> <p>How did you feel when a group rejected you?</p>	<p>Have you ever been excluded at school, at camp or by your friends? Why?</p> <p>Have you ever excluded friends by telling them they could not play with you? Why? How do you think it felt for them to be excluded?</p> <p>Why is it important to include everyone in our group?</p>	<p>What can we do to make sure that people who feel excluded are comfortable talking about their feelings?</p> <p>What can we do in our group to make sure no one is excluded?</p>

Challenge!

Invite the group to write kind notes or draw nice pictures and give them to each other.

3

What is fair?

Age 8+

Time 35 minutes

Materials None

Values Fairness, responsibility, respect for diversity

Life skills Thinking critically, effective communication, active participation

Right and Responsibility Right to non-discrimination (Article 2 CRC)

Note: Before you begin this activity, we recommend you research some ways to promote non-discrimination, anti-racism and equality.

About this activity

Group members perform different challenges with different restrictions. Then, in the group discussion, they think about what fairness is and identify things they can do to make sure all young people are treated fairly.

Instructions

1. Explain to the group that we will do an activity to learn more about treating people fairly.
2. Randomly divide the group into two teams.
3. Explain that there will be a series of challenges to complete, but that one of the teams will have half of the time to complete the challenges.
4. Start the activity by giving a few minutes for one of the groups to complete a challenge and only half the time for the other group to complete the same challenge. Below are ideas of challenges for the group. Select what is appropriate for your group or make up your own challenges.
 - Crawl or hop on one foot across the room from one area to the next
 - Tie their shoelaces without using their thumbs
 - Spell a word with their bodies
 - Create a pyramid with straws or popsicle sticks (you will need these additional materials)
 - Make up a song, poem or cheer
 - Tell a joke
5. Once the groups perform one challenge, ask them to do a second challenge, but this time, give the team who had less time the advantage.
6. Finally, do a third challenge, but this time give the same amount of time to both teams and explain that if one team finishes earlier, they must support the other team to complete the challenge. The objective is that we all support each other to succeed.
7. Move to the group discussion.

Variation

This activity can be facilitated with few participants. Each take turns performing the challenge with all the time and then half the time. If you only have one child, that child can try the challenge both ways, or participate with a leader.

GROUP DISCUSSION

FEEL	THINK	ACT
How did it feel to be the team with more time?	Did you think it was fair to play a game where one team had less time than the other? Why?	What can we do in our group to ensure everyone has the same opportunities to succeed?
How did it feel to be the team with less time?	Have you ever experienced a disadvantage or unfairness at school, at home or with friends because of who you are (e.g. because of your gender, the language you speak, how you look, if you have a disability)? What happened?	What can we do at school, at home or with friends to make sure all young people are treated fairly?
How did it feel in the last round to have the same amount of time and help each other?	Why is it important to ensure all people are treated fairly, no matter who they are or what they look like?	

Challenge!

Explain to the group that through much of history, racialized groups have not been treated fairly and have not be able to enjoy the same rights as others. Many groups continue to be denied many rights all over the world. Invite group members to ask family or friends about their own experiences with being told they could not do something (in school, sports or career, etc.) because of their race, gender, cultural or religious backgrounds, or ability.

4

A WINNIPEG WITHOUT RACISM

About this activity

Participants have the opportunity to use what they learned from playing the games in this toolkit and having the discussions.

Have children answer the following question through art:

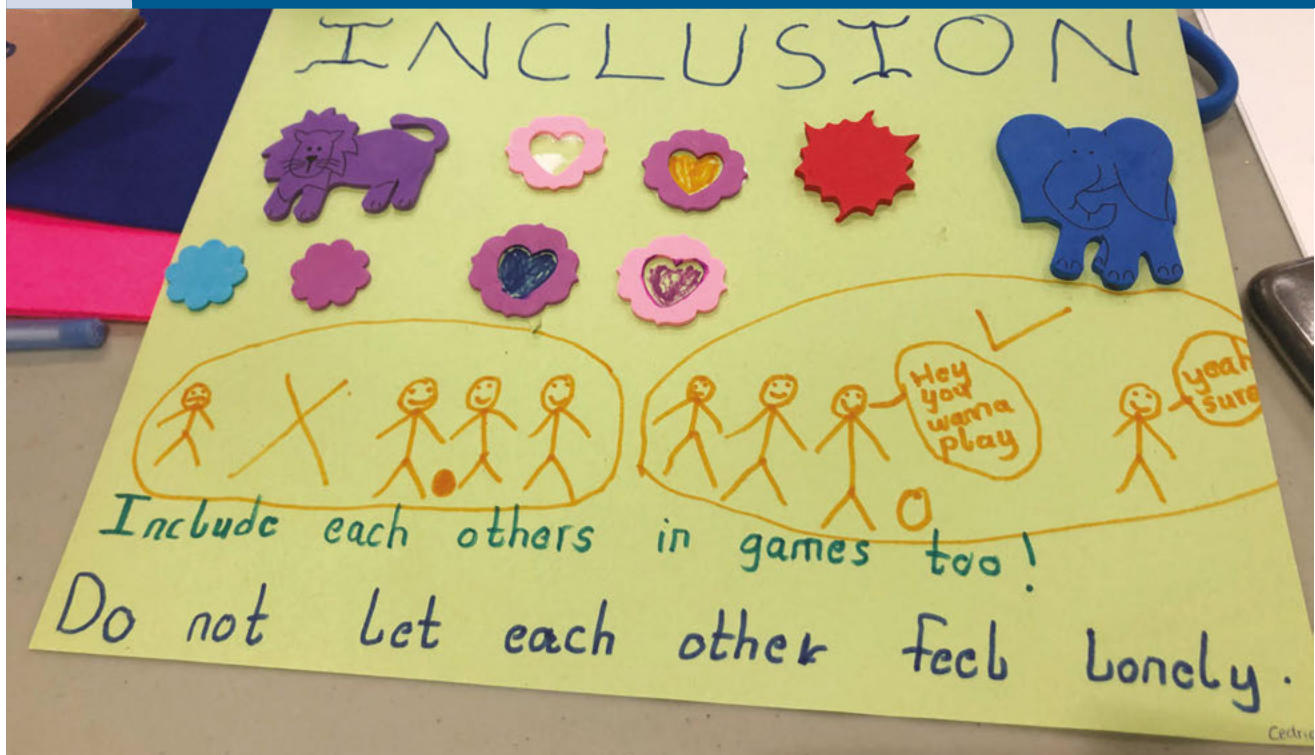
WHAT DOES WINNIPEG WITHOUT RACISM LOOK LIKE TO YOU?

Using the blank page (or your own poster paper) have participants draw their ideas and thoughts on an anti-racist Winnipeg. Encourage them to be as creative as possible!

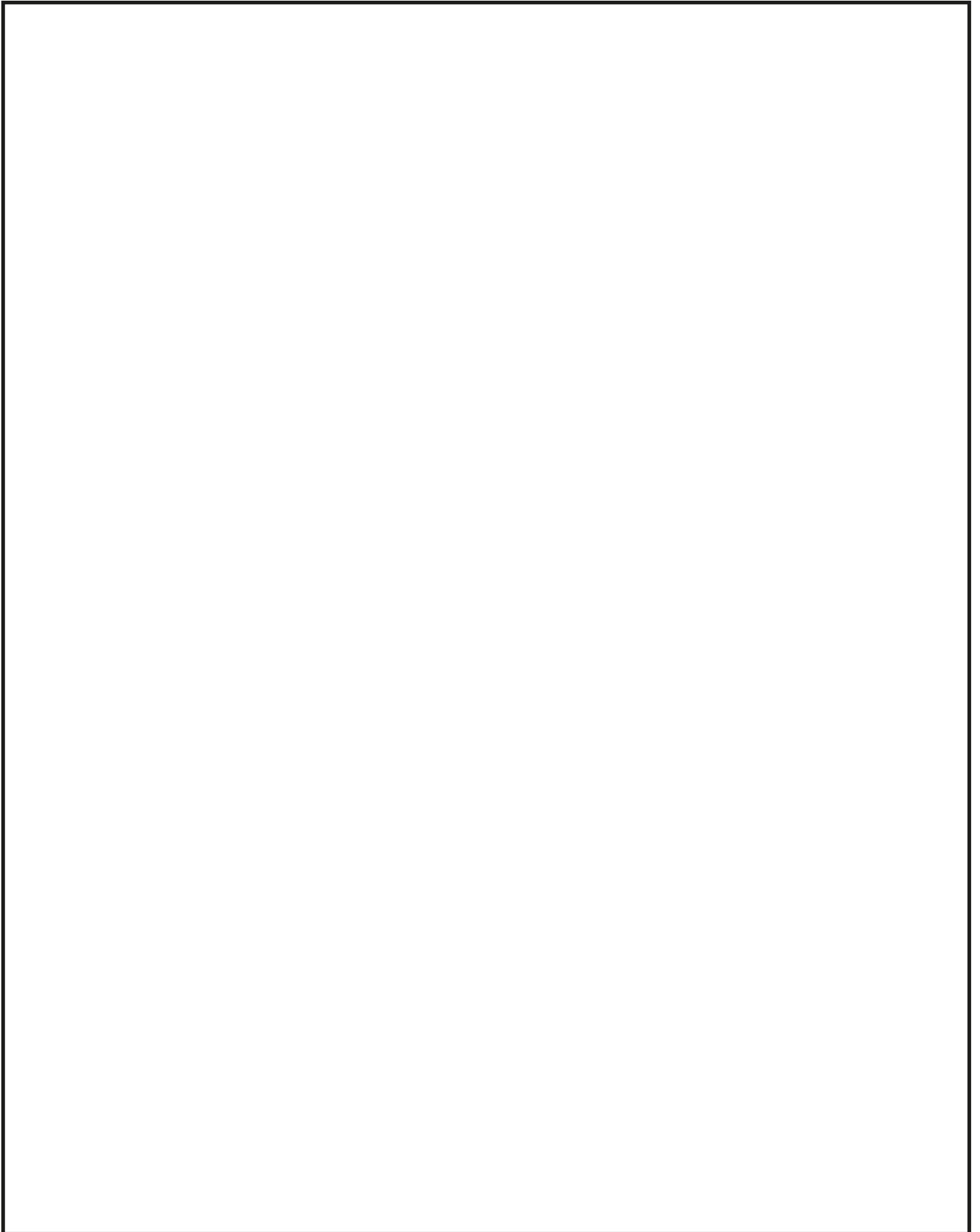
If you have a large group, you can all work together to create one large mural or collage.

Hang the artwork in a space where everyone can see it. This is a good strategy for children to share their thoughts and to help continue the conversation about how to be anti-racist. The art can be incorporated into your family or program, and be used as a talking point for parents and the community to engage in!

**USE THE NEXT PAGE (ARTWORK PAGE)
TO DRAW YOUR ARTWORK**



ARTWORK PAGE



This toolkit is also available in French.

Learn more!

For more information on anti-racism, children’s rights and inclusion visit Winnipeg Public Library’s anti-racism resource guide at guides.wpl.winnipeg.ca/racism and equitas.org

