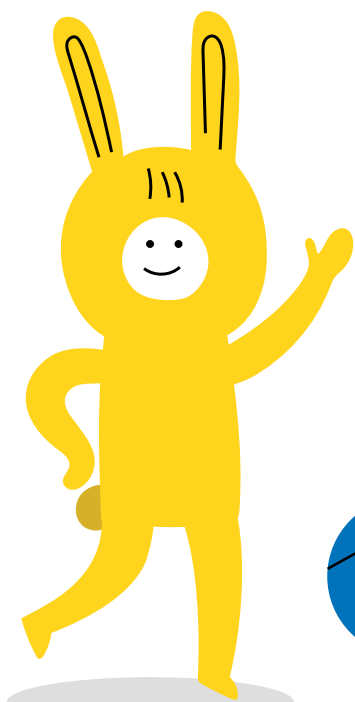


15 GAMES

for inclusion



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We are grateful for the collaboration of everyone that is and was part of the Education for Sharing team and who has allowed us to add their knowledge, skills and experiences so we can continue delivering our best efforts.

“15 Games For Inclusion” is material produced by Education for Sharing with the aim of inviting and accompanying people of all ages to play, reflect and act in support of recognition and respect for diversity of any kind, to identify that equality is a value that must be applied on a daily basis and to carry out inclusion practices that allow the construction of a respectful and safe community.

15 Games For Inclusion ©

2022

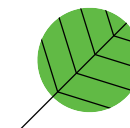
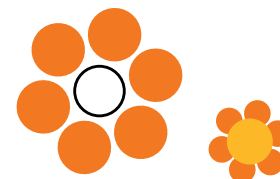
First edition.

Digital version

Made in Mexico

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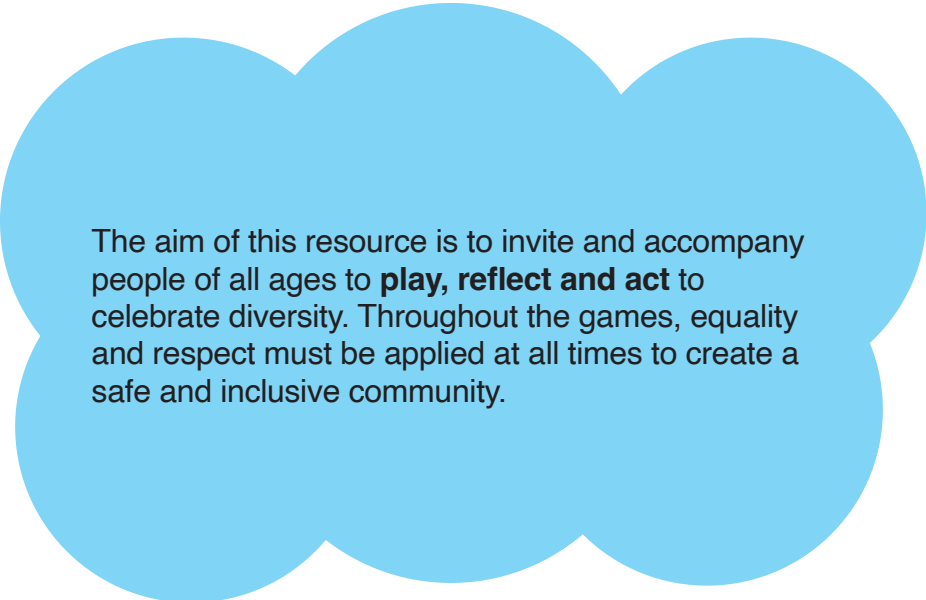
Presentation

We play to transform the world

Girls and boys have a series of rights that favor their development. Among these rights is the universal right to play. However, the practice of this right is not always appreciated. It is often unknown that this powerful tool is not only helpful for children but for people of any age to learn, socialize, develop skills and even participate in building resilient communities based on mutual care.

Nowadays, gender, sexual preferences, disability and ethnic origin, among other characteristics, have become reasons that people from all over the world face social challenges such as inequality, violence and discrimination, challenges that will reproduce quickly if we don't stop them. We are witnesses that play is a tool to achieve it.

For this reason, since 2007, at **Education for Sharing (E4S)** we have assumed the mission of forming a better citizenship from childhood through educational innovation based on the power of play. As a way of celebrating our 15th anniversary, we offer this resource designed with a human rights and inclusion promoting approach, and invite you to use our formula and play to transform your environment and, little by little, the world.



The aim of this resource is to invite and accompany people of all ages to **play, reflect and act** to celebrate diversity. Throughout the games, equality and respect must be applied at all times to create a safe and inclusive community.

This invitation consists of 15 games that can be played in any space and context. We want to create opportunities for coexistence and dialogue where you and your game partners recognize and value your differences and those of other people, to learn together to be part of a community that lives in a dignified and respectful manner.

At the end of each game, we propose a challenge that you can carry out with your students, friends, colleagues and family, in order to take the next step towards becoming agents of change.

If you want to start with a short exercise to help you identify how inclusive you are in your daily life, we also invite you to play the **Inclusion-a-meter** and be part of our campaign **#IncludeToChange**.



What is our formula?

In order for our activities to have an impact anywhere in the world where they are played, we use the following formula:

PLAY + REFLECTION + ACTION

with the following components:



Playing is a universal tool, regardless of the language we speak or where in the world we are. It carries rules with it that can be understood by everyone.

We use the power of this tool because from childhood to adulthood, play is a natural means of communication and contributes to physical and social development. It is a catalyst for learning on important issues for the rest of life and opens dialogue on topics of interest to all people.

The Sustainable Development Goals (SDGs) are global challenges that we share around the world. Their mission is to contribute to the development of each individual, their community and the environment, resulting in a better quality of life for all.

In each game included in this booklet you will find the badge of the **SDGs** on which you will reflect. Furthermore, we invite you to learn about the **SDGs** and what you can do to help your community through your own actions. **Do you want to know more?** See: <https://www.un.org/sustainabledevelopment/>



Values are qualities or principles that guide people's actions so that we can live together in a fairer world.

When we practice **civic values**, we contribute to the construction of a citizenship in which all people and their differences are respected.

In each game, for each **value** you practice you will find a new badge. Think of new ways to incorporate the value in your daily life and invite other people to join.

Empathy



Gender equality



Teamwork



Fair play



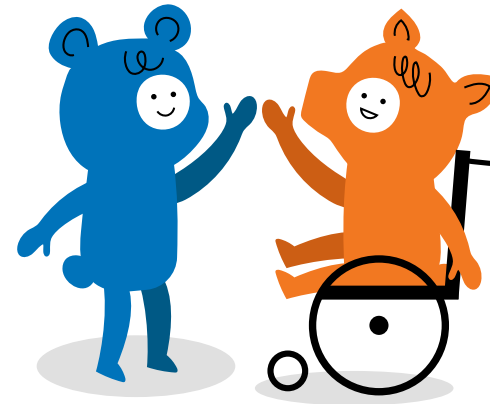
Respect



Responsibility



Tolerance



Socioemotional Skills are those that help us identify and manage emotions, feelings, thoughts and behaviors to be able to live peacefully with others and to make responsible decisions to achieve personal and professional goals.

The skills we promote are: self-awareness, self-regulation, social-awareness, relationship skills, responsible decision-making, and resilience.

Our activities seek to develop these skills in a transversal way, since playing is also an opportunity to express and share how we feel.

Let's play seriously!

Game 1

Rights in movement

“Commit yourself to the noble struggle for equal rights. You will make a better person of yourself, a greater nation of your country, and a finer world to live in”.

”

- Martin Luther King, Jr;
Defender of Civil Rights

All of us have **rights** that must be respected so that we can live with dignity, since we are unique human beings with our own features that characterize us. This set of differences is referred to as **diversity**.

What are the rights for? Find out in this game that is part of the **Club 2030** educational proposal that we have designed in partnership with the Fundación Telefónica and La Caixa.

Objective.

Reflect on the importance of enforcing your rights to live fully.



Rules of the game

- Ask the participants what rights they know and ask each person to write people's basic rights (food, health, education and decent work, among others) on small pieces of paper and then fold them. Also include some pieces of paper that say: **“NO RIGHT”**
- Put the pieces of paper in a container and shake them out over the participants so that they catch them as if it were raining.
- Play two rounds of the game. In each round, ask the participants to read the right they caught and to put them in movement by creatively representing it and sharing whether they exercise it freely, and why. The rule is that you can't repeat someone else's performance. In cases where they catch the pieces of paper **“NO RIGHT”** people lose their turn to participate in that round.

The game ends by reflecting on the following questions:

- How did you feel when you had the piece of paper **“NO RIGHT”**?
- What other rights would you like to catch and put into practice in real life?
- What can you do so that more people in the world get to know their rights?
- What would happen if everyone could exercise their rights? Why?



Additional recommendations...

- Include new rules to catch or exchange rights, according to the participants age.
- See the Universal **Declaration of Human Rights** and **the Convention on the Rights of the Child** to include more ideas of the rights that they may mention. Remember to mention the game!
- Promote empathy to reflect on what happens when the rights of other people are not respected.

Challenge. A campaign for rights

With this challenge you will help more people to know their rights.

With your friends, create a campaign where you promote a human right for one day.

Do you know how many people know their rights and how they exercise them? Rights are lived every day, and in order to practice them correctly, it is important to know them, learn what they are and know that rights also have limits that must be respected.

What did you discover in your campaign?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 2

My right is your right

“Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free”.

”

- Tenzin Gyatso.
14^o Dalai Lama.

Universal rights are so called because they include all people leaving no one behind. When we cannot exercise any of them, the rest of our rights and those of other people are affected.

How do you live your rights? Find out through this fun game that is part of our workshop **Social-emotional skills**.

Objective.

Reflect on the way you live your rights and how you could help other people to do the same.

Respect



Empathy



Rules of the game

- Draw three geometric figures on the ground: a medium rectangle, a small circle and a smaller triangle. You can trace them with chalk.
- Explain to the participants that in this game, each geometric figure symbolizes access to a universal right that all human beings should have. Tell them that they must follow the instructions for each round so that they can “access” the universal right with a single jump, without stepping on the edges of the figures or outside of them, since in that case, they must start from the beginning.
- Indicate the instructions for each round:
 - First round-Rectangle-Right to education:** You have 2 minutes for all the people to enter with a single jump, without helping each other.
 - Second round-Circle-Right to decent work:** Before starting, they can organize a plan so that all the people enter with a single jump in 2 minutes.
 - Third round-Triangle-Right to health:** You have 2 minutes for all the people to enter with a single jump with or without a plan, and this time they can support each other.

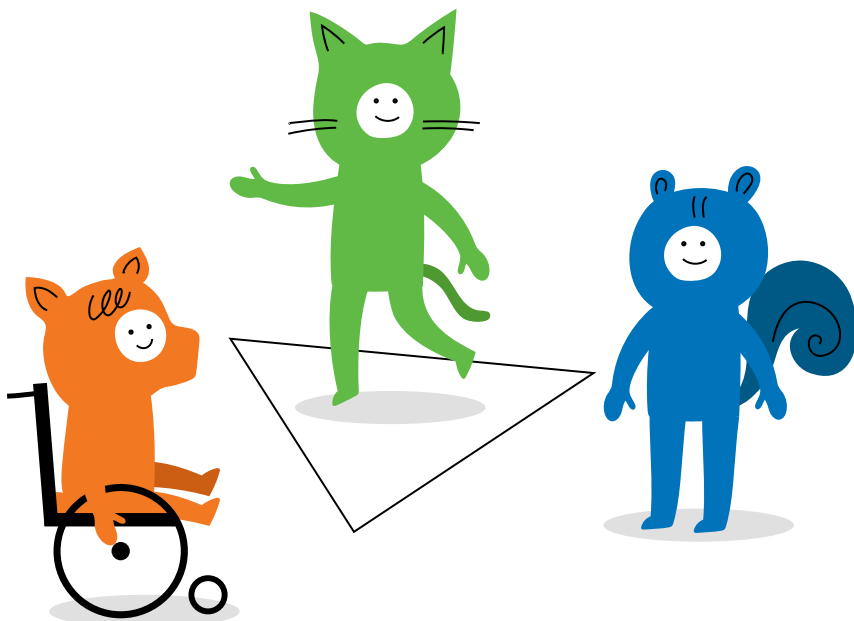
The game ends by reflecting on the following questions:

- Why did some people get in and others not?
- What changed when they were able to make a plan and support each other?
- Do you live your rights with responsibility? Why?
- Can you help other people to live their rights? How?



Additional recommendations...

- Replace the proposed rights with the ones you would like to reflect on.
- Consider the number of people who are going to play in order to draw the geometric figures.
- Play the game in a large space so that people can jump.
- If less than 5 people play, reduce the time per round to 30 seconds or 1 minute.



Challenge. Who knows more rights?

In this challenge, you will contribute in making more people interested in learning about their rights.

Carry out a survey to ask people what rights they know and gather at least 10 different rights.

What is the purpose of knowing about universal rights? Surely you know a person who has faced a challenge or been treated unfairly. When these situations occur, knowing our rights is also a way to protect ourselves and request dignified treatment or service that all human beings deserve.

What was the most popular right in your survey?

Share your photos and videos of the challenge with the challenge with the **#IncludeToChange.**



Game 3

Hide-and-seek Opportunities

“To deny people their human rights is to challenge their very humanity”.

”

- Nelson Mandela, South African Human Rights Activist

Although all people have the same **universal rights**, we do not always have the same opportunities to exercise them.

What opportunities do you have and which ones would you like to have? Find out in this game of hide-and-seek adapted from our **Sports For Sharing** program.

Objective.

Reflect on the importance of equal opportunities for all people to fully develop.



Rules of the game

- Ask the participants to let their imagination run wild and write on small pieces of paper what opportunities they would like to have. For example: what to study, where to work or where to live.
- Mix up the pieces of paper in a container and give one to each participant, except for one person who will do the opportunity hunting in the first round.
- Explain the rules of the game: **1.** Designate a play area. **2.** Explain in which places are the participants allowed to hide. **3.** When you indicate it, the people with the piece of paper or “opportunities” must hide within the space allowed. **4.** The first round begins when, at the count of 10, the volunteer looks for the other participants who are hiding. **5.** Each person found will hand in their piece of paper and that “opportunity” will belong to the person who found it. **6.** Do three rounds so everyone can get “opportunities”. **7.** At the end of the rounds, ask them to read their “opportunities” out loud to exchange them among the participants.

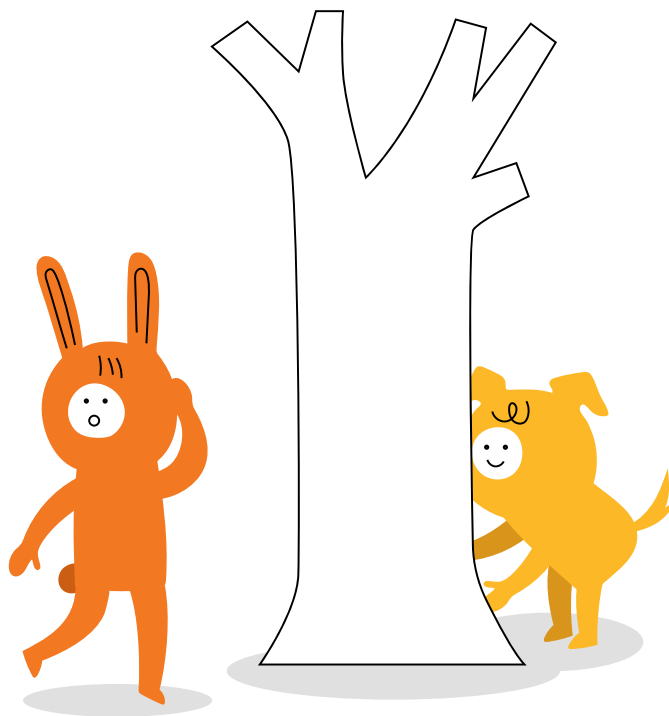
The game ends by reflecting on the following questions:

- In real life, do you have the opportunities you got in the game? Why?
- Why do you think it is important to have opportunities?
- Do you think that all people should have the same opportunities? Why?
- How can you help others to also have opportunities for a dignified life?



Challenge. Stop! Inclusion inspection

In this challenge, you will contribute to make more spaces consider people of all genders, from the information they provide.



Visit three spaces that provide services in your community, observe the information they provide and write a list of suggestions so that they consider people of all genders in their messages.

Should our opportunities be limited by our gender? For a long time there was a misconception that the female gender should not have development opportunities equal to those of the male gender, limiting the potential of many people.

Fortunately, society is increasing awareness that people of all genders should have the same rights and be treated in the same way everywhere.

How difficult was it to adapt an inclusive space?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Additional recommendations...

- If the play area is small, you can hide the pieces of paper, instead of asking people to hide.
- You can promote reflection about the difference in opportunities that exist due to prejudice such as: these activities are only for women, these games are only for boys, among others; and analyze which ones they identify in their context and how they can begin to eradicate them.

Game 4

News with value

“Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny”.

- Mahatma Gandhi.
Hindu lawyer, thinker and politician.

From childhood we learn **values** that are with us throughout our life. When we don't put them into practice, we fail to treat people with the **equality** and **empathy** they deserve.

Why is it important to practice values? Find out in this game adapted from our **Sports for Sharing** program.

Objective.

Let's reflect on what would happen if values were present in everything that happens around us.

Tolerance



Respect



Empathy



Rules of the game

- Ask each participant to find a local or international news item that shows a situation of discrimination of any kind; for example: people with disabilities, women or immigrants, among others.
- Explain that in this game, each participant will be a reporter and they must present their news in 2 minutes, changing the end of the situation to one where values are practiced.
- Mention that, when each reporter presents their story, they will have to choose who they want to act out the situation while narrating it.

The game ends by reflecting on the following questions:

- What values did you include in your news?
- What happens when people practice values?
- What values can you practice to make people feel included and accepted?
- What values would you like your students, family or friends to practice with you?
- How can you use values to avoid situations of discrimination?



Additional recommendations...

- Find out what values exist and share them with the participants so that they select the ones they want to use in their news.



- Remember to use the values of **Education for Sharing**: gender equality, teamwork, respect, responsibility, tolerance, empathy and fair play.
- You can do previous research of the news and provide it to the participants. If you have little time to play the game, you can ask them to present the news by teams. If you have more time, you can ask them to name their newscast and use the objects that are within their reach to represent the news.

Challenge. Ambassadors of values

In this challenge, you will help more people learn about the practice of values through your example.

Become an ambassador of the value you choose, practicing it consciously during all the activities you do in a day.

What values do you practice? Sometimes, it seems that we are aware of what values are, however, we can lose sight of whether we actually put them into practice in the different situations we experience daily. For example, when we make comments about someone else's appearance or characteristics, we don't know the impact our words have on people's lives. Before giving your opinion, stop and ask yourself whether or not you are practicing a value and what damage you can cause.

What was different about including a value in your whole day?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 5

Giants, wizards and elves

“You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement”.

- Marie Curie.
Polish physics and chemistry.

The **diversity** of people has always existed, since all of us are unique and unrepeatable humans. However, an important change that we can make as a society is to ensure that differences cease to be a reason for exclusion and are recognized and valued if we work as a team.

Why is teamwork an ally of inclusion? Find out in this fun game that is part of our **Sports for Sharing** program.

Objective.

Get to know and include everyone in your community through teamwork.



Rules of the game



- Designate an area by marking two bases at the ends of the playing space. Ask the participants to form two mixed teams with the same number of members, and ask both teams to line up in two lines facing each other.
- Explain that during the game, they must choose one of the following characters and represent it with the corresponding movements: **Giants:** They raise their arms and growl. **Wizards:** One leg in front of the other and one hand pointing with an imaginary magic wand. **Elves:** They bend down and put their thumbs to their ears with palms open. Similar to rock, paper, scissors, In this game, the characters trump each other as follows: Giants to wizards, wizards to elves, and elves to giants.
- Mention that, in each of the 6 rounds, both teams will have 1 minute for their members to agree and represent the same character when you say out loud: “**one, two, three, what’s it going to be?**” - If their character is not the joker, they will have to run to the base. If on the way people are caught, they will be part of the other team. When both teams represent the same character, they will bump fists as a show of empathy.

The game ends by reflecting on the following questions:

- How did you organize yourself to choose the characters?
- What does it take to work as a team?
- What is more important to you: competing or including other people (friends, family)? Why?
- How can you team up to include everyone in your environment (school, work, home)?



Additional recommendations...

- Increase the game rounds, if the group is large.
- Take the necessary precautions so that the participants do not suffer accidents during the game.
- Mention that they can create their own sign of empathy together when both teams coincide.



Challenge. In team, it's better

In this challenge, you will invite other people to reflect on the importance of teamwork.

Choose an activity that you usually do individually but might work better as a team, and invite a couple of students, friends, or family members to do it.

What is teamwork good for? When we organize ourselves in teams to carry out school or professional work, we have the opportunity to listen to other people that we may not know as well or with whom we do not frequently interact. Can you imagine what we could achieve if we joined our efforts to include all people?

What activity did you do best as a team? Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 6

STOP discrimination

“This world’s not going to change unless we’re willing to change ourselves”.

”

- Rigoberta Menchu.
Guatemalan indigenous leader, UNESCO
Goodwill Ambassador and winner of the
Nobel Peace Prize.

When we treat a person in a different and negative way, we are causing them damage through **discrimination**.

How many actions do you know that avoids discrimination? Find out in this game that is part of our **Art for Sharing** program.

Objective.

Reflect on what you can do to fight against discrimination in your day to day life.



Rules of the game

- Tell the participants that this game is based on the game “STOP”.
- Hand out a recycled sheet of paper and pencil to each participant.
- **Explain the rules of the game:** **1.** There will be different rounds. **2.** In each round, a different person will say the alphabet in a low voice and the person on their left side will stop them by saying: “stop discrimination”. **3.** The letter he was saying at that moment will be the one chosen for each participant to write an action to fight against discrimination that can be carried out anywhere: school, work, street or home. For example “H”, “Help all people, even if I don’t know them”.

The game ends by reflecting on the following questions:

- Have you suffered discrimination? Why? How did you feel?
- Have you felt acceptance somewhere? How was it?
- What were the proposed actions that you liked the most? Why?
- What actions would you like to put into practice to prevent discrimination from continuing to hurt people?
- What do you think would happen in the world if all people were valued and treated with respect?



Additional recommendations...

- Before the game, think about some anti-discrimination actions that you would like to take up again.

Challenge. Spaces free of discrimination

In this challenge, you will contribute to help more people know how to create respectful coexistence spaces.

Place signs in spaces of common areas of your home, school, work or community with recommendations for a coexistence free of discrimination.

How would it make you feel if people rejected you just for being there?

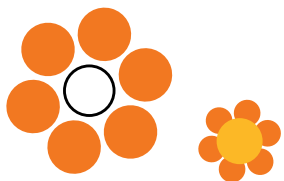
This reality is experienced by thousands of people for reasons such as their gender, their tastes or the place where they were born. If we pay more attention and empathy to the way we relate to others, we will be able to team up to stop discrimination from advancing.

What messages did you share on your signs?

Share your photos and videos of the challenge with the **#IncludeToChange**.



- Find out what types of discrimination exist.
- Gather participants' experiences about how they have experienced discrimination in their lives.



Game 7

My mark of inclusion

“Play can become a doorway to a new self, one much more in tune with the world. Because play is all about trying on new behaviors and thoughts, it frees us from established patterns”.

- Stuart Brown.

American physician, psychiatrist, and clinical researcher.

All people have **skills** and **capabilities** that characterize us. If we learn to be inclusive and value the differences of each human being, we can build a community free of **violence** and **discrimination**.

Do you know how inclusive you are with other people? Find out in this adapted game that is part of our **Digital Citizenship** program.

Objective.

Reflect on the importance of knowing other people around you and adding up the differences of all of them.

Respect



Empathy



Rules of the game

- Ask the participants to form a line, leaving a space of approximately half a meter between each participant.
- Explain that the mark we leave on the people we know is formed through memories or recollections of our experiences with other human beings and with everything we do, even when we think that no one is watching us.
- Mention that you will ask a series of questions that must be answered with a Yes or No. When the answer is affirmative, they advance by making a “Jumping Jack” type jump, and when it is negative, they do not advance. Ask the questions: - Do you like getting closer and meet new people in your community? Do you ask people how they like to be treated? Do you respect the spaces intended for women, people with disabilities and elderly adults? Do you avoid making fun of people? Are you interested in knowing the culture and traditions of other people? Do you value all people equally? Do you respect the opinions of people who think differently from you? Do you avoid criticizing other people for the way they dress or talk?

The game ends by reflecting on the following questions:

- Did you make little or a lot of progress? Why?
- How does it affect your community that people do not feel part of it?
- What would you like your inclusion mark to say about you?
- What can you do to make your inclusion mark bigger and bigger?



Additional recommendations...

- Previously, investigate what are “Jumping Jacks” and practice them.
- Include other types of jumps or ways of moving forward, taking into account the age of the participants.
- Integrate questions related to situations of inclusion that you have identified in your context.

Invite someone from your school, job or family whom you spend the least amount of time with and talk to him/her until you discover a common taste. For example: a hobby.

Do you always make sure everyone around you feels included? Sometimes, we believe that we do not need to meet new friends and we prefer to be with the same people. However, when we give ourselves the opportunity to ask other people what they need to feel comfortable and safe, we may discover that we have more things in common than we thought, and that being inclusive means thinking of all people no matter how similar or different we think they are to us.

What did you learn about yourself and others by doing this challenge?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Challenge. Different but similar

With this challenge you will live the experience of finding ways to include other people.

Game 8

Recreators of the world

“The ideal should be to be capable of loving a woman or a man; either, a human being, without feeling fear, restraint, or obligation”.

- Simone de Beauvoir
French philosopher, teacher and writer.

We all have the **right to choose** and to decide what we like and what we don't, when we don't share tastes with others, we must **respect** and **inform** about their decisions in order to coexist in a healthy way.

Do you like acting? Give it a try with this fun game from our **Art for Sharing** program.

Objective.

Reflect on your behavior to build safe spaces for coexistence.



Rules of the game

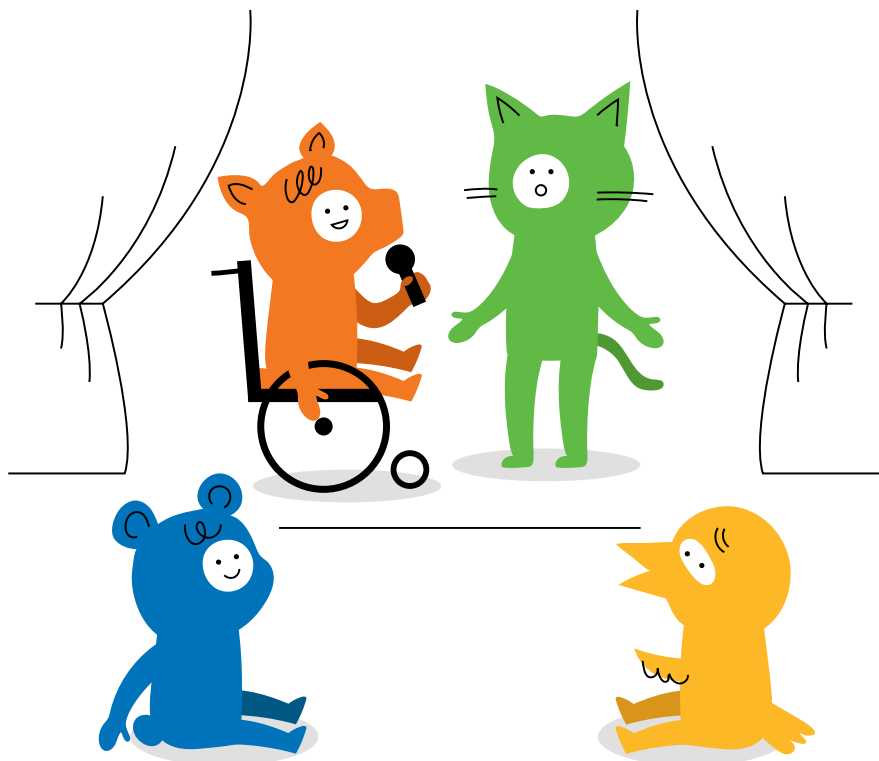


- Select and act one of the following situations
 1. A person feels ashamed that his tastes are not the same as other people's. (Ideal for playing with little girls and boys, examples: toys, colors, flavors, etc.)
 2. A person is interested in learning about gender identity but is embarrassed to ask.
 3. A person who does not feel sure of their gender identity and decides to express it to their family.
- Ask the participants to organize themselves to those who will present and those who will be spectators, ask the cast to characterize themselves creatively and free of stereotypes.
- Explain that at the time they feel appropriate, spectators can also enter the scene to support the people who star in the play and/or the cast itself can request their participation.
- Mention that the play must have two acts: what happens in reality (first performance) and what should happen in an empathetic society. This second performance must be built by all the people who are playing.
- The game ends by reflecting on the following questions:
 - How do we help people freely express their preferences?
 - Should there be limits to expressing our preferences? Why?
 - How do you explain this type of situation to a girl or a boy?
 - What values are practiced when suggesting and participating in solving social problems?
 - How does the game relate to gender equality?



Additional recommendations...

- Establish your own situations to represent.
- Adjust the roles according to the number of people.
- Extend the production of the play as much as you want, you can even record it.
- Check the glossary of the [United Nations Educational, Scientific and Cultural Organization on sexuality education \(https://cutt.ly/XGhB2WT\)](https://cutt.ly/XGhB2WT)



Challenge. I decide for you

With this challenge you will experience what a person feels when having to live based on the impositions of other people.

Organize with a person in your family, and for a day exchange your decisions about what to wear, what to eat, what music to listen to or which route to follow, among others.

How would you feel if other people wanted to decide on your preferences?

Was it easy to meet this challenge?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 9

Stop cyberbullying!

“Technology is nothing. What’s important is that you have a faith in people, that they’re basically good and smart, and if you give them tools, they’ll do wonderful things with them”.

- Steve Jobs
Co-founder and CEO of Apple Inc.

When we communicate with other people over the Internet and social media, even if we don’t see them, we must **respect them** as if they were face to face.

Do you know how to put limits to bullying on the internet? Try it with this fun game that is part of our **Digital Citizenship** program.

Objective.

You will recognize that boundaries need to be set and respected when using the Internet.



Rules of the game

- Ask one person to stand in front of the rest, at a distance of 20 meters. Ask the other participants to form a horizontal row.
- Explain that when the participant in front turns his/her back and says “**go**”, the rest can move forward, but when he/she turns, stretches out his/her hand and says “**stop**”, everyone must stop.
- If someone continues to move forward and the person in front points them out, they must say a discriminatory or bullying action that happens on the Internet, and the person in front must respond with an action to stop that situation, then the person who does not respect the stop will return to the starting point. Saying “**go**” means that you allow others to interact with you in the virtual world, and the word “**stop**” means that you are setting limits.

The game ends by reflecting on the following questions:

- How can you put a “stop” when someone on the Internet is bothering or bullying you?
- Is there discrimination online? Why?
- How can peace and justice be achieved by ending cyberbullying?
- How can you practice empathy and tolerance when interacting on the Internet?
- Does joining a collective mockery help to put an end to cyberbullying? Why?

Challenge . Yellow card, red card

With this challenge you will be able to identify how to set limits in a fun and respectful way.

Make a yellow card and a red card. Choose a person with whom you feel confident to carry out this challenge. When you feel uncomfortable about their actions, show the yellow card and explain your feelings, if the behavior continues, show the red card and make an agreement that it will not happen again.

It is very important to feel confident to express when something bothers or makes you uncomfortable. People need to listen to your limits to understand and respect them.

Was it easy to set boundaries in your relationships?

Share your photos and videos of the challenge with the [#IncludeToChange](#).



Additional recommendations...

- Suggest fun ways to get to the other end, for example: backwards or jumping.
- Mention real cases of online discrimination and suggest measures of action.
- Do two or three rounds and switch the person at the front.

Game 10

Challenging inequality

“Not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves”.

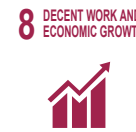
- John F. Kennedy
Former President of the United States.

The gender inequality that we live in has generated a wage gap in which women receive less pay than men.

If the work and results are the same, why isn't the pay? Find it out with this game from our **Finance for Sharing** program.

Objective.

Reflect on the importance of gender equality to close the wage gap.



Rules of the game

- Ask the participants to organize themselves into two teams and name them freely.
- Ask each team to complete the following challenges, each worth one point for team 1 and two points for team 2.
Team 1: Get 3 international coins. Turn 15 times and then walk in a straight line. Invent a musical instrument. Draw a floor plan of your house.
Team 2: Get 20 pesos in one minute. Do 5 burpees. Sing your favorite song. Count the doors, lightbulbs and windows.
Both: Solve the riddle without help: How many seconds are in one year?*

The game ends by reflecting on the following questions:

- How many points did you get?
- Were they equal challenges? How does it compare to wage inequality?
- What can you do to level the conditions between men and women?
- What is the importance of contributing to gender equality in the world?
- What values could you apply to end the wage gap?



Additional recommendations...

- Invent new challenges to extend the dynamic.
- Ask the men's team to perform the challenges of the women's team and vice versa.



- Ask participants how their gender makes them feel.

***Answer:** 12 (January 2nd, February 2nd...)

Draw a figure on a paper sheet, ask someone else to draw it a face, then, ask someone else to add limbs, and so on until you create a unique character.

What rights would you like your character to have?

Would these depend on their gender?

Rights should not be limited on people's gender, because they are inherent to all human beings.

How does your character look?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Challenge. Beyond genders

With this challenge, you will create a character that breaks all stereotypes.

Game 11

Guess who I am

“Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status”.

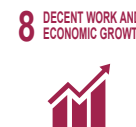
- United Nations Human Rights Commission (UNHRC)

Trades and **professions** are learned and practiced in different ways and both are necessary in our daily life.

Is a profession better than a trade? Find it out with this game from our **Finance for Sharing** program.

Objective.

Recognize the importance of valuing people who perform a trade or profession.



Rules of the game

- Think of a trade or profession.
- The rest of the participants must guess “Who are you?” by asking questions that can be only answered with “yes” or “no”.
- If they don’t guess who you are, you can give them a clue, for example, “I wear a helmet for protection”.

The game ends by reflecting on the following questions:

- What is the difference between a trade and a profession, which one is more important?
- Are the working conditions decent in both cases, and why?
- Do people treat professionals the same way as those who has a trade, and why?
- Why should we respect those who carry out a trade or profession in the same way?
- How does labor inclusion contribute to a better education?



Additional recommendations...

- Organize teams, and ask them to develop a strategy to avoid guessing their characters.

- Select unusual trades and professions to increase the difficulty.
- Debate on how some trades and professions complement each other, for example, architect and bricklayer.



Challenge. Apprentice of...

With this challenge you will learn about the skills you can develop by learning a trade or profession.

Contact a person working in a trade or profession and be their apprentice for a day or interview them to learn about their work.

By learning a trade or profession, you can learn another way to help your community, and that help is valuable and should be respected.

Is it difficult to learn a profession or a trade?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 12

Oh, memory!

“The beauty of the universe consists not only of unity in variety, but also of variety in unity”.

- Umberto Eco

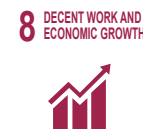
Italian writer and philosopher, expert in semiotics.

There are several **stereotypes** about people with **disability**. To avoid contributing to the misinformation that these cause, it is best to **get informed** and empathically approach those who experience disability.

Is it easy for you to concentrate? Prove it with this game from our **Sports for Sharing** program.

Objective.

People with intellectual disabilities have difficulty concentrating or understanding a task. **Therefore, we should** empathize with their situation and **take** actions to support them.



Rules of the game

- Choose a landscape that you like to observe, a wall of your house or even an image from the Internet.
- Ask the participants to observe the selected space quietly and carefully during a couple of minutes.
- After the time has passed, ask them to turn around and draw the entire landscape. If they find it difficult, give them a couple more minutes to look at it again and then, again ask them to turn back and continue with their drawing.

The game ends by reflecting on the following questions:

- How does labor inclusion contribute to people with disabilities in reducing inequality?
- After playing the game, how can you apply empathy?
- How can you include people with intellectual disabilities in your daily life?
- Can people with intellectual disabilities work?
- How can you include people with intellectual disabilities?



Additional recommendations...

- In rounds, ask for characteristics from the picture, for example, in these two minutes concentrate on the lines, in the next round concentrate on the colors, etc.

Challenge. Public and inclusive spaces

With this challenge you will share valuable information about the treatment of people with disabilities.

Research and create brochures alluding to the inclusion of people with disabilities, and share them in public spaces.

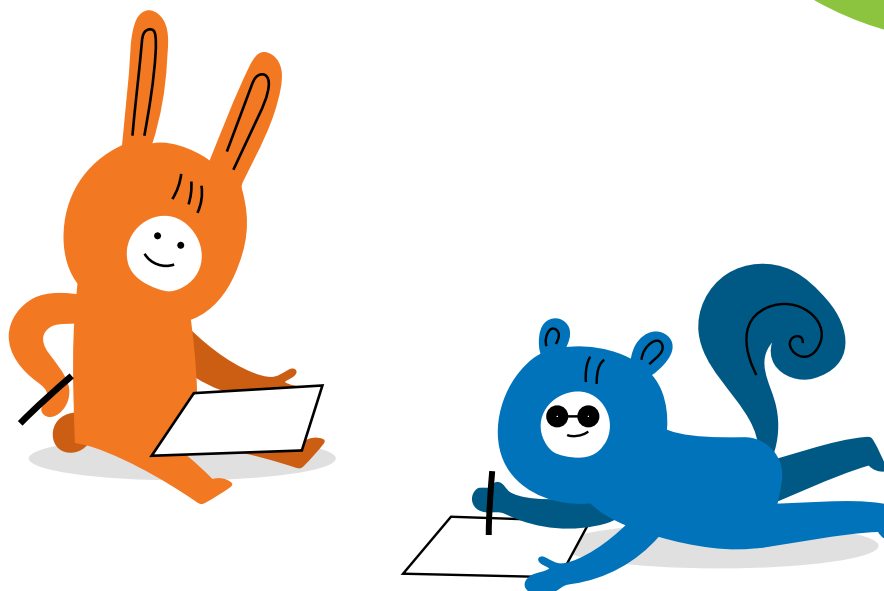
When going to public spaces it is important to create regulations so that all people are included.

Was it fun to inform people?

Share your photos and videos of the challenge with the **#IncludeToChange**.



- Make the activity more complex by looking for images with many eye-catching elements.
- Act as a distractor by making small talk, humming or singing a song.



Game 13

Discover the troll

“I have learned that as long as I hold fast to my beliefs and values – and follow my own moral compass – then the only expectations I need to live up to are my own”.

- Michelle Obama
American lawyer and writer, and First Lady of the United States.

There are people on the Internet, called **trolls** who decide to make fun of other people's tastes, appearance, decisions or preferences.

When this bullying becomes viral, it can be impossible to find who started it. To fight against these trolls it is important to **play fair**, read and follow the rules of the platforms where we interact.

Could you spot a troll? Try it with this game from our **Digital Citizenship** program.

Objective.

Reflect on your behavior on the Internet to value and respect all people.



Fair play

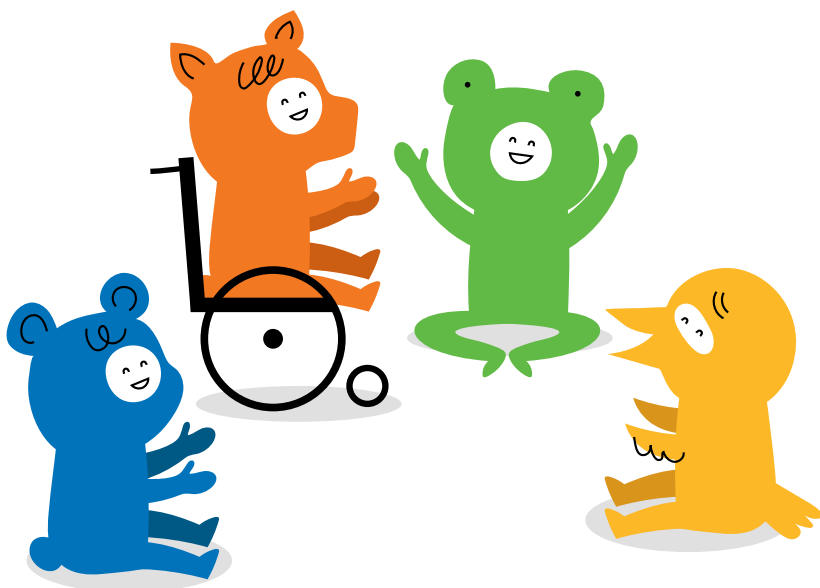


Rules of the game

- Form a circle with the participants.
- Ask a volunteer to move away from the circle to a place where they can't hear.
- Choose a person who will behave like a “troll”. This person must do actions such as clapping, tapping, etc., so that the rest of the participants imitate him/her, the imitation must be such that it is almost imperceptible who initiates the movements.
- Ask the volunteer to return to the circle, stand in the center and try to guess who is the “troll” that started the actions. The group should not look at the “troll” so as not to give him/her away.
- When the “troll” is discovered, the volunteer joins the circle and the person who was the “troll” stands aside to allow the group to choose a new “troll”.
- While trying to identify the “troll”, mention the most viral jokes you can remember, with phrases like “let's catch this troll because he started the mockery about...”

The game ends by reflecting on the following questions:

- How can we achieve the peace mentioned in SDG 16, by avoiding participating in mockery on and off social media?
- Why is fair play important when using the Internet?
- If we use social media to make fun of others, are we benefiting the world with the use of technology? Why?
- What values can be practiced on the Internet to prevent more trolls from emerging?



Additional recommendations...

- Choose a character that behaves like an anti-troll, and decide what actions it performs on the Internet.
- Make a new round but this time identify the anti-troll.
- In the anti-troll round, mention the actions you would take, for example “let’s find the anti-troll to congratulate him because he has avoided spreading other people’s personal information”.

Challenge. Spreading kindness

With this challenge you will practice your kindness towards other people, recognizing the importance they have in your life.

Make a positive comment or recognition to each person you meet in your day.

We do not know what is happening in other people’s lives, perhaps they experience harassment, discrimination or are being teased. That is why it is important to have an encouraging comment and actively listen to them, because you never know when you can change someone’s day.

Was it easy to show appreciation to other people?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 14

Family shields

“Don’t say anything online that you wouldn’t want plastered on a billboard with your face on it”.

- Erin Bury
Entrepreneur, speaker, and former tech journalist.

Sometimes we do not usually express when we feel at **risk** or we may simply not realize that we are, in these circumstances it is very important to know that we have **support** and **safety nets** that watch over our well-being.

We build these networks throughout life and are regularly made up of our **family** and **friends**.

Do you have a safety net? Discover how to take care of yourself online with this game from our program **Digital Citizenship**.

Objective.

Practice self-care behaviors on the Internet and protect yourself and your family.



Rules of the game

- Ask two volunteers to act as an underage person and a person with bad intentions who wants to steal his/her data on the Internet. Indicate that the rest of the people will be the protective family.
- Ask the underage person to place a garment such as a bandana on the back, at his/her waist level. The bandana should not be tied, just tucked into the clothing and leaving half exposed. The bandana represents all the personal information that the girl or boy has about himself and his family, which must be protected.
- Ask the underage person to hold hands with the rest of the family to form a circle. The person with bad intentions will try to steal the information, removing the bandana from the girl or boy.
- The family, without letting go of each other's hands, will turn or move to avoid having their bandanas taken from them.

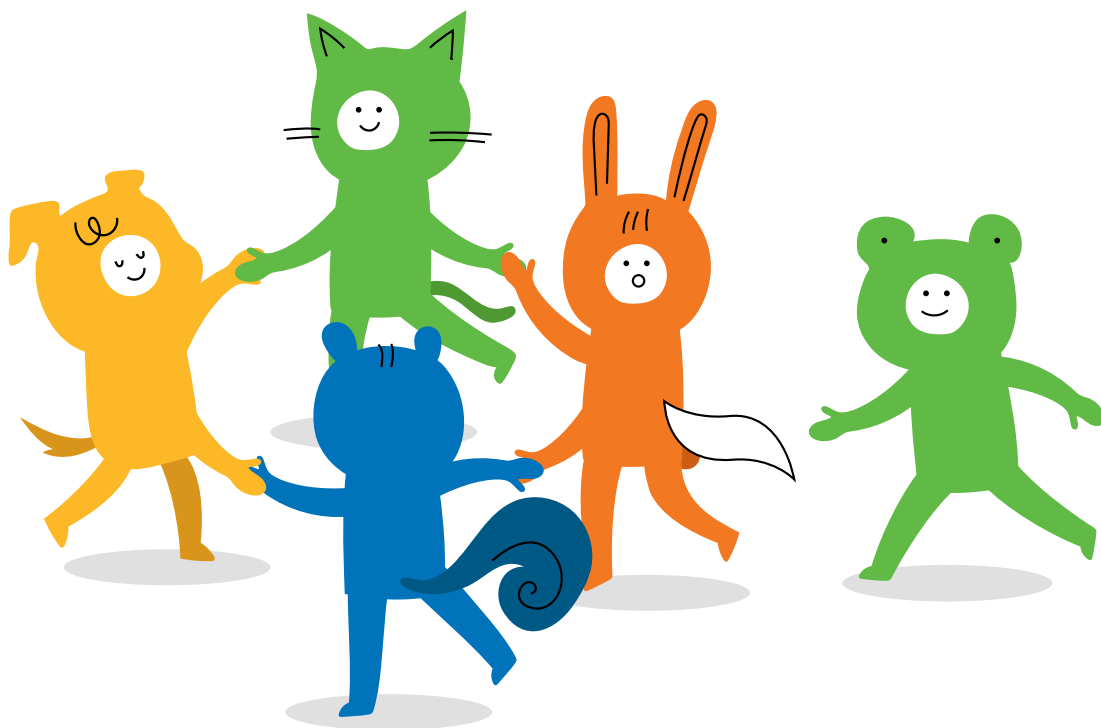
The game ends by reflecting on the following questions:

- Why is it important to have and know our safety nets?
- Are you part of a safety net? What is your role?
- How do safety nets contribute to using technology for the benefit of the world?
- How is teamwork put into practice when there are safety nets?
- What other values can you apply when creating or being part of a safety net?



Additional recommendations...

- Make new rounds and switch roles.
- If they manage to remove the bandana, ask the families what they could have done in real life to avoid it.
- Integrate more than one underage person, simulating families with more than one son or daughter.



Challenge. Family codes

With this challenge you will create a new and fun way to communicate with your family, to strengthen their confidence.

Create a communication code together with your family to express situations, emotions, fears or any information that only you understand.

Having the support and protection of our family at any age is very important to feel safe. Always communicate your needs and concerns in time.

Was it easy to communicate in code?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Game 15

The challenges of empathy

“The best that the world has is in the many worlds that the world contains”.

- Eduardo Galeano
Journalist and writer.

We know that everyone has different tastes, characteristics, needs and interests, and that we all deserve to be **included** in spaces for coexistence and **constructive dialogue**. To achieve this, it is important to know the needs and opinions of all people, and **mediate** the interests for the benefit of the community.

Do you know how to include? Build new ideas so that all people are included with this game from our **Grow for Sharing** program

Objective.

Dialogue with people, get to know their needs and build agreements to meet them.



Rules of the game

- Start by asking the participants if they know a person with a disability, someone who cannot see, hear, uses a wheelchair or is missing a limb. Listen to their answers.
- Tell them that we will play to put ourselves in their shoes.
- Ask them if they like challenges and encourage them to do the following:
 - Open a bottle using only one hand.
 - Put on a shirt or sweatshirt without seeing.
 - Paint a flower without hands.
 - Run only on one foot.

The game ends by reflecting on the following questions:

- What was the challenge you found most difficult?
- Would you like someone to have helped you in any of the challenges?
- Why is it important to know the opinion and needs of all people?
- What can you do to include all people?
- How does the inclusion of all people contribute to reducing inequalities?
- How can we work as a team to be included and inclusive?



Challenge. An inclusive message

With this challenge you will share what you have learned with these fifteen games for inclusion.

Choose an inclusive way to communicate in one sentence what did you learn about inclusion? and share it with your family and friends.

A clue can be in sign language, braille, in an indigenous language, another language, etc...

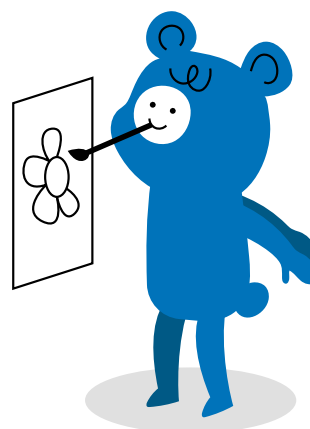
What did you learn about inclusion in these 15 games?

Share your photos and videos of the challenge with the **#IncludeToChange**.



Additional recommendations...

- Think about what other challenges you could add to the activity
- This activity can be done individually, in pairs or in thirds.
- Make sure that the reflection of the participants is not only about helping people with disabilities, but also including them in the decisions of daily life.



What have we learned by playing?

“All the most important lessons
of life are made by playing”.

- Francesco Tonucci.
Italian psychopedagogue and illustrator

Congratulations! If you are here it is because you accepted our invitation to play, reflect and act, and now you have 15 playful experiences to become a person who lives inclusion and who can promote it with friends, family and collaborators.

We hope that you participate in our challenges and that your path as an ambassador of inclusion through play will begin or grow stronger with all the added learning.

Our team also continues to learn, and after 15 years of working with families, school communities, youth and adults from different countries, we have understood that our methodology is more relevant than ever. We have learned that play, followed by reflection and

action, does not have nationalities or know about exclusion, that every space is suitable for playing and learning if there is a willingness, that children have great potential to exercise their rights and create innovative ideas that help their community, that educators face academic challenges and life challenges alike, that governments are key allies to reach more places and that organizations and companies interested in adding to their society are essential to achieve a significant impact.

All of us are essential to create an inclusive and peaceful world, where an environment of collaboration, empathy, and solidarity can breathe and navigate, where our values are the flag that represents us as global citizens.

Along this path, we know that there are various approaches to address inclusion. At **Education for Sharing**, we define it as the creation of optimal conditions so that all people can fully exercise their rights, through the recognition and appreciation of differences in order to make them part of a community in which they feel represented, heard and seen. And with this definition in mind, we will continue creating strategies, programs and projects that translate into opportunities for dialogue and reflection so that play, reflection and action continue to be the means that make inclusion in the world possible.

We thank the people who have trusted our team, those who have sponsored us, those who have given us their advice, educators, families and especially the girls and boys who have allowed us to be part of their life and leave a mark, which will help them understand why all living beings are valuable and need to take care of each other, and why we need to be inclusive with people, with nature, with natural resources and with everything that surrounds us, in order to achieve personal, community and

planetary well-being.

We invite you to continue challenging prejudices and stereotypes, and to work as a team so that play continues to move reflections, emotions and actions in its path.

Gracias

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Thank you

Grazie

Terimakasih

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Obrigada

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VielenDank

Ngamihinui

谢谢

Mauruurukoe

Merci

Dina Buchbinder

Founder and President of Education for Sharing

Abraham Muñoz

Chief Executive Officer of Education for Sharing



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