

## **THE RIGHT TO PARTICIPATION**

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With the support of:

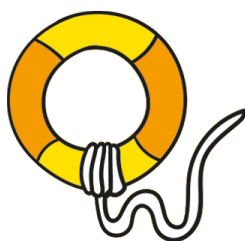


## INTRODUCTION TO THE PROJECT

### 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)!'

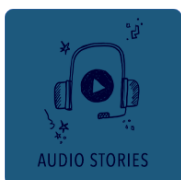
The toolkit 'All Children, All Right(s)!' consists of ...



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)



mobileschool.org  
streetsmartyouthwork



mobileschool\_org  
streetsmartyouthwork



streetsmartyouthwork



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)



uit.demarge



uitdemarge



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>



European playwork  
association



epa\_rainbow



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)



arsis.gr



arsis.gr



ARSIS - Association for the  
Social Support of Youth



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>



Erasmus+

### Introduction

Participation is a cornerstone of the Convention on the Rights of the Child, with Article 12 specifically guaranteeing a child's right to be heard. Several other articles in the CRC, including Articles 13 to 17, are closely linked to Article 12 and help to define the meaningful participation of children. These articles cover a range of human rights, such as the right to freedom of expression, thought, conscience, religion, association, protection of privacy, and access to information. Collectively, they form a framework for children's participation that is essential to their personal development and empowerment. By participating in decision-making processes and activities, children can learn valuable life skills and knowledge, and take action to prevent and address abuse and exploitation.

All the following articles have a link to participation:



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 - P16

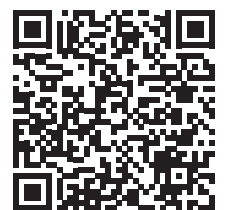


DUTY-BEARERS - P30

GAMES & ACTIVITIES FOR YOUTH

### Want to know more?

In our online training programme, ['The Right to Participation'](#) on StreetSmart Learn, you will gain a better understanding of the specific children's rights that are encompassed by the right to participation and learn practical strategies for working with children and young people on this important issue within your organisation, community, and will get inspired by our proposed activities and games. Additionally, we will provide you with helpful tips and tricks for effectively engaging with duty-bearers around the right to participation, so that you can ensure that children's voices are heard and valued in all relevant contexts.



StreetSmartLearn

# The Children's Parliament: explore the right to participation

Learn more about the different children's rights linked to the right to participation by exploring the children's parliament

Panel code(s): SOCIETY C10; SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
+5 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		12-14		
						15-17		

## Materials

- Poster 'The Children's Parliament'
- A smartphone to scan the QR-code
- Pencil or chalk (optional)
- Poster 'General Overview of Children's Rights'

## 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 participation in the bottom right corner of the panel. 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 participation.
5. The game ends when all the rights linked to participation are discussed.

## Additional game information?

The 'Children's Parliament' poster is the overview poster for the right to participation. The posters show a multitude of situations in the parliament building. Outside of the parliament, people are demonstrating. The text balloons show additional situations linked to the right of participation. The QR code on the panel links to an audio story that gives a good introduction to start the conversation on the right to participation with your target group.

The rights linked to participation are the following:

Art. 7 – Name and nationality | Art. 8 – Identity | Art. 12 – Respect for children's view | Art. 13 – Sharing thoughts freely | Art. 14 – Freedom of thought and religion | Art. 15 – Setting up or joining groups | Art. 17 – Access to information | Art. 28 – Access to education | Art. 29 – Aims of education | Art. 30 – Minority culture, language and religion | Art. 31 – Rest, play, culture, arts | Art. 42 – Everyone must know children's rights

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 participation and what it means to them.

StreetSmartPlay



# The Children's Parliament: disturb the messenger

Explore the right to participation by getting your message to the receivers while overcoming the disruptions and reflect on which violations took place.

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Communication & media		5-15 minutes		Calm		Attention & concentration		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Cooperation		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		Printable downloads		<b>Age</b>	<b>Icon</b>	
+5 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	6-11		
		<b>Difficulty</b>	<b>Icon</b>	Medium space		12-14		
		Intermediate				15-17		

## Materials

- Poster 'The Children's Parliament'

## How to play the game?

- Briefly examine the poster "The Children's Parliament" and all the situations depicted on it with all the players.
- Now divide the group into three groups: the messengers, the disturbers and the receivers.
- The first group represents the messengers, who stand by the Children's Parliament poster. They describe a situation on the poster and want to convey this message to the third group, the receivers. The rest of the players stand between the messengers and the receivers and try to prevent them from understanding the message by making a lot of noise. Perhaps they can also pounce or distract the group.
- The receivers are given 4 minutes to figure out the situation described. If they can guess the situation correctly, they and the messengers get 1 point. If they cannot, the disturbers get 1 point.
- Switch roles after each situation.
- The game ends when the players no longer feel like playing the game or after a fixed number of discussed situations.
- After guessing, reflect with the whole group of players why this game has to do with the right to participate. See additional game information for some reflection questions.

### Additional game information?

Questions for reflection:

- How do you feel after this exercise?
- How can you link this exercise to the right to participation?
- Is your right to participation violated or not in this activity? Why (not)?
- When can you fully exercise your right to participation?
- In what way(s) do you exercise your right to participate?

The 'Children's Parliament' poster is the overview poster for the right to participation. The poster shows a multitude of situations in the parliament building. Outside of the parliament, people are demonstrating. The text balloons show additional situations linked to the right of participation. The QR code on the panel links to an audiostory that gives a good introduction to start up the conversation on the right to participation with your target group.

The rights linked to participation are the following:

1. Art. 7 - Name and nationality
2. Art. 8 - Identity
3. Art. 12 - Respect for children's view
4. Art. 13 - Sharing thoughts freely
5. Art. 14 - Freedom of thought and religion
6. Art. 15 - Setting up or joining groups
7. Art. 17 - Access to information
8. Art. 28 - Access to education
9. Art. 29 - Aims of education
10. Art. 30 - Minority culture, language and religion
11. Art. 31 - Rest, play, culture, arts
12. Art. 42 - Everyone must know children's rights

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?

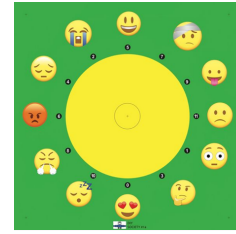
StreetSmartPlay



# The Children's Parliament: discovering emotions in the children's parliament

Look for different emotions in the Children's Parliament. How do the characters feel? How would you feel in a similar situation?

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Critical & reflective thinking		
Society		<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	<b>6-11</b>	
1 player		Intermediate		Small space		12-14	<b>12-14</b>	
2 - 4 players						15-17	<b>15-17</b>	

## Materials

- Poster 'The Children's Parliament'
- Poster 'Emoji disc'

## How to play the game?

1. Explore with the players the poster "The Children's Parliament" and all the situations depicted on it.
2. Have one of the players turn the disc on the Emoji poster.
3. Search together for a situation or a character on the poster that matches the Emoji on which the arrow has landed.
4. Start a discussion about this situation: "Why do you think that character feels this way?" "How does this make you feel?"
5. Now the next player turns the disc on the Emoji panel.
6. The game ends when all the emojis have been discussed or when the players no longer feel like playing the game.

## Additional game information?

The 'Children's Parliament' poster is the overview poster for the right to participation. The posters show a multitude of situations in the parliament building. Outside of the parliament, people are demonstrating. The text balloons show additional situations linked to the right of participation. The QR code on the panel links to an audio story that gives a good introduction to start the conversation on the right to participation with your target group.

## Specific Learning Objectives?

## Variations?

This game provides a fun and engaging way to explore your emotions and thoughts about COVID-19, making it a great activity to facilitate discussions and self-reflection on these challenging times.

StreetSmartPlay



# Let's Debate: find the detail in the disc

Look for the details of the drawings in the disc, but be careful: pay attention to the details!

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Attention & concentration		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Logical thinking		
<b>Number of Players</b>	<b>Icon</b>	Self-correcting game		Printable downloads		<b>Age</b>	<b>Icon</b>	
1 player		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	6-11		
		Intermediate		Small space		12-14		

## Materials

- Poster 'Let's Debate!'
- Template rotation disc

## How to play the game?

1. First, cut out the rotation disc from the template. Pinch out the holes and attach the disc with a split pen to the panel, so the disc rotates over the panel and the images in the disc are visible. Draw an arrow on the disc.
2. Put the arrow on 0 and look for exercise number 1. Try to find the small detail of the image inside of the disc.
3. Put your finger on the answer and spin the disc until you reach the smiley face. If you have found the correct answer, the arrow will land on exercise 1. If so, continue with exercise 2. If not, reposition the disc again on 0 and try again.
4. Continue this process until you've found all the 11 details inside the disc.
5. After each exercise, ask the player what the images represent and what he/she thinks about this specific topic. Additionally, you can ask how these images are related to the right to participation.

## Additional game information?

The topics:

- (1) Rainbow flag (LGBTQI+) - (2) Social media - (3) Multicultural community - (4) Religion - (5) Vegetarian food - (6) Means of transportation - (7) Alcohol/smoking - (8) Elections/voting - (9) Weapons - (10) Robots - (11) Gender - (12) Question mark (own topic)

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Let's Debate: debate time!

Spin the rotation disk and start a debate on the topic it lands on. Are you pro or contra, and can you build a solid argument?

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Communication & expression		
Communication & media		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
Citizenship & human rights		Circle group game		Printable downloads		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Medium space		Self-awareness		
		Intermediate				<b>Age</b>	<b>Icon</b>	
						12-14		
						15-17		

## Materials

- Poster 'Let's Debate!'

## How to play the game?

1. Make sure to check the additional game information for tips on facilitating a peaceful debate.
2. One of the players turns the disc. The disc lands on one of 11 topics (see additional game information for an overview of the topics).
3. The player shares with the group whether he is for or against this topic and gives at least three arguments why.
4. Now the next player turns the disc and gives his opinion.
5. The game ends when all topics have been discussed.

### Additional game information?

The topics:

(1) Rainbow flag (LGBTQI+) - (2) Social media - (3) Multicultural community - (4) Religion - (5) Vegetarian food - (6) Means of transportation - (7) Alcohol/smoking - (8) Elections/voting - (9) Weapons - (10) Robots - (11) Gender - (12) Question mark (own topic)

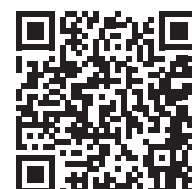
Tips for the youth worker to facilitate peaceful debate: establish a code of conduct with the players at the beginning of the game. A code of conduct is a "document" that lists the expected behaviours of all members of a group, and the behaviours that are unacceptable when interacting with each other. You can draft a code of conduct together with the children/young people, and do this at the beginning of the game. Take a large piece of paper and pens and have the players think about rules they think are important in a group discussion. These rules are created by them, resulting in more loyalty towards them. Have them sign the code of conduct.

### Specific Learning Objectives?

- Learning to listen to an argument without interrupting.
- Respecting different opinions.
- Learning how to inhibit direct responses and big emotions.
- Learning how to take another point of view.

### Variations?

- Once a player has given an argument, the next player in the group is obliged to continue the debate with an opposing argument. Then the next players follow, again with an opposing argument.
- So pro - contra - pro - contra. Try to challenge the group to keep the debate going for as long as possible.
- Spin the disc a second time and see if it lands on the green or red part of the panel (corners). If the disc lands on green, the player must find arguments pro for this topic. If the disc lands on red, the player must find arguments against this topic.
- Someone turns the disc. Go to one side if you are for this topic, go to the other side if you are against this topic. You can also give green or red cards to the players to allow them to show if they are pro or contra a topic.



# Let's Debate: street demonstration adventure

Make up your top five topics that are worth demonstrating for on the streets!

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Communication & media		5-15 minutes		Calm		Communication & expression		
Identity & emotions		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
Citizenship & human rights		Group discussion		Printable downloads		Critical & reflective thinking		
<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		Intermediate		Small space		<b>Age</b>	<b>Icon</b>	
						12-14		
						15-17		

## Materials

- Poster 'Let's Debate!'

## How to play the game?

1. Make sure to check the additional game information for tips on facilitating a peaceful debate.
2. Players discuss the 11 topics on the poster. Make sure everyone understands what each topic stands for.
3. Now ask the players to make a top 5 (individually) of the topics close to their hearts. Which issue would they take to the streets to demonstrate for? Ask some/all players to share their individual top 5.
4. Give the players some time to come up with a top 5 for the whole group. Can they compromise on the issues they all think are relevant? Let them explain why.

## Additional game information?

The topics:

- (1) Rainbow flag (LGBTQI+) - (2) Social media - (3) Multicultural community - (4) Religion - (5) Vegetarian food - (6) Means of transportation - (7) Alcohol/smoking - (8) Elections/voting - (9) Weapons - (10) Robots - (11) Gender - (12) Question mark (own topic)

Tips for the youth worker to facilitate peaceful debate: establish a code of conduct with the players at the beginning of the game. A code of conduct is a "document" that lists the expected behaviours of all members of a group, and the behaviours that are unacceptable when interacting with each other. You can draft a code of conduct together with the children/young people, and do this at the beginning of the game. Take a large piece of paper and pens and have the players think about rules they think are important in a group discussion. These rules are created by them, resulting in more loyalty towards them. Have them sign the code of conduct.

## Specific Learning Objectives?

- Learning to listen to an argument without interrupting.
- Respecting different opinions.
- Learning how to inhibit direct responses and big emotions.
- Learning how to take another point of view.

## Variations?

- You can also ask for the top five to be limited to the top three.
- Group players with the same priorities and have them prepare a demonstration on their topic, e.g. slam poetry or slogan-making.

StreetSmartPlay



# Outsiders

Let the players experience what it is like to be an outsider.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Critical & reflective thinking		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
Society		Group discussion		None		Self-awareness		
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Intermediate		Medium space		6-11		
						12-14		
						15-17		

## Materials

## How to play the game?

1. Ask one of the players to leave the room. The rest of the group divides into smaller groups according to an agreed criterion; for example: hairstyle, eye colour, type of clothing, height or accent.
2. The outsider re-enters and guesses which group he belongs to. He should explain why he belongs to this group without asking any questions. If his explanation is incorrect, he may not join the group, even if he has chosen the correct one.
3. Continue the game with a new volunteer and let as many participants as possible go outside, depending on time.
4. Gather everyone in a circle and facilitate a group discussion:
  - How do we behave when we belong to a group?
  - Is it easy to reject outsiders?
  - How did the outsiders feel? How is that?
  - Do we sympathise with the outsider or enjoy our individuality?
  - ...

## Additional game information?

Tips for the facilitator

- If the group is too large for a good reflection, split up the group in subgroups. Afterwards, you can still choose to do a small reflection exercise within the whole group.

## Specific Learning Objectives?

## Variations?



















StreetSmartPlay



# Boys Don't Cry

Players present their sketch on provocative statements about on gender.

Panel code(s): /

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

## Materials

- Statements
- Materials for role play

## How to play the game?

1. Divide the children into groups of up to five and give each group a different statement. Explain that each group has about 15 minutes to read their statement and make a short sketch that gives a message about this statement.
2. Your role as a facilitator is to walk around and guide each group. If they get stuck, ask them questions such as:
  - How can you portray this statement?
  - What position do you want to take in the sketch?
  - ...
3. Ask each group to present their sketch. After each presentation, ask the audience what message they thought the presentation should convey. Then ask the presenting group what message they wanted to convey.
4. Start a discussion (see discussion questions in the extra game info).

### Additional game information?

#### Sample statements

- Puppets are only for girls.
- Boys don't cry.
- Boys don't wear skirts.
- A girl cannot be the boss.
- Only boys play football.
- Girls are weak and boys are strong.
- Girls help their mothers and boys help their fathers.
- It is better to be a girl than a boy.
- When something goes wrong, boys are always blamed first.
- Boys can say 'dirty words', but girls can't.
- Girls are smarter than boys.
- Girls win in fights because they fight 'dirty'.
- It is OK for boys to hit each other, but not for girls.
- Boys are lazier than girls.
- Girls are better liars than boys.

#### Discussion questions

- What did you think of these statements?
- Have you ever been in a situation like that? How did you feel? What did you do?
- Do you know other statements like these?
- Are there different rules and expectations for boys or girls in this group? In the classroom or in school? In the family? Does this make sense?
- What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently?
- How do these ideas about males and females limit our choices? Can you give some examples?
- How do these limitations affect our human rights?
- What can we do in the future so that boys and girls can act more freely the way they want to?

#### Tips for the facilitator

- Be careful to not reinforce the stereotypes this activity seeks to address. Be aware of your own prejudices and stereotypes relating to gender and how you may convey them to the players as the facilitator of the group.
- Choose statements that show how girls and boys have equal rights. Choose statements controversial enough to elicit differences in opinions.

### Specific Learning Objectives?

- Learning how to express your own opinion.
- Learning how to listen to someone else's opinion.
- Learning about stereotypes and the label society can put on people.

### Variations?















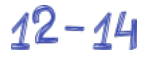

- Rather than creating a sketch, let the children make a visual presentation about their statement (e.g., a drawing, cartoons, a collage with pictures from magazines, etc).



# Voice Barometer

Measure the extent of your message's reach by utilising this physical barometer.

Panel code(s): /

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

## Materials

## How to play the game?

1. Gather the players in a large room/outside and have them line up in two lines of equal length, facing each other (cf. parallel lines).
2. The person at the end of both lines is the speaker. The speaker projects his voice as loud as he can - and says any message about himself.
3. When the people in the lines can clearly hear this person's message, they raise their hand.
4. The speakers' goal is to get to the end. Play on by turning the persons in line so that there is a new speaker.
5. Continue until everyone who wants to has their turn.

## Additional game information?

- Let the players extend their lines as long as you like.
- At different times, have the players try to reach their voice as far as possible. Coach them on body posture, grounding or other resources they can draw from to increase their vocal range.

## Specific Learning Objectives?

## Variations?















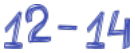


StreetSmartPlay



# Where Do You Stand?

In this discussion activity, people literally stand up for their opinions.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Society		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
		Group discussion		Basic		Empathy & social awareness		
<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		Intermediate		Medium space				
						<b>Age</b>	<b>Icon</b>	
						12-14		
						15-17		
						18+		

## Materials

- One copy of the sheet of statements
- Large sheets of paper or flipchart paper: Prepare 2 posters – one saying, "I agree" and the other saying, "I disagree" – and stick them on the floor at opposite ends of the room, so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string)
- Markers, pens

## How to play the game?

1. Tell the players that you will read out a series of statements with which people may agree to a greater or lesser extent. Point out the two extreme positions ("I agree" on one side of the room - "I disagree" on the other side of the room) and that the players may take any point along this imaginary line.
2. Read out the statements one by one and give the players some time to find their positions.
3. Encourage reflection and discussion:
  - Why did the end points take these extreme positions?
  - Why did someone in the middle choose this position?
  - ...
 Have individuals change positions while listening to each other's comments.
4. When all positions have been discussed, bring the group back together for a debriefing (see additional game info).

## Additional game information?

### Statements

- Having a house, food and basic necessities is more important than being able to say what you want.
- People have a duty to work, but not a right.
- The most fundamental responsibility of any government is to ensure that all citizens have enough to eat.
- The right to "rest and leisure" is a luxury that only rich people can afford.
- It is not the government's job to ensure that people do not starve - but the people's own!
- How we treat our workers is not a matter for the international community.
- Poor countries should focus on a basic standard of living for all before worrying about the civil and political rights of their citizens.
- Extreme economic inequality is a violation of fundamental rights.
- Social and economic rights are an ideal for the future, but the world is not ready to guarantee them today.
- If rights cannot be guaranteed, there is no point in having them.
- Some rights are more important than others.
- Some people naturally have more rights than others.
- Some people are homeless because they want to be.
- Rich people are happier than poor people.
- It is impossible to eradicate poverty completely.
- We are not born with rights, we are given them.

### Debriefing and evaluation questions

- Were there questions that people could not answer - either because it was difficult to form their own opinion or because the question was poorly formulated?
- Why did people change positions during the discussions?
- Were people surprised by the level of disagreement on the issues?
- Does it matter that we disagree on human rights?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?
- Would it ever be possible for everyone to agree on human rights?
- Do we need more rights?

### Tips for facilitators

- Give the players time to set up and think about their position. Give enough time for discussion between the different statements.

## Specific Learning Objectives?

## Variations?



# Identity Flower

By creating an identity flower and sharing it with others, players can gain a deeper understanding of themselves.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Calm		Empathy & social awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Fine motor skills		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic		Creative thinking		
2 - 4 players		Crafting & constructing		<b>Play Space</b>	<b>Icon</b>	Critical & reflective thinking		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Small space		Self-awareness		
		Intermediate				<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		

## Materials

- One large flap per player
- Pens and pencils per player
- Various materials to design the flower such as feathers, glue, glitter, patterns,...
- Adhesive tape
- An example of an identity flower (see steps in 'How to play')

## How to play the game?

1. Explain to the players that sometimes it can be difficult to talk about ourselves or even know ourselves. In the next exercise, we are going to do that using an identity flower. An identity flower represents who you are right now.
2. Introduce yourself to the group of players by showing your own made identity flower (see materials). Explain your sun and lightning. Explain that the sun and rain can help you make your flower bloom and grow; lightning can hurt but does not always have to destroy your flower immediately, it often makes you stronger.
3. Let the players create their own identity flower. Offer them a blank sheet of paper as a starting point. Ask them to design their flower. In the middle they can write their name or what they want to be called in this group, right now.
4. Have them think about their sun, have them write down each answer in a separate petal and have them colour it yellow:
  - Who/what makes you happy?
  - What are you good at?
  - What are you proud of?
  - What do you like about others?
5. Have them think about their lightning, write down each answer in a separate petal and colour it blue:
  - Who/what makes you angry?
  - What hurts you?
  - What do you find difficult?
  - What don't you like in others?
6. Have them colour the remaining leaves in a colour of their choice and ask them questions like:
  - What do you like?
  - What makes you who you are?
7. Scatter the posters with flowers around the room/on the floor. Have the players go around and have them guess which poster belongs to whom.

## Additional game information?

## Specific Learning Objectives?

## Variations?



# Break the Circle

Highlight the ease and subtlety of exclusion. Make the group conscious of their own role and responsibilities in both minority and majority groups.

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>	Critical & reflective thinking		
Society		Circle group game		None		Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		<b>Play Space</b>	<b>Icon</b>	Self-awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Medium space		<b>Age</b>	<b>Icon</b>	
		Intermediate				12-14		
						15-17		
						18+		

## Materials

## How to play the game?

- Depending on the number of players, choose 3 or 4 volunteers to stand on one side of the room. The rest of the group form a tight and solid human circle in the centre of the room.
- Explain that after the starting signal, the volunteers should try to break the circle. The group can decide whether to resist or not. The volunteers can ask to join the group. End this part of the exercise after 10 - 15 minutes or when the volunteers have managed to break into the circle.
- Divide the participants into smaller groups and encourage them to reflect on the experience, either through verbal discussion or by making drawings or images. Using visual aids can be especially useful for younger participants to prevent the reflection from feeling too academic or boring. Afterwards, hold a feedback session with the whole group.
- You can conclude the exercise with some general conclusions:
  - We exclude quickly and sometimes unconsciously.
  - We need to be aware of the (subtle) mechanism of exclusion.

## Additional game information?

Reflection questions

(1) What happened during the exercise?

If the group has shown strong resistance, some members may experience guilt. In this scenario, it is important to remind the group that the purpose of the activity is not to induce guilt or blame anyone for misbehaviour, but rather to demonstrate how easily we can exclude ourselves without paying attention to our actions.

- Did the large group resist? Why? Was that agreed upon?
- What strategy did the volunteers use to get into the circle?
- Did they ask to be allowed into the circle?

(2) Personal experiences

- How did you feel during the exercise? And now?
- What did you learn during the exercise?
- As a volunteer/group, when would you give up trying to get into the circle?
- Have you ever felt that way in other situations?
- What would you want to change?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Who Should Decide?

The players engage in an activity where they indicate their stance on who should make decisions for various scenarios, using green, yellow, and orange colour-coded cards.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Calm		Empathy & social awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
		Group discussion		Basic		Relationship skills		
<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		Intermediate		Medium space				
						<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		

## Materials

- 1 green, yellow and orange card for each player

## How to play the game?

- Encourage the group to reflect on what they're wearing and to have a discussion with a person sitting next to them to determine who decided on their outfit.
  - Did their parent/s decide?
  - Did they make the choice themselves?
  - Was it a joint decision made between the parent/s and the child?
 Emphasise that this activity is about decision-making.
- Distribute a set of cards (green, yellow, and orange) to each child. Explain that a list of decisions will be read out (see additional game information) and after each question, the group will be asked to consider who should make the decision.
  - If the child believes the parent/s should make the decision, they should hold up a green card.
  - If they believe the child should make the decision, they should hold up a yellow card.
  - If they believe the decision should be made jointly by the child and the parent/s, they should hold up an orange card.
- Read out the questions one at a time, and after each question, wait until everyone in the group has held up their card. Encourage the children to observe the responses from the rest of the group after each question. Some children in the group may make comments, but refrain from discussion at this point.
- Facilitate a debrief of the activity (see additional game information).

## Additional game information?

### Decisions

Who (parent(s), child, shared decision) should decide whether your ...

- may stay home alone when your family goes shopping (at 5 years, at 10 years, at 15 years)?
- can stay in contact with both your parents after they divorce (at 4 years, at 9 years, at 17 years)?
- can enter military service (at age 6, at age 11, at age 16)?
- have to wear a mackintosh when going out in the rain (at age 3, at age 9, at age 14)?
- must be vegetarian or not (at age 4, at age 8, at age 13)?
- may smoke (at age 6, at age 9, at age 15)?
- may stay up until midnight (at age 5, at age 9, at age 14)?
- may use the Internet unsupervised (at age 6, at age 10, at age 16)?
- can choose your own religion (at age 5, at age 9, at age 13)?
- can quit school (at 6 years, at 10 years, at 15 years)?
- can join the local choir (at age 5, at age 9, at age 17)?
- may have their own mobile phone (at age 4, at age 8, at age 14)?
- should be placed in a foster home (at 4 years, at 10 years, at 16 years)?

### Debriefing and evaluation

- How did you find this activity?
- Was it difficult to answer some of the questions? Why?
- Which were easier to answer and which were more difficult? Why?
- Why did some people have different answers?
- Is there a right or wrong answer to the questions?
- Does the age of the child make any difference to the role they should have in making decisions about themselves? Why or why not?
- Are you involved in making decisions in your family? What decisions are they?
- Are there things you can make your own decisions about? What decisions are they?
- Are there things where you need help and guidance from your parents to make decisions? What things are those?
- What are some ways you can ask for more guidance from your parents?
- Is it important for you and your parents to participate in family life? Why or why not?
- What are some ways you can participate more in family life?
- Do you like the way decisions are made in your family? Are there any decisions you would like to participate in but don't? What could you do to play a bigger role in decision-making?

### Tips for the facilitator

- Some questions may be difficult for some children to answer; however, you should encourage them to choose the card or answer that is most relevant to them.
- Make sure you know the family situation of the children in the group you are working with. Some children may not live with a parent or parents, but with a guardian. In these cases, you should involve the guardian(s) along with the parents in the activity.
- Some children will want to explain right away

## Specific Learning Objectives?

## Variations?

- Ask the players to discuss their decisions after each set of questions.
- Ask players to indicate which children's rights the questions relate to.
- Have the players think about a family strategy with their parent(s) on how each member of the family can continue to participate in family life.
- Ask parents to talk to the group about their views on participation in family life, including how their role in making decisions about children's personal matters changes as the child grows and develops.



# Power Walk

We are all equal, but some are more equal than others. In this activity, participants take on roles and progress according to their opportunities and possibilities in life.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Calm		Self-awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Basic		Empathy & social awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Intermediate		Medium space		6-11		
						12-14		
						15-17		
						18+		

## Materials

- List with characters (see additional game info)
- List with statements (see additional game info)

## How to play the game?

1. Give each of the players a piece of paper of a character (see additional game info). Make sure there are enough characters for each participant and a balance between powerful and vulnerable characters.
2. Ask the players to line up at the back of the game room. This row is the starting point of the exercise.
3. Players should mentally visualise themselves in the role they have been given and imagine what their life might be like. Explain that the characters should remain secret until they are asked to reveal it.
3. Ask the participants to listen to the statements (see additional game information) being read out and for each statement to which their character can answer YES, they must take a step forward. If the answer is NO, they are not allowed to take a step.
4. After reading out the statements, ask the participants to look around the room. What do they notice?
5. Have each player read out their character. Have the participants at the front discuss why they are at the front and the participants at the back discuss why they are at the back (see discussion questions in extra game info).

## Additional game information?

### Roles

- Social worker, Male, Age 55
- Shopkeeper and member of local government, Male, Age 43
- Youth in transit from Syria, Male, Age 24
- Police officer, Male, Age 60
- University student, male, has a disability and needs a wheelchair, Age 20
- Homeless man who has been living on the streets for years, 35 years
- Female doctor from Bangladesh, migrant, 35 years.
- Female teacher, 62 years
- Single mother, widow, with three children aged 12, 6 and 2, 44 years
- Female education minister, 32 years
- Unemployed woman with long-term health problems, 50 years.
- Newly graduated woman, just starting her first job as an accountant, 24 years.
- Single child from Cameroon, 13 years.
- Boy from the neighbourhood, goes to school and lives in a middle-income family, 7 years.
- Boy whose mother recently died, goes to school, 14 years.
- Child on the way from Syria, boy, travels with relatives, 5 years
- Boy from a family whose parents are unemployed and struggle to provide food and resources for the family, 15 years.
- Child on the way from Afghanistan, travelling with his parents, boy, 8 years old
- Girl from Iraq caring for her mother who suffered severe trauma during migration, 14 years.
- Girl from Syria, single, victim of human trafficking, 15 years.
- Primary school girl, lives with her parents and they are a low-income family, 10 years old
- Departing girl from Morocco, travelling with her family, 6 years
- Travelling girl from Afghanistan, married to an older man, 13 years
- Local girl going to school and living with her grandparents who are a middle-income family, 7 years.

### Statements

- I can influence government decisions.
- I have access to health care when I need it.
- I have a house where I can sleep at night.
- I eat at least two full meals a day.
- I am not at risk of sexual abuse or exploitation.
- I decide how my household income is spent.
- I can go to school.
- The leader in my community listens to what I have to say.
- I am treated well when I have to go to the police station or the authorities.
- If I am hungry, I can buy food.
- If I am arrested, I am not treated violently or roughly.
- If I wanted to complain about how the police treated me, I know who I can go to for help.
- I can read and write.
- I can travel freely if I want to.
- I can decide who I want to marry (or not marry).
- If someone hurt me, I would know where to go for help.
- I am not dependent on others for food or shelter.
- If I lost my job, there is a social safety net that would help me.
- If I lost my home, I would know who to go to for help.
- If I went to someone on the street and asked for help, that person would help me.

### Discussion questions

- How did the people at the back feel when the others stepped forward?
- How did the people in front feel when they stepped out in front of the others?
- Could the participants who took no or only a few steps have their voices heard by the people in front? How could they be heard?
- What is the position of girls and boys compared to the others in the power walk?
- The distance between participants symbolises real distances or inequalities in communities. Which are they?

## Specific Learning Objectives?

### Variations?

StreetSmartPlay



# The Big Wind Blows

An energiser for a group to get to know each other in a fun and playful way.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Medium		Communication & expression		Uit De Marge
Movement & sports						Self-awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Empathy & social awareness		
+5 players		Circle group game		None		Gross motor skills		
		Energizer & ice breaker		Play Space	Icon			
				Large space		Age	Icon	
		Difficulty	Icon			6-11		
		Easy				12-14		
						15-17		
						18+		

## Materials

## How to play the game?

1. Have the groups sit in a circle, on a chair. The centre of the circle should be empty. There should be one less chair or seat in the circle than people playing the game.
2. The facilitator stands in the middle of the circle and explains the game: The person in the middle says, "The big wind blows for ..." and finishes the sentence by saying something true about themselves. For example, "The big wind blows for everyone who has a sister".
3. Once the person in the middle has made their statement, everyone in the circle who identifies themselves must get out of their chair and find a new one. They should move up more than one chair from where they are sitting.
4. The person in the middle also tries to find a new chair. The person who ends up in the middle continues the game by saying, "The big wind blows for ...".
5. The game ends when most people in the group have had a chance to sit in the middle or until the facilitator calls time.

## Additional game information?

In this game, players discover their similarities and differences with the other players. The facilitator can mention or refer to specific children's rights when the players make a specific statement or start a discussion about them.

### Tips for the facilitator

Pay attention to the energy level of the participants: are they energetic or hesitant? Are they making surface level statements or do they put themselves in a vulnerable position? This can give you an indication of what people are feeling, the level of safety in the group ...

## Specific Learning Objectives?

## Variations?

- Sometimes the person in the middle is given the opportunity to say "Hurricane" instead of making a statement. If the person in the middle does this, everyone must stand up and find a new place to sit down.
- For players with physical mobility, the option can be offered to let them stand up, turn around and sit in the same seat again instead of letting them change seats.
















StreetSmartPlay



# A Little Friend

Play this fun energiser and together try to "save" our little friends!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Creative thinking		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Cooperation	Icon	
+5 players		Energizer & ice breaker		None		Self-awareness		
		Circle group game		Play Space	Icon	Gross motor skills		
		Difficulty	Icon	Medium space		Age	Icon	
		Easy				0-5		
						6-11		

## Materials

## How to play the game?

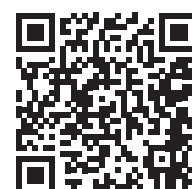
1. The players gather in a circle. The facilitator tells everyone that she/he is holding a little friend who wants to become active.
2. When the facilitator pretends to throw the imaginary friend above our heads, people crouch down one behind the other. When the friend is thrown down and runs under our feet, people jump up one by one.
3. This is repeated faster and slower in both directions.
4. The facilitator asks the players to take over his/her role and gives his/her responsibility to one of the players.
5. Continue the game as much as the participants want.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Children's Parliament: Exploring participation rights in different situations

Get the children to think about specific situations in which their right to participation can flourish. Have they already experienced such situations?

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Calm		Self-management & future orientation		
Society		<b>Game Mechanic</b>	<b>Icon</b>			Self-awareness		
Citizenship & human rights		Group discussion		<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
				Printable downloads				
<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>	
1 player		Easy		Small space		6-11		
2 - 4 players						12-14		
						15-17		

## Materials

- Poster 'The Children's Parliament'
- Bottle caps

## How to play the game?

1. Gather a group of players around the poster.
2. Give each player a bottle cap and have them take turns throwing their bottle cap at a particular situation on the poster.
3. After choosing a situation, have the children divide into two groups: one that has already experienced this situation (one side of the room) and one that has not (other side of the room).
4. Start a discussion about the division into these two groups and their experiences in this situation (regarding their participation rights). Allow both groups to speak. Some sample questions are included in the 'Additional game information'.

## Additional game information?

Discussion questions

- Is the right to participation violated or respected in this situation? How does this become clear?
- How was it for you to experience this situation?
- Which duty-bearers were involved in this situation (on the panel)? Which duty-bearers were specifically involved in your situation?
- Which duty-bearers should/could help you in such situations?
- What can you do if those duty-bearers do not fulfil their duty? Who have you asked for help if you have been in this situation before?
- ...

The 'Children's Parliament' poster is the overview poster for the right to participation. The posters show a multitude of situations in the parliament building. Outside of the parliament, people are demonstrating. The text balloons show additional situations linked to the right of participation. The QR code on the panel links to an audio story that gives a good introduction to start the conversation on the right to participation with your target group.

The rights linked to participation are the following:

Art. 7 - Name and nationality | Art. 8 - Identity | Art. 12 - Respect for children's view | Art. 13 - Sharing thoughts freely | Art. 14 - Freedom of thought and religion | Art. 15 - Setting up or joining groups | Art. 17 - Access to information | Art. 28 - Access to education | Art. 29 - Aims of education | Art. 30 - Minority culture, language and religion | Art. 31 - Rest, play, culture, arts | Art. 42 - Everyone must know children's rights

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?

Think of other ways to divide the group into two subgroups, for example:

- Have one group sit down and the other stand up.
- Have one group raise the right hand and the other the left.
- ...

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# The Children's Parliament: Duty-bearers' influence on the right to participation

Use the poster as inspiration in a discussion or reflection on the influence of duty-bearers on children's right to participation.

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Calm		Self-management & future orientation		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Group discussion		Printable downloads		Critical & reflective thinking		
<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		Easy		Small space		18+	<b>18+</b>	

## Materials

- Poster 'The Children's Parliament'

## How to play the game?

When working with duty-bearers, the poster 'The Children's Parliament' can be used as inspiration in a discussion or reflection on the influence of duty-bearers on children's participation.

1. Let each duty-bearer write down a question about children's participation. They eventually can use the poster as a source of inspiration. Gather all the questions in a small box.
2. Let one of the duty-bearers select a question and let them read the question out loud. Start the discussion by letting the duty-bearers respond to this question.

### Additional game information?

If you want, you can mention some example questions in your task description or include them already in the small box:

- How do you involve children and youngsters in interventions you take as duty-bearer?
- How do you ensure that children's voices are heard in decisions that - Do you know the term 'the best interests of the child' and what it means?
- Can you find a situation on the poster that you have encountered before? How did you act in that situation?
- Can you find some situations on the poster which are very important for children? Why are they important?
- In light of the COVID-19 pandemic, how can duty-bearers ensure that children's rights to participate in decisions and actions that affect their lives are respected, and that their perspectives and experiences are taken into account in the response and recovery efforts?
- ...

The 'Children's Parliament' poster is the overview poster for the right to participation. The posters show a multitude of situations in the parliament building. Outside of the parliament, people are demonstrating. The text balloons show additional situations linked to the right of participation. The QR code on the panel links to an audio story that gives a good introduction to start the conversation on the right to participation with your target group.

The rights linked to participation are the following:

Art. 7 - Name and nationality | Art. 8 - Identity | Art. 12 - Respect for children's view | Art. 13 - Sharing thoughts freely | Art. 14 - Freedom of thought and religion | Art. 15 - Setting up or joining groups | Art. 17 - Access to information | Art. 28 - Access to education | Art. 29 - Aims of education | Art. 30 - Minority culture, language and religion | Art. 31 - Rest, play, culture, arts | Art. 42 - Everyone must know children's rights

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.

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

### Specific Learning Objectives?

### Variations?



# Let's Debate: Do duty-bearers support or hinder me?

Get players to think about how duty-bearers can support or hinder them in specific situations.

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		5-15 minutes		Calm		Communication & expression		
Identity & emotions		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Board game		Printable downloads		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
2 - 4 players		Intermediate		Small space				
<b>Materials</b>						<b>Age</b>	<b>Icon</b>	
- Poster 'Let's Debate!'						12-14		
						15-17		

## How to play the game?

1. Gather a group of players around the "Debate Time!" panel.
2. First let the players take turns to decide the topic of discussion.
3. Have the players think about a situation or experience related to this topic.
4. Have them turn the disc a second time (green or red square). Ending on a green square, have the players tell how a duty-bearer helped or supported them in this situation. Ending on a red square, have the players tell how a duty-bearer hindered them in this situation.
5. Support the players to help each other, for example when someone cannot come up with a situation or experience.

## Additional game information?

The topics:

- (1) Rainbow flag (LGBTQI+) - (2) Social media - (3) Multicultural community - (4) Religion - (5) Vegetarian food - (6) Means of transportation - (7) Alcohol/smoking - (8) Elections/voting - (9) Weapons - (10) Robots - (11) Gender - (12) Question mark (own topic)

Tips for the youth worker to facilitate peaceful debate: establish a code of conduct with the players at the beginning of the game. A code of conduct is a "document" that lists the expected behaviours of all members of a group, and the behaviours that are unacceptable when interacting with each other. You can draft a code of conduct together with the children/young people, and do this at the beginning of the game. Take a large piece of paper and pens and have the players think about rules they think are important in a group discussion. These rules are created by them, resulting in more loyalty towards them. Have them sign the code of conduct.

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Let's Debate: In several rounds

Have duty-bearers think about specific discussion topics in several rounds of discussions.

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Calm		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Group discussion		Printable downloads		Critical & reflective thinking		
<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		18+	<b>18+</b>	

## Materials

- Poster 'Let's Debate!'

## How to play the game?

1. Gather a group of duty-bearers around the poster "Debate time!".
2. One of the duty-bearers turns the rotation disk to determine the topic of discussion.
3. Several rounds of discussion can be done:
  - (a) Let the duty-bearers give their own opinion on the topic and open the discussion with each other.
  - (b) Let the duty-bearers determine how they - as duty bearers - can be involved in this topic for children and youngsters. Have they already helped/supported children and youngsters in such situations? Or have they hindered them?
  - (c) Get them to think about how children would feel about duty-bearers in this situation.
  - (d) ...

## Additional game information?

The topics:

- (1) Rainbow flag (LGBTQI+) - (2) Social media - (3) Multicultural community - (4) Religion - (5) Vegetarian food - (6) Means of transportation - (7) Alcohol/smoking - (8) Elections/voting - (9) Weapons - (10) Robots - (11) Gender - (12) Question mark (own topic)

Tips for the youth worker to facilitate peaceful debate: establish a code of conduct with the players at the beginning of the game. A code of conduct is a "document" that lists the expected behaviours of all members of a group, and the behaviours that are unacceptable when interacting with each other. You can draft a code of conduct together with the children/young people, and do this at the beginning of the game. Take a large piece of paper and pens and have the players think about rules they think are important in a group discussion. These rules are created by them, resulting in more loyalty towards them. Have them sign the code of conduct.

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay

