

**THE RIGHT TO PROVISION  
DEVELOP**

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With the support of:

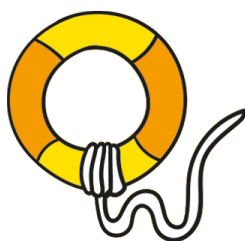


## INTRODUCTION TO THE PROJECT

### Welcome!

Welcome to our collection of activities and games on children's rights! This manual is part of the All Children, All Right(s) toolkit and is designed to assist youth workers, educators, teachers and anyone else working with children and youngsters in promoting and safeguarding children's rights. The manual includes a variety of activities and games that can be used to engage children and youth in learning about their rights, developing their skills and knowledge, and taking action to promote their rights and those of others.

The activities and games are organised according to the different dimensions of children's rights: provision, protection and participation (as defined in the [UN Convention on the Rights of the Child](#)). Each section focuses on a specific dimension and includes an introduction to the topic, activities for young people and activities involving or related to duty-bearers. We have created 11 educational posters related to the different dimensions. The activities and games linked to these posters are listed first in each chapter. Additional energizers are also available for each dimension.



**SURVIVAL**



**DEVELOPMENT**



**PROTECTION**



**PARTICIPATION**

Perhaps you noticed our five main characters on the front page? Julia, Anna, Priya, Fredrick, and Ibrahim will guide you through the children's rights and learning materials we have created. Want to get to know them better? Then feel free to listen to the audio stories which can be found through the QR-codes on our educational posters!



We hope that this manual will be a valuable resource for anyone working with children and young people, and that it will contribute to a better understanding and promotion of children's rights.

Let's play and learn together!

## Tips for the facilitator

Working with children and young people can be both rewarding and challenging, especially when it comes to children's rights. As a youth worker, you play a crucial role in helping young people learn about and exercise their rights. To support you in this important work, we have compiled a list of 10 general tips to help you engage and empower the young people you work with. We hope these tips provide you with practical guidance and inspiration and help you make a meaningful impact in the lives of the children and young people you work with.

1. Become familiar with the different dimensions of children's rights and related activities. This will help you choose activities that are most relevant and suitable for your target audience.
2. Choose age- and developmentally appropriate activities for your target audience.
3. Use the manual as a starting point, but don't be afraid to modify or adapt the activities to better suit your specific context or needs.
4. Introduce the activities in an attractive and fun way so that children and young people get involved in the topic of children's rights.
5. Encourage participation and teamwork between children and young people, ensuring that everyone can contribute and learn. This can help build trust and a sense of belonging within the group.
6. Create a safe and inclusive environment where everyone feels valued and respected to share their thoughts and ideas. Set clear expectations for behaviour and communication, and make sure everyone understands and agrees to these rules. This can help create a sense of safety and respect within the group.
7. Be prepared to offer emotional support to children and young people who may be experiencing difficult emotions related to the topic of children's rights. Make sure they know that it is okay to feel upset and that you are there to listen to them and support them.
8. Use activities to facilitate discussion and reflection on the topic of child rights and encourage children and young people to think critically and empathetically about these issues.
9. Evaluate the impact of the activities and solicit feedback to improve future sessions. This can help create a more responsive and effective learning environment.
10. Have fun and enjoy the learning process with the children and young people!

## More information about the project

### CONTEXT

Despite the fundamental right to healthcare, housing, education, etc., not all children have equal access to children's rights. Armed conflicts, natural disasters, poverty, pandemics, ... worsen pre-existing inequalities, making it even more difficult for youth in vulnerable communities to exercise their rights. To address this issue, we've developed the 'All Children, All Right(s)!' toolkit. Our aim is to empower youth workers and to provide them with guidelines and methods to promote children's rights. Many youth workers are familiar with the United Nations Convention on the Rights of the Child (UNCRC) but may not know how to apply it practically and those who do may lack the theoretical framework. This toolkit aims to fill this gap and help youth workers overcome the obstacles preventing children from reaching their full potential.

### OBJECTIVES

- Provide youth workers with pragmatic and innovative tools to work with children and young people in non-formal education on children's rights.
- Provide youth workers with pragmatic and innovative tools to work directly and indirectly with/around the topic of duty-bearers.
- Provide youth workers with accessible training on crucial topics that requires a limited time investment.
- Provide organisations with tools to train new staff and volunteers within their organisation on children's rights.

### THE TOOLKIT 'ALL CHILDREN, ALL RIGHT(S)!'

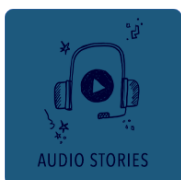
The toolkit 'All Children, All Right(s)!' consists of ...



11 new educational posters. These posters can be found in this game manual, on StreetSmart Play and on the website of our toolkit <http://www.street-smart.be/all-children-all-rights> where they can be downloaded for free.



A game manual with all activities related to children's rights. All activities and games are available for free on StreetSmart Play. It is also possible to download individual chapters of the manual if you want to work on a specific dimension via <http://www.street-smart.be/all-children-all-rights>.



10 audio stories related to the educational posters. The audio stories are available in six languages (EN, DU, FR, ES, GR, DE) and can be listened to for free on various platforms, like [Spotify](#). A QR code on the poster leads immediately to the corresponding audio story.



6 training programmes on children's rights. Each programme consists of self-paced theoretical courses and good practices that can be followed online and for free on [StreetSmart Learn](#).

## CONTRIBUTING ORGANISATIONS



Mobile School vzw is a Belgian non-profit organisation that supports youth workers through StreetSmart. Within StreetSmart, they develop innovative tools for talent development and empowerment of vulnerable children and youngsters worldwide.

[www.mobileschool.org](http://www.mobileschool.org) | [www.street-smart.be](http://www.street-smart.be)

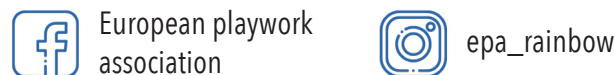


Uit De Marge is a Flemish organisation that advocates for socially vulnerable young people and youth centres. Uit De Marge works with youth workers from different organisations, policymakers at different political levels and the wider society, as well as with young people themselves through their own youth workers.

[www.uitdemarge.be](http://www.uitdemarge.be)



e.p.a. - the european playwork association - is an independent international youth NGO based in Hamburg. They have a partner network in more than 40 countries in 4 continents and are involved in international youth exchanges, trainings, seminars etc. They work mainly with young people from disadvantaged communities, create access to non-formal learning and support European youth projects. <http://epa-network.org>



ARSIS - Association for the Social Support of Youth - is a Greek NGO active in the field of child and youth protection. The main aim of ARSIS is to protect children at risk and help re-integrate socially vulnerable groups threatened with social exclusion and marginalisation.

[www.arsis.gr](http://www.arsis.gr)



This project is co-funded by Erasmus+. Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

<https://erasmus-plus.ec.europa.eu>



### Introduction

The right to provision is a fundamental right for every child and covers both survival and development rights. While survival rights ensure that a child has access to the necessities of life, development rights focus on a child's intellectual, social, and cultural growth. Development rights that can be related to the right to provision go from the right to education – Article 28 – to the right to rest, play, culture, and arts – Article 31.

All the following articles have a link to development:



Want to work on this topic with children and youngsters? Or with duty-bearers? Check out the following pages for a selection of activities and games to the topic that may be useful to you. Not only does every game include a manual, but you can also access them through StreetSmart Play by scanning the QR code, which provides free downloadable posters.

### Structure



POSTERS - P8



ENERGIZERS - P14



DUTY-BEARERS - P26

GAMES & ACTIVITIES FOR YOUTH

### Want to know more?

Explore our online training programme, '[The Right to Provision](#)' on StreetSmart Learn, to expand your understanding of this important topic. The right to survival and the right to development will be explained. You will also learn how to integrate the right to provision into your organisation, community, and activities. Besides, the programme offers tips and strategies for working with duty-bearers to promote the right to provision.



StreetSmartLearn

# Growing Minds, Growing Rights: explore the right to development

Learn more about the different children's rights linked to the right to development by exploring the 'Growing Minds, Growing Rights' poster.

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
						Self-awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	Creator
+5 players		Group discussion		Printable downloads		6-11		
2 - 4 players						12-14		
Difficulty	Icon	Play Space	Icon			15-17		
Easy		Small space				18+		

## Materials

- Poster 'The basics of life'
- A smartphone to scan the QR-code
- Pencil or chalk (optional)

## How to play the game?

1. As an introduction to the activity, scan the QR-code on the panel and listen together with the group of participants to the audiostory.
2. Then, explore the different rights linked to the right to development at the entrance of the school building. It's useful to have the children's rights overview panel at hand to check the different icons.
3. Try to find for each right a situation where the specific right is respected and where it is violated.
4. Discuss with the players the specific situations and why it's linked to the right to development.
5. The game ends when all the rights linked to development are discussed.

## Additional game information?

The 'Growing Minds, Growing Rights' poster is the overview poster for the right to development. This poster depicts a school environment where all different rights related to development can be found. This poster is one of the four storytelling posters linked to one of the dimensions of children's rights: survival, protection, development and participation. The storytelling poster is closely linked to the 'Different Abilities, Equal Rights' panel.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

Ask the children to make a drawing about the right to development and what it means to them.

StreetSmartPlay



# Growing Minds, Growing Rights: never have I ever

Have you ever ...? Discover what you and your friends have already done with the help of this easy-to-play statement game

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
						Self-awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
+5 players		Circle group game		Printable downloads		6-11		
2 - 4 players		Group discussion				12-14		
		Difficulty	Icon			15-17		
		Easy		Play Space	Icon	18+		
				Small space				

## Materials

- Poster 'Growing Minds, Growing Rights'

## How to play the game?

1. Gather the group in a circle.
2. Each player should hold up ten fingers.
3. One player starts by choosing a situation from the 'Growing Minds, Growing Rights' poster to the right of development.
4. The player says "Never have I ever..." and then states a situation e.g. "Never have I ever played football".
6. Anyone who has ever played football should drop one finger.
7. You continue with each next person in the circle, clockwise.
8. The aim of the game is to be the last player left with fingers in the air.

## Additional game information?

This game is a variant of the game "Never have I ever".

If a player makes the statement "I have never played football" and everyone in the group has indeed never played football, i.e. no one needs to put a finger down, then the person making the statement should put down a finger, even if he or she has never done it either. After a statement, you can ask questions to discuss the statement, e.g. "is football important to you?", "where do you play football?".

The 'Growing Minds, Growing Rights' poster is the overview poster for the right to development. This poster depicts a school environment where all different rights related to development can be found. This poster is one of the four storytelling posters linked to one of the dimensions of children's rights: survival, protection, development and participation. The storytelling poster is closely linked to the 'Different Abilities, Equal Rights' panel.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Growing Minds, Growing Rights: I spy with my little eye

I spy, I spy with my little eye... it is round and has the colors black and white. What is it? Can you guess?

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
2 - 4 players		Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	6-11		
		Easy		Small space				

## Materials

- Poster 'Growing Minds, Growing Rights'

## How to play the game?

1. Show the players the poster and explain there are different rooms. Discuss which rooms are present on the poster.
2. Divide the players into two groups.
3. For the first round of the game, you name one of the rooms. E.g. the library.
4. Both groups have to quickly discuss and decide which object they want to pick from the poster in the named room and which two clues they want to give the other group.
5. One person of one group starts with saying: (example) "I spy with my little eye, an object that is round with the colors black/white"
6. Then the other group has to observe carefully the room in the poster and find which object was described. They get two guesses.
7. If the groups can find the object in the room, they win.
8. Then it's the turn of the second group to share their clues about their chosen object.
9. Once both objects are guessed, you can name a new room or you can stop the game.

## Additional game information?

This game is based on the game "I spy with my little eye".

After the players guessed the object or situation, you could ask questions related to development. For example, if the players chose the football, you could ask: "who likes to play football?", "Do you play it often, why or why not?", "with whom do you play". You could also tell the players it is very important to play and every child has the right to play games with their friends.

The 'Growing Minds, Growing Rights' poster is the overview poster for the right to development. This poster depicts a school environment where all different rights related to development can be found. This poster is one of the four storytelling posters linked to one of the dimensions of children's rights: survival, protection, development and participation. The storytelling poster is closely linked to the 'Different Abilities, Equal Rights' panel.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

- The groups have to choose a situation from the full poster, not just one room.
- Instead of describing your clue, you can also act out your clue

StreetSmartPlay



# Different Abilities, Equal Rights: exclusion vs inclusion

Discuss together the barriers and inclusion opportunities often faced by people with disabilities and impairments.

Panel code(s): SOCIETY C7



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Critical & reflective thinking		
Health		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
Citizenship & human rights		Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	6-11		
+5 players		Intermediate		Small space		12-14		
						15-17		
						18+		

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

1. Have one of the players choose a tool from the light circle, see additional game information for a description of all tools.
2. Discuss with the group what the tool is and who gets to use it.
3. Now have another player choose one of the domains in the corner of the poster, see additional game information for a description of these domains.
4. Together, think of one barrier and one inclusion option for someone using this tool.
5. Now the next player chooses another tool.
6. The game ends when all tools have been discussed or when the group no longer feels like playing the game.

## Additional game information?

Tools on the poster: wheelchair, wheelchair ramp for building access, blind cane + sunglasses, assistance/therapy dog, medicines, Braille book, speech computer/tablet, hearing aid, sign language, tricycle, glasses/magnifier, leg/arm prosthesis, couch/support.

The 'Different Abilities, Equal Rights' poster is one of the two posters on the right to development. In the middle of the poster, four main characters - including Amir, one of the secondary characters in the stories of the five characters - are depicted. The green and red rectangles below the main character allow players to talk about barriers and how to make (public) spaces accessible for people with a disability. Around the main characters one can see 13 circles with devices/tools which can support people with disabilities or disorders. In the four corners, icons are drawn to allow players to discuss the impact of disabilities and disorders on: education, health care, friends/family and play.

## Specific Learning Objectives?

1. Learning about disabilities and disorders.
2. Learn to create an open and welcoming environment for people with disabilities and disorders.

## Variations?

- Instead of starting with the tools, start at one of the characters in the middle and choose one or more tools you think they could use.
- Instead of starting with the tools, start from the corners of the poster. Discuss the barriers and opportunities for inclusion in this domain for people with a disability and/or disorder.

StreetSmartPlay



# Different Abilities, Equal Rights: we are all the same!

Despite the differences, we all have something in common! Talk about differences and similarities with this discussion poster.

Panel code(s): SOCIETY C7



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Critical & reflective thinking		
Health		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
Citizenship & human rights		Group discussion		Printable downloads		Self-awareness		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Intermediate		Small space		6-11		
2 - 4 players						12-14		
						15-17		
						18+		

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

1. Choose a character in the centre of the poster or think of someone with a disability or disorder.
2. Describe your character in general terms to the group.
3. Now find three similarities of your character to yourself.
4. Make sure each player in the group has found at least three similarities with one character.

## Additional game information?

The 'Different Abilities, Equal Rights' poster is one of the two posters on the right to development. In the middle of the poster, four main characters - including Amir, one of the secondary characters in the stories of the five characters - are depicted. The green and red rectangles below the main character allow players to talk about barriers and how to make (public) spaces accessible for people with a disability. Around the main characters one can see 13 circles with devices/tools which can support people with disabilities or disorders. In the four corners, icons are drawn to allow players to discuss the impact of disabilities and disorders on: education, health care, friends/family and play.

## Specific Learning Objectives?

1. Learning about disabilities and disorders.
2. Learn to create an open and welcoming environment for people with disabilities and disorders.

## Variations?

- Feel free to include the four dimensions in the four corners of the panel to the discussion by asking to find similarities with the characters in education, health care, friends/family and play.

StreetSmartPlay



# Different Abilities, Equal Rights: disabilities & disorders in the city of rights

Explore the City of Rights from the eyes of a person with a disability or disorder. What do you discover?

Panel code(s): SOCIETY C7; SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		5-15 minutes		Calm		Critical & reflective thinking		
Health		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
Citizenship & human rights		Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	6-11		
+5 players		Intermediate		Small space		12-14		
						15-17		
						18+		

## Materials

- Poster 'Different Abilities, Equal Rights'
- Poster 'City of Rights'

## How to play the game?

1. Have players choose a character or tool from the 'Different Abilities, Equal Rights' poster.
2. Now explore the 'City of Rights' poster together: Which barriers do they encounter in the City of Rights from the point of view of their character or tool? How is the City of Rights already adapted to their character or tool?
3. Share at least two examples within the group.

## Additional game information?

Tools on the poster: wheelchair, wheelchair ramp for building access, blind cane + sunglasses, assistance/therapy dog, medicines, Braille book, speech computer/tablet, hearing aid, sign language, tricycle, glasses/magnifier, leg/arm prosthesis, couch/support.

The 'Different Abilities, Equal Rights' poster is one of the two posters on the right to development. In the middle of the poster, four main characters - including Amir, one of the secondary characters in the stories of the five characters - are depicted. The green and red rectangles below the main character allow players to talk about barriers and how to make (public) spaces accessible for people with a disability. Around the main characters one can see 13 circles with devices/tools which can support people with disabilities or disorders. In the four corners, icons are drawn to allow players to discuss the impact of disabilities and disorders on: education, health care, friends/family and play.

## Specific Learning Objectives?

1. Learning about disabilities and disorders.
2. Learn to create an open and welcoming environment for people with disabilities and disorders.

## Variations?

Use your own environment/city/neighbourhood to do the same reflection.


















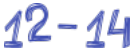

StreetSmartPlay



# The Annual Paralympics

Are you ready for the annual Paralympics?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Movement & sports		> 15 minutes		High		Body awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Ball game		Basic		Cooperation		
+5 players		Group discussion		Self-made materials		Empathy & social awareness		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Easy		Large space		6-11		
						12-14		
						15-17		

## Materials

- Basketball, headphones with music, parkour materials ... (depending on the games you want to play)
- Cards with disabilities: create beforehand some cards with disabilities (see examples in additional game info)

## How to play the game?

1. Assemble the participants in a circle and inquire about their knowledge of the Paralympic games. Allow someone to explain if they are familiar with it, or provide an explanation yourself if no one is familiar. Emphasise that individuals with disabilities have the right to live a fulfilling life in society, including participating in sports.
2. Announce the start of the annual Paralympics and inform the players that they will form their own teams by playing different games while experiencing a "disability".
3. Play several games (see additional game information) and let the players in each game draw cards to determine the disability they will have while playing the game.
4. After completing the games, gather the players in a circle and engage in a discussion about their experiences (see additional game info).

## Additional game information?

Definition Paralympics = A series of international competitions for athletes with disabilities and is held after the Summer and Winter Olympic Games.

Games (examples)

- Basketball
  - Possible disabilities: missing an arm, missing a leg
- Parkour
  - Possible disabilities: having a visual impairment
- Guess the word
  - Possible disabilities: having a hearing impairment
- ...

Debriefing and evaluation

Explain that everyone has the right to develop, which is why Paralympics are important because they are adapted to the strengths of people with certain disabilities. This way, they too can develop in top-level sport.

Establish stereotypes based on disability using questions such as:

- What did you think of people with disabilities before this competition?
- What do you think after this competition?
- How do you think people with disabilities want to be treated? Think of a disability, for example someone in a wheelchair. Then think about your school, your neighbourhood, ... What facilities do they have for people with disabilities? For example, a lift, a ramp to enter a shop.
- Do you tend to think that people with disabilities always want or need your help?

Tips for the facilitator

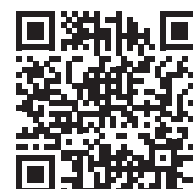
- Balance the discussion about people with disabilities' need for help with an affirmation of their ability to do many things themselves. Emphasise that people with disabilities have the same basic needs and rights as everyone else.

Source: Ward, H. (2021, 18 augustus). Teaching Children About the Paralympics. Twinkl. <https://www.twinkl.be/blog/teaching-children-about-the-paralympics>

## Specific Learning Objectives?

- Learning about the right to development.
- Learning to reflect on the topic: people with a disability.

## Variations?



# The Language Game

Players write down words from a given category while a random letter of the alphabet is chosen. Who has the most points at the end of the game?

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Language		5-15 minutes		Calm		Empathy & social awareness		
Culture & religion		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Energizer & ice breaker		Basic		Language, reading & writing		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>	Small space		6-11		
		Easy				12-14		

## Materials

- Paper and pen for each player
- Chalk

## How to play the game?

1. Explain that everyone has the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live. In this game, different languages are a big bonus. It can give you a chance to write down a unique word that someone else may not have heard of.
2. Distribute papers and pens among the players or chalk if they can write on the ground.
3. Ask the players to make six columns. Each column represents a particular category, e.g. place, animal, thing, food, sport and song.
4. Choose any letter from the alphabet and share the letter with the players.
5. Players are given one minute to write down a word starting with that letter. They can choose in which language they write it down.
6. If a player has a unique word (= no one has the same words) he gets 10 points. If there is only one player with the same word, he gets 5 points. If there are several players with the same word, they each get 2 points and if you couldn't come up with a word, you get 0 points.
7. Repeat several times.
8. The player with the highest score at the end is the winner.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Dance To My Song

Have the players introduce the others to a specific dance or song from their own culture.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Medium		Empathy & social awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
Culture & religion		Teambuilding game		Basic		Gross motor skills		
<b>Number of Players</b>	<b>Icon</b>	Energizer & ice breaker		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	Medium space		6-11	6-11	
+5 players		Easy				12-14	12-14	
						15-17	15-17	

## Materials

- World map
- Music

## How to play the game?

1. Show the children a large world map and ask who was born in a different country from the one they live in now. You can also ask if their parents or relatives have a different nationality. Ask them to point out this country on the map.
2. Explain that every person has the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.
3. Then explain to the players that they should think about their favourite song or dance typical of their culture/country/region.
4. Give them some time to think about it, look up videos or practise some dance steps.
5. After some time, ask the players to present their song or dance and if they would like to share it with the group. The aim is to learn about the culture and traditions of others.

## Additional game information?

This is a fun game to play with intercultural groups where different nationalities are present.

## Specific Learning Objectives?

## Variations?



















StreetSmartPlay



# Rights Feeling Bag

Let players explore essential objects for child development and survival.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Calm		Empathy & social awareness		
Identity & emotions		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Fine motor skills		
Citizenship & human rights		Group discussion		Basic		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Logical thinking		
+5 players		Intermediate		Medium space				
						<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		
						15-17		

## Materials

- Feeling bag: small bag made of opaque fabric, but soft enough to feel the contents through the outside of the bag.
- Objects representing basic survival and development rights, such as: Family group of small dolls, food (e.g. a tin of beans or an orange), small bottle of water, small toy house, toys, a stethoscope/other medical item, an exercise/reading book and pencil
- A set of photos of: a child with his family outside or in the house, an adult feeding a child, a vegetable stall or food shop, children eating a meal, children at school, children learning something from a family member, water from the tap, water from a river, children playing, a child receiving medical attention, a child whose height/weight is being measured, other photos relevant to your community that reflect children's rights

## How to play the game?

1. Inform the players that the goal of the game is to reflect on important things that are necessary for children to survive, grow, and develop. Encourage the players to share their ideas on what these things might be.
2. Place an object in a bag that the players cannot see and pass the bag around for a few players to feel and guess what the object is.
3. After the object is removed from the bag, discuss what it the object represents and what important aspect it contains. Ask the players if they believe this is important for all children and why. Discuss the impact it would have if children were not able to access this right.
4. Present images that illustrate different ways that children experience these rights or objects.
5. Repeat steps 2-4 with the other objects in the bag, ensuring that the players do not see the object before it is placed in the bag.
6. After examining all the objects, ask the players if they have access to all these things. Facilitate a conversation about whether they believe all children should have access to these things. Explain that the things discussed in the game are considered important development and survival rights for children.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Bring Your Object To Life

Create an object and bring it to life by assigning characters to it.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Calm		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
		Drawing		Basic		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Crafting & constructing		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		Role play		Small space		6-11		
+5 players		<b>Difficulty</b>	<b>Icon</b>					
		Intermediate						

## Materials

- Papers
- Markers
- Fabrics
- Wool
- Glue
- Thread

## How to play the game?

1. The objective of the activity is to bring an object to life through creative expression such as drawing, making puppets, storytelling, or theater. Provide the necessary materials and give the participants sufficient time to create their object. The object can represent an imaginary figure or themselves.
  2. Once the objects are ready, ask the players to present a story about their object. This could be a made-up story, or a true story.
  3. After all the objects have been presented, encourage the participants to ask questions about the other objects.
  4. After all questions have been answered, reflect on the activity by discussing the following points:
    - Was it easy to create an object from scratch?
    - Was it easy to share a (personal) story about the object?
    - Did the participants feel comfortable asking and answering questions about their objects?
    - Did they enjoy the activity?
- Encourage the participants to share their thoughts and feedback about the activity.

## Additional game information?

### Tips

- Put on some acoustic music to help participants concentrate.
- Give an example of your own story about your object to make sure the players understand the exercise.
- This activity is linked to for example article 7 (name and nationality) and article 8 (identity) in the UNCRC.

## Specific Learning Objectives?

## Variations?

- Participants could draw or make their own object and randomly give it to another participant to present.
- If you play this game with a known group of children, you ask about the children's personal stories.

StreetSmartPlay



# Speech Bubbles

Children analyse pictures and give the characters speech bubbles. Do stereotypes emerge?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Fine motor skills		
Arts & crafts		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
Identity & emotions		Drawing		Basic		Visual & auditory perception		
<b>Number of Players</b>	<b>Icon</b>	Crafting & constructing		<b>Play Space</b>	<b>Icon</b>	Critical & reflective thinking		
2 - 4 players		Group discussion		Small space		<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>			6-11		
		Intermediate				12-14		

## Materials

- Selection of pictures with people on it
- Paper
- Pens
- Glue
- Scissors
- Cardboard

## How to play the game?

1. Split the players into groups of two.
2. Provide each group with a picture, cardboard, paper, pen, scissors, and glue.
3. Encourage the players to examine the picture and answer questions related to it:
  - Who is in the picture?
  - What is happening in the picture?
  - Where is the scene taking place?
  - When did the scene occur?
  - How did the scene happen?
4. Have the players glue the picture onto the cardboard and let them create speech bubbles from the paper for the characters in the picture to speak, and write down what they are saying.
5. Instruct the groups to display their cardboards on the wall. Ask the players to view all the pictures and read their speech bubbles.
6. Afterward, reflect on the activity:
  - How challenging was it to answer the questions about the pictures?
  - Was it difficult to write the speech bubbles?
  - Did you find any differences between your analysis of the picture and the analysis of the other group?
  - Did you observe any stereotypes in the pictures and speech bubbles?

## Additional game information?

- This activity is linked to for example article 8 (identity) in the UNCRC.

## Specific Learning Objectives?

## Variations?

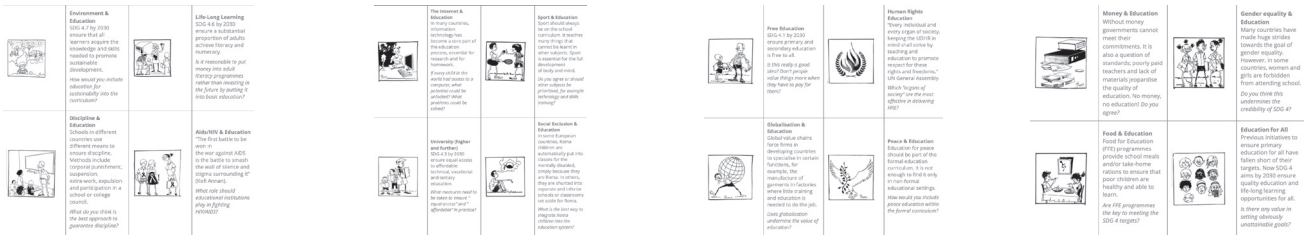
StreetSmartPlay



# Education For All

In this game, players will be tasked with finding and pairing cards while contemplating the disparities in education.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
+5 players		Card game		Basic		Visual & auditory perception		
		Group discussion		Printable downloads		Memory		
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		12-14	12-14	
						15-17	15-17	
						18+	18+	

## Materials

- 1 set of the game cards <http://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168008297b>
- Flip chart paper
- Paper
- Pens
- Overview Sustainable Development Goals

## How to play the game?

1. Ask participants what they know about the Sustainable Development Goals (SDGs). If necessary, give a brief explanation of the SDGs and explain that SDG 4 is to provide quality education for all by 2030.
2. Start with a memory game:
  - (a) There are twenty pairs of cards (see materials). Each pair consists of a topic card and a picture card, and the task is to compare them. The statements on the topic cards are all related to SDG 4 and children's rights and education. The questions (in italics) are for later discussion.
  - (b) The cards are placed face down on the floor or on a table. One person starts and turns over two cards. If one (or both) cards is a topic card, the player reads out loud the title and the statement (not the question in italics - that is for Part 2!). If the cards do not match, he/she turns them back over so that they are face down on the floor again, in exactly the same place as before. The next player then takes turns taking two cards. The game ends when all cards have been picked up. The winner is the player who has the most pairs.
3. Continue the exercise by reporting the issues on the cards:
  - (a) List the issues on a flipchart. Ask volunteers to read out the headings on the cards as you write them down.
  - (b) Ask the group to identify four to six issues that interest them most.
  - (c) Divide the group into subgroups of four or five people. Ask each subgroup to choose two of the issues they would most like to discuss.
  - (d) Once the topics have been agreed and assigned, the groups are given 20 minutes to discuss their chosen two topics. The question in italics on the cards serves as the starting point for the discussion.
  - (d) After 20 minutes, call people together to report back. Take each topic in turn. Give each group only 5 minutes to give feedback and do not give more than 5 minutes extra for questions from the audience.
4. After all groups have reported on all issues, proceed to debrief. Ask some questions to reflect on the game (see additional game information).

### Additional game information?

#### Debriefing questions

- Did the participants enjoy the memory game?
- Was it a good way to start a discussion on educational issues?
- How did the discussions go in the groups? Did everyone feel able to participate?
- Article 26 of the CRC concerns the right to education. What should this right entail in practice?
- Are there too many challenges to education? Is it realistic to meet the target of ensuring inclusive and equitable quality education and lifelong learning opportunities for all by 2030?
- Why do you think education is one of the Sustainable Development Goals?
- What are the main challenges to the right to education in your country, community or school?
- What can you, your group, your community do to work towards achieving SDG 4 in your country and/or in developing countries?

Source: <https://www.coe.int/en/web/compass/education-for-all>

### Specific Learning Objectives?

### Variations?



# The Big Swap

Can you guess which characteristic is from who?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Medium		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
		Role play		Basic		Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Visual & auditory perception		
+5 players		Easy		Medium space				
						<b>Age</b>	<b>Icon</b>	
						6-11	<b>6-11</b>	

## Materials

- Music
- Cards/paper
- Pens

## How to play the game?

1. Assemble the players in a circular formation and explain the process of the exercise.
2. Have each player write a trait or attribute about themselves on a card, with assistance from the facilitator if needed.
3. Once everyone has completed writing, the facilitator turns on music and all participants begin walking around the room.
4. When the music stops, each person will exchange their card with the individual closest to them.
5. The group will then come back together and select a volunteer to act out or describe the characteristic on the card.
6. The other players will then guess which person the trait belongs to.

## Additional game information?

- This activity is linked to for example article 8 (identity) in the UNCRC.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Gesture Tour

Get to know everyone through gestures.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Medium		Body awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
		Energizer & ice breaker		None		Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Self-awareness		
+5 players		Easy		Medium space		<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		
						15-17		

## Materials

## How to play the game?

1. The group forms a circle and introduces themselves by name.
2. Each participant then creates a characteristic of themselves that starts with the first letter of their name (e.g. Sturdy Steven, Lazy Leni, Brave Bram...). Another round of introductions follows, this time including the characteristic.
3. Participants are then given time to think of a gesture that goes with their characteristic and name. This is followed by a round of introductions where everyone performs their gestures.
4. The next round, participants perform only their gestures. The goal is to learn as many of the gestures as possible.
5. In the next round, one person starts by performing their gesture, followed by the gesture of another person. This continues with each person performing the gesture of the person before them. To help with memory, names may be included at the beginning, if necessary.

## Additional game information?

- This activity is designed to get participants to know each other better.
- This activity is linked to for example article 7 (name and nationality) and article 8 (identity) in the UNCRC.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Say Hi!

Do you know that people in every country say "Hi" in different ways?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Culture & religion		> 15 minutes		Calm		Communication & expression		
Language		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Language, reading & writing		
Citizenship & human rights		Circle group game		None		Relationship skills		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
+5 players		Easy		Medium space		<b>Age</b>	<b>Icon</b>	
						0-5		
						6-11		

## Materials

## How to play the game?

1. All participants gather in a circle.
2. The facilitator introduces the game by sharing a specific way of saying "Hi" and a gesture or movement with the players.
3. The players then start walking around, greeting each other by saying "Hi" in the manner shared by the facilitator and using the accompanying gesture.
4. When they return to the circle, the facilitator invites the players to propose a new way to say "Hi." Participants can suggest their own language or cultural variations.
4. Continue playing the game for as long as the players wish.
5. Finally, initiate a discussion about the right to development (see additional game info).

## Additional game information?

Additional questions:

- What does the right to development mean?
- Do we have the right to speak our language?
- Do we have the right to follow and enjoy our culture?
- How can the government (organisations etc) protect this right?
- ...

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Growing Minds, Growing Rights: Agree or disagree?

Do the players agree or disagree on statements related to their rights to development?

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Critical & reflective thinking		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Problem solving & decision making		
		Group discussion		Printable downloads		Self-awareness		
<b>Number of Players</b>	<b>Icon</b>			<b>Play Space</b>	<b>Icon</b>	Communication & expression		
+5 players				Medium space				
		<b>Difficulty</b>	<b>Icon</b>			<b>Age</b>	<b>Icon</b>	
		Easy				6-11	<b>6-11</b>	

## Materials

- Poster 'Growing Minds, Growing Rights'
- Statements around the right to development (see additional game information for examples)

## How to play the game?

1. Gather a group of children in a room/space.
2. Explain to the children that they are "Disagree" on one side of the room and "Agree" on the other.
3. Explain to the participants that you are going to speak a statement (based on the poster 'Right to Development') out loud. They will have to decide where they stand according to their opinion of the statement: either they agree (one side of the room) or they disagree (other side of the room). Check the additional game information for some example statements.
4. Read out each statement one by one and after each statement give the participants some time to choose where they want to stand. Encourage them to tell why they stand where they do or ask them specifically.
5. Focus on the duty-bearers involved in these situations:
  - Which duty-bearers have a responsibility in these situations?
  - To whom can they turn if specific situations/rights are violated?
  - ...

### Additional game information?

#### Example statements

- The teacher knows the name of every student out of my classroom by heart.
- I can go to school every day.
- We have time to leisure and play.
- At school, we have the possibility to read books of our own choice.
- At school, we can go to a trust person if needed (for example when we have questions, when someone is bullied ...).
- For me it's easy to get to school (by for example public transport or bike).
- ...

The 'Growing Minds, Growing Rights' poster is the overview poster for the right to development. This poster depicts a school environment where all different rights related to development can be found. This poster is one of the four storytelling posters linked to one of the dimensions of children's rights: survival, protection, development and participation. The storytelling poster is closely linked to the 'Different Abilities, Equal Rights' panel.

This game has been specially created to work on the topic of duty-bearers with children and youngsters.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

### Specific Learning Objectives?

#### Variations?

- (1) Offer the children more options to express their feeling and let them stand along an invisible line (instead of the two sides of the room) according to their view on the statement: from strongly agree to strongly disagree.
- (2) Play the same game with the duty-bearers you are working with. Adapt the example statements to their point of view or include other statements. For example: We give children the time to leisure and play. This game can offer an opportunity to reflect on their answers or even to think about how children would react to these statements and why.
- (3) Broaden the game to all children's rights by changing the statements discussed or include statements that deal with different rights/dimensions.



# Different Abilities, Equal Rights: exploring disabilities and disorders with duty-bearers

A game for duty-bearers to reflect on their experiences and use of tools related to children's rights to development in the context of disabilities and disorders

Panel code(s): SOCIETY C7; SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		5-15 minutes		Calm		Self-awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
		Group discussion		Printable downloads		Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		Intermediate		Small space		18+	<b>18+</b>	

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

1. Gather a group of duty-bearers around the "Disabilities and disorders" panel.
2. Let them choose a topic in the corners of the panel (education, family, play, health care).
3. Have them talk about an experience on this topic (in general), related to rights to development. Ask them how they worked on those rights in this situation/experience.
4. Have them turn the rotation disk to end on a specific tool. Ask them some reflection questions about people using this tool that they may have come across in their activities/interventions/experiences they have just shared. See 'Additional game information' for some sample questions.

## Additional game information?

Tools on the poster: wheelchair, wheelchair ramp for building access, blind cane + sunglasses, assistance/therapy dog, medicines, Braille book, speech computer/tablet, hearing aid, sign language, tricycle, glasses/magnifier, leg/arm prosthesis, couch/support.

### Possible reflection questions

- Have you already come across a person using this tool in the mentioned situation or in other activities/interventions?
- What barriers would a person using this tool experience in the situation mentioned?
- How would you support a child using this tool in the situation?
- What developmental rights are being protected or violated in this particular situation? What role does the tool used play in the violation or protection of the developmental right(s)?
- ...

The 'Different Abilities, Equal Rights' poster is one of the two posters on the right to development. In the middle of the poster, four main characters - including Amir, one of the secondary characters in the stories of the five characters - are depicted. The green and red rectangles below the main character allow players to talk about barriers and how to make (public) spaces accessible for people with a disability. Around the main characters, one can see 13 circles with devices/tools which can support people with disabilities or disorders. In the four corners, icons are drawn to allow players to discuss the impact of disabilities and disorders on: education, health care, friends/family and play.

This game has been specially created to work with duty-bearers on the theme of children's rights.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay

