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# CHILDREN'S ACTIVITY TOOLKIT AND ART PROJECT

(for children ages 6-12)

**In support of Anti-Racism Week**

MARCH 21-27, 2021

This Activity Toolkit was designed with support from Equitas–International Centre for Human Rights Education, building off of their Building Inclusive Communities Guide. It has been developed in support of Anti-Racism week, March 21-27, 2021 and is meant to be used as a child-friendly tool to engage children in learning about priority topics, and support Anti-Racism efforts. Throughout the Activity Toolkit, children are provided with ways to express which topics are important to them, share their voice, and learn how to become leaders in their communities by creating inclusive environments for all.



This work, the *Children's Activity Toolkit and Art Project (for children ages 6-12) In support of Anti-Racism Week*, 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. *Children's Activity Toolkit and Art Project (for children ages 6-12) In support of Anti-Racism Week* is licensed under CC BY-NC-SA 4.0.

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# INTRODUCTION

## **Purpose of the Anti-Racism Activities and Art Project**

The purpose of this activity and project is to provide children with the opportunity to be active, creative, and increase their knowledge on priority topics such as racism, discrimination, equality, reconciliation, while having fun! They may also have the opportunity to engage with other children who may face barriers to participation.

The project also serves to help strengthen the collective action of organizations and the community at large, by providing increased opportunities for collaboration, and the sharing of ideas and strategies which increase the participation of diverse children and address similar issues. The development of the Anti-Racism Cards hopes to accomplish just that.

Additionally, organizations and individual households will have the opportunity to integrate what children will learn, into their programming or daily lives, and ensure that all children have opportunities to participate and share their ideas, and are provided with the tools to help create safe, welcoming spaces for their peers.

Please join us in this project, and help us contribute to the elimination of racism, discrimination or inequities within activity spaces!

## **What are Anti-Racism Cards?**

Anti-Racism Cards will be the end product of a process whereby, leaders across various organizations, or households have led children through a series of activities contained within this Activity Toolkit. The games promote values such as fairness, respect for diversity, acceptance, and build on children's knowledge of how to create an inclusive environment, free from racism and discrimination.

Children will use what they have learned or understood from the activities, to inform the artwork they will complete. The activities will also help them to think about "challenges" they can design in support of anti-racism.

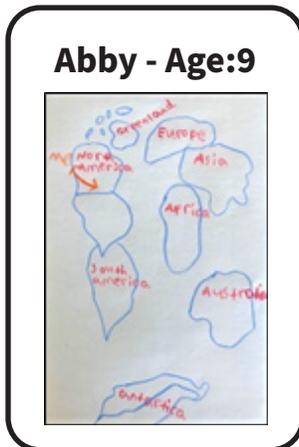
The final Anti-Racism Card product can later be used as an activity or tool itself within various organizations, or in the home. This will help continue to build on children's knowledge and learn how to take action to build inclusive environments, be an ally, and adopt inclusive behaviors.

# ANTI-RACISM CARDS

## What does Winnipeg without Racism look like to you?

Participants will draw their answer, after being led through a variety of activities/games that teach them how to act in support of others, and adopt anti-racist and inclusive behaviors.

Example: Front of Card



Example: Back of Card



*Throughout the deck, there will be a variety of “challenges”, ranging from simple to more complex:*

Simple Task



### Anti-Racism Challenge

Say “Hi” to someone in your school that may often be excluded. Ask them to play!

Complex Task

### Anti-Racism Challenge

Go to the library and take out a cookbook by someone from a different race/ethnic background, learn about their dish and try to cook it!



## **How do I create the Anti-Racism Cards with Children?**

Participating in this Activity Toolkit and project, will support the development of a set of Anti-Racism Cards. The activity toolkit includes reference information on Racism, Discrimination, Reconciliation, and Children's Rights, along with the instructions for seven (7) different games/activities for children 6-12 to participate in.

Activities are meant to be participatory, and should be led by an adult leader within an organization or household. Ideas for adapting certain activities are included.

The discussion portion of the activities, are meant to gather children's ideas and perspectives and assist them in creating their artwork, using the Artwork pages provided. **The completed Artwork pages, will be used as the templates for designing the Anti-Racism Cards.**

It is recommended that the activities be facilitated in the order they are organized. It is also recommended, if possible, to complete all activities within two weeks. Try to complete all activities before creating the artwork, if possible.

The activities are designed to be simple, for organizations or households who have no previous formal experience facilitating games or discussions related to the issue of racism, discrimination, or children's rights.

*This Activity Toolkit is prepared with five (5) ARTWORK PAGES for 5 different participants.*

## **How will the Anti-Racism Cards increase knowledge and enhance program curriculums across Winnipeg?**

Once all of the activities are completed, and the Artwork (and challenges) have been submitted, we will explore all the artwork, and interpret the experiences of the children. We will review what children within Winnipeg have expressed in their answer to:

*What does Winnipeg without Racism look like to you?*

The final Artwork (and challenges) will then be used to develop a set of Anti-Racism Cards. All organizations and households who participate will receive a set of the cards. The cards can then be implemented as an activity or a tool to enhance various program curriculums throughout Winnipeg.

The Anti-Racism cards will challenge children across Winnipeg to take-action, bring about change, and counter racism, discrimination and bullying, in their communities.

They will also serve as a tool to continue the conversation about racism, and explore additional ways to combat those behaviours.

Lastly, through engaging children within the community, we will have developed and acquired a tangible method of helping to resolve issues of conflict, racism, exclusion and discrimination that we may see within our programs or daily life. Your participants will be a part of that!

## Where do I send the completed Artwork pages and challenges?

*Completed artwork can be submitted four (4) different ways:*

1. Emailed (scan or picture) to: [ActivitiesAtHome@winnipeg.ca](mailto:ActivitiesAtHome@winnipeg.ca)
2. Mailed to: Rani Chisholm - 7<sup>th</sup> Floor – 395 Main Street, Winnipeg, MB, R3B 3N8
3. Dropped off to: Main Floor – 395 Main Street, Winnipeg MB Attn: Rani Chisholm
4. Coordinated pick up/drop off through your Organization Representative

*The deadline for submitting the Artwork pages and challenges is:*

**MONDAY APRIL 16, 2021**

Organizations and households can complete this activity any time throughout Anti-Racism week – March 21-27th, over Spring Break, or anytime up to April 16, 2021.

## DEFINITIONS

### What is racism?

Racism is the belief, whether conscious or subconscious, in the inherent superiority of one race over others. Racism results in the unequal distribution of power on the basis of race. It can lead to an imbalance of social, economic, and political power. In Canada, racism is linked to historical systems of injustice against Black people, Indigenous peoples and peoples of colour while reinforcing unearned privileges among white people.

Racism is based on prejudices and stereotypes, which maintain that biological differences among races justify domination, persecution, or aggression; however, it is also upheld through systems of power. In other words, racism is prejudice plus power.

Racism is upheld both through individual actions as well as reinforced institutionally through policies or practices that systematically discriminate against people because of their race. Systemic racism includes patterns of behaviour, policies or practices that are part of the structures of an organization, an institution or society, which create or perpetuate disadvantage for racialized persons. The key indicators of systemic racism are inequalities in power, access, opportunities, treatment, and policy impacts and outcomes, whether they are intentional or not.

### 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.

### 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 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.

The Truth and Reconciliation Commission of Canada has ninety-four calls to action to work towards reconciliation in Canada and central to this is acknowledging that without the truth there cannot be reconciliation. Many municipalities, organizations, and individuals are taking-action towards reconciliation in concrete ways. These include increasing understanding of Indigenous peoples and cultures and the effects of colonization; finding opportunities to collaborate and dialogue with each other; and identifying strategies to move reconciliation forward by shifting policies and practices towards equality and inclusion.

## 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. While young people have the same human rights as adults, children's rights also include specific rights that recognize their particular needs and afford them special protections to help them grow, learn, play, and participate with dignity.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

Children have the **Right** to live free from racism and discrimination, which means they also have the **Responsibility** to accept others as they are, learn about, and be inclusive of others' and their diversity.

Human Rights and Children's Rights Education is an important tool in the elimination of racial discrimination.

## 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, or 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 protect your rights, and to ensure that your rights are protected.
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 that 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 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. 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 yourself or 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 the rights in this Convention, so that you can live a full life.
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 are 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 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 to be paid fairly.

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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 a 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 these rights and help you learn about them, too.
43. Articles 43 – 54
44. 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. This text is not an official version of the UN Convention on the Rights of the Child.



# ACTIVITIES





This section provides activities that will introduce and allow you to discuss the issue of racism and discrimination, in a child-friendly approach. It includes seven (7) participatory activities that are designed to either complement and reinforce work you are already doing in your respective organizations, or to introduce to children at home. **The 8<sup>th</sup> activity is the artwork project and designing their challenges!**

Each activity identifies the suggested age group, as well as children's rights values, and life skills targeted by the activity (i.e. empathy, inter-personal relationships, self-awareness).

### **The activities are organized into three themes:**

1. laying the foundation for inclusion,
2. developing empathy and respect for diversity, and;
3. learning new things.

*The activities are low-organized, use limited or no materials, and in most cases can be facilitated with as little as one or two participants. Activities can also be facilitated in small spaces - large spaces are not required. Activities can also be modified to support Covid-19 safety considerations.*

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### **IF POSSIBLE, COMPLETE THE ACTIVITIES IN THE ORDER PRESENTED**

1. After each activity, there are questions to ask the children.
2. It is important that you engage the children in discussions using the provided questions. The discussion portion is an opportunity for young people to question their assumptions, share ideas, listen to and learn from others.
3. The discussion can encourage young people to make links between the activity and their own lives and think about how their behaviour may be hurtful, reassuring or encouraging to others.
4. The questions can also help stimulate ideas in order to guide children through the development of their artwork and challenges.

**NOTE** – *An activity can be facilitated more than once if the children are enjoying it. This can also help to reinforce what they have learned through participating in the activity.*

It is recommended to complete all seven (7) activities prior to designing the artwork and challenges, but not necessary: complete as many as you can!

# TIPS *for facilitating discussions with the participants*

Although it is suggested, you don't need to be an experienced facilitator in order to start the conversation about the activities, or review any definitions listed above. The important thing is to create an environment of safety and trust, in order for them to speak freely, and share their opinions!

Ask the **Feel, Think, Act** questions that are relevant to the group's needs and interests or your child'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.**

Although the intent of the activities is also to teach kids while having fun, there may be situations/questions that make participants think about an unhappy experience they may have had. It is important that you make this as positive as an experience as possible by sharing the benefits of learning from one another. Promote the benefits of creating a positive group dynamic.

Children usually enjoy sharing what they experience, feel or think, when they are listened to and feel confident. They generally express themselves with spontaneity and enthusiasm.

**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.

The end result is that they will have participated in a learning experience, will have had a chance to share their opinions with their peers, leaders or their families, and will have participated in the development of the Anti-Racism Card project, all in an effort to disrupt racist and discriminatory behaviours, and create a stronger sense of responsibility throughout their community and throughout Winnipeg!

# 1 ACTIVITY ONE – Definitions and Children’s Rights

Using the **DEFINITIONS** and **CHILDREN’S RIGHTS** explanations on pages 7-11 above, facilitate a short conversation with your participants on these topics.

- Read the **DEFINITIONS** out loud. You don’t have to select all of them - select DEFINITIONS that make the most sense for your group.
- Ask them what they know about these topics.
- Ask them to explain which topics are most important to them.
- Read the **CHILDREN’S RIGHTS** out loud. You don’t have to read all of them - select RIGHTS that make the most sense for your group. Some rights are already bolded for you.
- Ask them what they know about their rights.
- Ask them to explain which rights are most important to them.

We suggest documenting some of what you collect from above (i.e. answers, what are the children’s saying is most important to them, what do they know about these topics). This may help you as a leader in guiding them through the activities and artwork.

***NOTE** – The definitions provided on page (5) are meant for adult readers. You may have to modify some language for the participants.*

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# 2 ACTIVITY TWO - Laying the foundation for inclusion

The activities listed in this section (a & b), focus on creating a safe space and a sense of belonging for everyone in the group. They also ease young people into engaging in discussions, sharing their opinions and ideas with others, and listening to different perspectives. Through these activities, young people practice human rights values such as inclusion, acceptance, cooperation, and respect. These activities can be facilitated with only a couple children or a larger group. The leader can also participate.



# The curtain comes down

**Age** 6+

**Time** 15 minutes

**Materials** A large sheet

**Values** Inclusion, acceptance

**Life skills** Empathy, interpersonal relationships

## About this Activity

Group members learn each other’s names and other things about each other when the curtain comes down. Then, in the group discussion, they think about the importance of inclusion and identify ways to ensure all group members feel included.

## Instructions

1. Ask group members to form 2 lines facing each other. Ensure that everyone directly faces another person along the opposite line.
2. Ask everyone to introduce themselves by sharing their name with the group.
3. Two volunteers hold up a sheet (curtain) between the 2 lines, so that no one can see who is on the other side of the sheet.
4. The volunteers let the sheet drop so that everyone can see each other. Ask the group, “What’s the first name of the person across from you?”. Everyone must then call out the name of the person across from them. If they cannot answer, they should ask the person facing them to say their name.
5. Next, the volunteers hold up the sheet again and everyone changes places along the same line. Repeat step 4. Once everyone knows the names of everyone in the group, ask questions such as favourite colour, favourite sport, if they have siblings, country of birth, etc.
6. Once the group has learned several things about each other move to the group discussion.

## Variation

For large groups it may be difficult to remember everyone’s names. Instead, do the activity in pairs or small teams. Due to Covid-19, this can also be facilitated with only a couple participants (pair of peers, siblings, or even parent and child). A sheet may then not be needed.

## GROUP DISCUSSION

FEEL	THINK	ACT
<p>How did you feel when the sheet came down?</p> <p>What was the easiest part of the activity? What was the hardest part?</p>	<p>What did you have in common with others in the group or across from you?</p> <p>What made you different from others in the group? Why is it fun to be different sometimes?</p> <p>Why is it important to include everyone, even when we are different or like different things?</p>	<p>What else can we do to learn more about each other?</p> <p>What can we do to make sure everyone feels included in our group?</p>

## Challenge!

Have the group recall the things they learned about another group member. Write them all on pieces of paper and create a group mosaic.

# b Intro bingo

Age 8+

Time 20 minutes

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

**Values** Respect for diversity, inclusion, acceptance

**Life skills** Interpersonal relationships

## 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 Intro 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. Due to Covid-19, this can also be facilitated in a classroom setting, where you do not need to walk around. Participants can sit at tables in small groups. This activity can also be facilitated with only a couple participants (pair of peers, siblings, or even leader and child) asking each other if they can answer to any of the squares, in the spirit of learning more about one another.

## 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?	<b>1, 2, 3...</b> 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?

### 3 ACTIVITY THREE - Developing empathy and respect for diversity

The activities below (a, b, c), focus on creating stronger bonds between young people in the group. They offer opportunities to build empathy and respect for each other through learning about and valuing each other's differences and experiences of the world. Group discussions continue to build young people's capacity to share their views and listen to the views of others. Through these activities, young people practice children's rights values such as respect for diversity, acceptance, and inclusion. These activities can be facilitated with only one or two children, a larger group, or with one leader and child.



#### Exclusion by numbers

**Age** 6 +

**Time** 20 minutes

**Materials** None

**Values** Respect for diversity, acceptance, inclusion, respect, responsibility

**Life skills** Empathy, self-awareness

#### 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. Due to Covid-19, this game can also 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). In situations of only 1 or 2 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 (6 feet apart)!
- Make up a cheer
- Share some favourite dance moves

## GROUP DISCUSSION

FEEL	THINK	ACT
How did you feel when you found a group that you could join?	Have you ever been excluded at school, at camp, or by your friends? Why?	What can we do to make sure that people who feel excluded are comfortable talking about their feelings?
How did you feel when a group rejected you?	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?	What can we do in our group to make sure no one is excluded?
	Why is it important to include everyone in our group?	

## Challenge!

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

# b High five

**Age** 8+

**Time** 15 minutes

**Materials** None

**Values** Respect for diversity, acceptance, inclusion

**Life skills** Empathy, self-awareness

## About this activity

Group members answer questions and high five each other when they have things in common. Then, in the group discussion, they think about the importance of accepting everyone as they are, no matter their gender or other characteristics, and identify ways to support each other to feel accepted for who they are.

## Instructions

1. Ask group members to get in a circle.
2. Name a category and ask group members to think personally about their favourite thing in that category (for example, favourite sport, colour, superhero, book, tv show, etc.).
3. Once everyone has an idea in their head, select one group member to stand in the middle of the circle and say their answer out loud. If another group member had the same answer, they should give the group member in the middle of the circle a high five.
4. If no one had the same answer, then the whole group should give the group member in the center of the circle a high five.
5. Repeat step 3, changing the category or questions and selecting different group members to go to the center of the circle.
6. After changing categories of favourite things several times, move to the group discussion.

## Variation

Due to Covid-19, participants can “air high five” or elbow bump if it is safe to do so. In situations of only a couple children, leaders can participate to increase the number.

## GROUP DISCUSSION

FEEL	THINK	ACT
<p>How did it feel when you had something in common with other group members?</p> <p>How did it feel when you said something different from other group members and got a high five from the whole group?</p> <p>How did it feel to share something about yourself with the group?</p>	<p>Have you, or someone you know, ever been told that you can't like something because of a certain characteristic about you? For example, that you can't like something because of your gender or cultural background? How did that feel (how do you think it would feel)?</p> <p>Have you told someone else they can't like something because of their gender? Or because of another characteristic about them? (e.g.: what they look like, their language, their religion, if they have a disability, etc.).</p> <p>Why is it wrong to make assumptions about other people based on characteristics about them?</p> <p>Why is it important to allow everyone to express themselves and be accepted for who they are?</p>	<p>What can we do to support each other and ensure everyone in the group feels accepted for who they are?</p>

**Note:** Remind the group that there is more to everyone than they can see, and we should not make assumptions about anyone.

## Challenge!

Prepare a special workshop around diversity where the group can share their feelings about gender and break down gender assumptions about what it means to be a girl and a boy. They can also break down language, race, religious, or cultural assumptions.

Explain that some aspects of being a boy or girl may fit us, and some may not. There are some people who prefer to be neither boy nor girl and others that feel like they are both. Remind the group that it is important that everyone is free to be themselves, regardless of the language they speak, their race, religious or cultural beliefs, and whether they are a girl or a boy.

## Diversity zig-zag

**Age** 10+

**Time** 20 minutes

**Materials** Chairs, index cards or pieces of paper, pencils, markers

**Values** Respect for diversity, acceptance

**Life skills** Effective communication, interpersonal relationships

### About this activity

Group members remember one thing that is important to each group member. Then, in the group discussion, they think about their similarities and differences and identify ways to ensure everyone feels accepted for who they are.

### Instructions

1. Form a circle with the chairs, making sure there is one chair for everyone. Ask everyone to sit down.
2. Give each group member an index card and a pencil or marker.
3. Invite each group member to draw something important to them on an index card. Give some examples: music, sports, family, friendship, etc.
4. Go around the circle and ask everyone to name something that is important to them. Remind the group to listen carefully to what the others say. They will need to remember the information for the next part of the activity.
5. Stand in the middle of the circle. Explain that:
  - when the person in the middle points to someone and says “zig”, that person must name the thing the person on their right considers important
  - when the person in the middle points to someone and says “zag”, that person must name the thing the person on their left considers important
  - when the person in the middle says “zig-zag”, everyone changes places
6. If a group member cannot answer when they are pointed at, invite someone to help them with the answer. Then they should replace the group member in the middle of the circle. In addition, when the person in the middle says “zig-zag”, they can sit wherever they want and whoever cannot find a chair goes to the middle.
7. Demonstrate, then begin the activity.
8. After 10 minutes, move to the group discussion.

## Variation

This activity can be facilitated in small groups, or with only a couple participants. The key is to remember what the other players have said. This is more about remembering and learning about one another in an effort to build relationships. Due to Covid-19, this game can be facilitated in pairs, amongst siblings or with leaders participating.

## GROUP DISCUSSION

FEEL	THINK	ACT
Did you find it easy or hard to name something you consider important? Why?  How did it feel to learn about what others in the group consider important?	Did you learn anything new about others in the group?  What do people in the group have in common? What are some differences?  What are some benefits of everyone being different?	What can we do to make sure everyone is respected when they share their opinions, feelings, and other things about themselves with the group?  What can we do so that everyone in our group feels accepted for who they are?

## Challenge!

Invite the group to create one or several collective posters about the advantages of being different from one another. Hang this poster in your space to remind the group of the benefits of diversity.

## 4 ACTIVITY FOUR - Learning new things

This activity (a) focuses on learning about children's rights and children's rights issues. They build young people's knowledge about rights and responsibilities and explore community issues such as gender equality, inclusion of newcomers and refugees, reconciliation with Indigenous peoples and environmental sustainability. Through these activities, young people practice children's rights values such as responsibility, fairness, and respect.



## What is fair?

**Age** 8+

**Time** 35 minutes

**Materials** None

**Values** Fairness, responsibility, respect for diversity

**Life skills** Thinking critically, effective communication, active participation

**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 2 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 challenges. The objective is that we all support each other to succeed.
7. Move to the group discussion.

### Variation

This activity can be facilitated with one or two participants. They can each take turns performing the challenge with all the time, and then half the time. If it is only 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 because of their race, gender, cultural or religious backgrounds. For example, in school, sports, careers, etc.



# ARTWORK PAGES





First name of child \_\_\_\_\_ Age of child \_\_\_\_\_

Organization or household contact information (name & email address)

\_\_\_\_\_  
Name Email address

**Contact information is collected only for the purpose of distributing the Anti-Racism Cards once printed. Please note that the first name and age of the child will appear on each card.**

*Privacy Statement: Personal information is collected under and protected by S. 36(1)(b) of The Freedom of Information and Protection of Privacy Act. Personal information will be used to support the City of Winnipeg's Children's Anti-Racism Activity Book and Art Project, including development, distribution, and use of Anti-Racism Cards. If you have any questions about the collection of this information, contact the Corporate Access and Privacy Officer by mail to City Clerk's Department, Susan A. Thompson Building, 510 Main Street, Winnipeg MB, R3B 1B9, or by telephone at 311.*

## 1 WHAT DOES WINNIPEG WITHOUT RACISM LOOK LIKE TO YOU?

Explain your artwork on the lines below. What did you draw? What does it mean?

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**PLEASE USE THE NEXT PAGE (ARTWORK PAGE)  
TO DRAW YOUR ARTWORK** (Ensure artwork is kept inside the black line)

## 2 ANTI-RACISM CHALLENGE

Using the lines below, write an ANTI-RACISM CHALLENGE! Try to relate your CHALLENGE to your artwork!  
**Refer to the example Anti-Racism Card on page 4.**

Your CHALLENGE can also be something you and your friends or peers would like to do in support of Anti-Racism!

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# RESOURCES

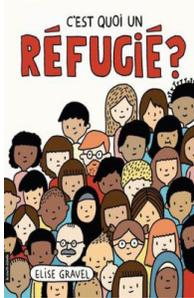
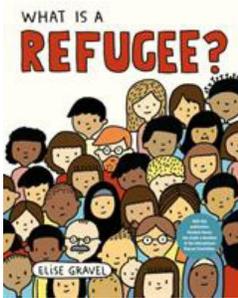
If you are interested in reading materials for children, here are some additional resources.



## ***Intersection Allies: We Make Room for All***

Chelsea Johnson  
(for ages 6-12)

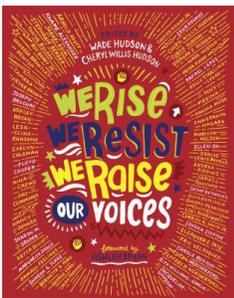
A conversation starter about intersectionality that celebrates the nuances of identity and embraces difference as a source of community.



## ***What is a Refugee?/ C'est quoi un réfugié?***

Elise Gravel  
(for ages 8-10).

An accessible picture book introduces the term 'refugee' to curious young children to help them better understand the world in which they live. Who are refugees? Why are they called that word? Why do they need to leave their country? Why are they sometimes not welcome in their new country?



## ***We Rise, We Resist, We Raise Our Voices***

edited by Wade Hudson  
(ages 8-12)

What do we tell our children when the world seems bleak, and prejudice and racism run rampant? With 96 lavishly designed pages of original art, poetry, and prose, fifty diverse creators lend voice to young activists.

You can find more great reading recommendations on Winnipeg Public Library's Parents and Caregivers Info Guide at <https://guides.wpl.winnipeg.ca/parents/topics>



**equitas**  
educate. empower. change.