

© Mobile School vzw - February 2023

With the support of:

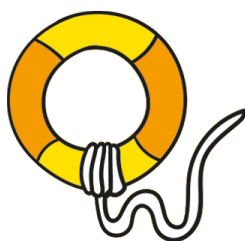


INTRODUCTION TO THE PROJECT

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)!'

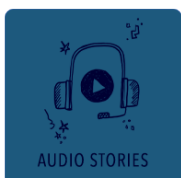
The toolkit 'All Children, All Right(s)!' consists of ...



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 | 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



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



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

The right to provision covers survival and development rights. Survival rights include a child's right to life and basic needs like nutrition, shelter, living standards, and medical services, as well as access to medical care. In addition, this right ensures access to special care and support for children with special needs (Save the Children, 2016). While most children in high-income countries have access to these rights, many children in low and middle-income countries do not, resulting in different outcomes.

All the following articles have a link to survival:



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 related 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 - P27

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

The basics of life: explore the right to survival

Learn more about the different children's rights linked to the right to survival by exploring the basics of life discussion poster.

Panel code(s): SOCIETY C4; SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
Society		Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
Number of Players	Icon	Group discussion		Printable downloads		Social adjustment		
+5 players		Difficulty	Icon	Self-made materials		Empathy & social awareness		
		Intermediate		Play Space	Icon	Age	Icon	
				Small space		6-11	6-11	
						12-14	12-14	

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 survival in the left top 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 survival.
5. The game ends when all the rights linked to survival are discussed.

Additional game information?

The 'Basics of Life' poster is the overview poster for the right to survival. This poster depicts different ways of access to basic needs like food, health or housing. It's 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 Basic Needs Bingo (see further).

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 survival and what it means to them.

StreetSmartPlay



The basics of life: where to go?

Learn about different places in the city where you can find support if you're confronted with a problem

Panel code(s): SOCIETY C4



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Society		Game Mechanic	Icon	Materials	Icon	Creative thinking		
Number of Players	Icon	Drawing		Basic		Critical & reflective thinking		
2 - 4 players		Group discussion		Printable downloads		Problem solving & decision making		
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		6-11	6-11	
						12-14	12-14	

Materials

- 'Basics of Life' poster

How to play the game?

1. One player closes his/her eyes and points to the "poster" to pick a random place on it.
2. Another player (or the same player) tells something that could have happened here (for ex. you broke your leg, or someone has stolen your bag, or you are an unaccompanied minor and you have just arrived in this city etc.).
3. Now the entire group, discusses this scenario and which solutions exist for it in the city. What can I do if "this" happens to me in this place? Where can I ask for help? Who does what?
4. You can ask open questions to facilitate the discussion or more specific questions to "guide" the discussion to the topic.
5. The players can continue the game with another place on the poster.
6. The game ends when you discussed five different situations with the group or when you want the game to end.

Additional game information?

The 'Basics of Life' poster is the overview poster for the right to survival. This poster depicts different ways of access to basic needs like food, health or housing. It's 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 Basic Needs Bingo (see further).

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?

Learn about basic needs.

Variations?

- Depending on the age of the players you can also give the situation yourself to the group.
- Let the players practice explicitly how they would ask someone for help in these specific situations. What are important elements they should include in their help-question?

StreetSmartPlay



Basic needs: basic needs bingo

Link the description of a basic need to one of the pictures by asking relevant questions about the different basic needs.

Panel code(s): SOCIETY C5a; SOCIETY C5b



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
Society		Game Mechanic	Icon	Materials	Icon	Attention & concentration		
Number of Players	Icon	Drawing		Basic		Logical thinking		
2 - 4 players		Board game		Printable downloads		Age	Icon	
		Difficulty	Icon	Play Space	Icon	12-14	12-14	
		Easy		Small space		15-17	15-17	

Materials

- Red and green poster 'Basic Needs'
- Two bottle caps or small stickers

How to play the game?

1. Gather two players or two groups of players and hand out one 'Basic Needs' poster to both players/groups. Make sure the distance between the players/groups is not too big, so the players can hear each other, but cannot see each other's posters.
2. Each group picks one of the 25 basic needs depicted on the poster and keeps it a secret.
3. Now take turns asking yes/no questions to figure out which basic need the other group picked. E.g. Is it a psychological need? Is this an everyday basic need?
4. The players/ groups put a bottle cap (or sticker) on each basic need that no longer meets the characteristics that they asked for. E.g. All psychological needs are out. All everyday basic needs are out.
5. Whoever is the fastest in guessing which basic need the other player/ group picked, wins the game.

Additional game information?

The game contains a red and a green poster with each poster featuring the same 25 different objects. Each object is linked to the Maslow's hierarchy of needs which divides basic needs into five categories:

1. Physiological needs: food, water, clothes etc
2. Safety needs: doctor, justice, money etc
3. Social needs: communication tools, family etc
4. Esteem and self-fulfillment needs: books, information etc

Specific Learning Objectives?

Learn about basic needs.

Variations?

- Instead of using the posters, you can put a number of objects in the middle of the circle that are basic needs according to the players. Now you can play the same game as above.
- Introduce the different categories of basic needs to the children: ask them to identify all the physiological needs, safety needs, social needs etc ...

StreetSmartPlay



Basic needs: the suitcase

Have the children think and talk about which basic needs are most important to them using the metaphor of a suitcase.

Panel code(s): SOCIETY C5a; SOCIETY C5b



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

Materials

- Red and green poster 'Basic Needs'
- Chalk

How to play the game?

1. Gather a group of players around the 'Basic Needs' poster.
2. Draw a suitcase on the ground/paper or blackboard and put the poster next to it.
3. Ask the players to draw the three most important basic needs (of the poster) for them in the suitcase. "If you should choose between all those basic needs, which three would you take with you in your suitcase?"
4. Start a discussion about why they have chosen those three items.
5. Now ask the players to think about one basic need they could live without. They can draw this one outside of the suitcase.
6. Reflect with the group about the different or equal choices.

Additional game information?

The game contains a red and a green poster with each poster featuring the same 25 different objects. Each object is linked to the Maslow's hierarchy of needs which divides basic needs into five categories:

1. Physiological needs: food, water, clothes etc
2. Safety needs: doctor, justice, money etc
3. Social needs: communication tools, family etc
4. Esteem and self-fulfillment needs: books, information etc

Specific Learning Objectives?

Variations?

StreetSmartPlay



Basic needs: battleship

Claim the basic needs of the other group and discuss why it is important to have those specific basic rights.

Panel code(s): SOCIETY C5a; SOCIETY C5b



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Communication & expression		
Society		Game Mechanic	Icon	Materials	Icon	Logical thinking		
Health		Group discussion		Basic		Self-management & future orientation		
Number of Players	Icon	Board game		Printable downloads		Self-awareness		
+5 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
2 - 4 players		Intermediate		Small space		12-14		
						15-17		
						18+		

Materials

- Red poster 'Basic Needs'
- Chalk
- Bottle caps

How to play the game?

1. Recreate the Basic Needs poster by drawing two empty grids (5 x 5) on pieces of paper or on the ground. One grid for each group/player. Add a row of numbers on the left side (1-5) of the grid and a row of letters on the top (A-E).
2. Divide the players into two groups and let them stand on the opposite of each other. Close enough they can hear each other, but not too close that they can see each other's grid.
3. Let the groups each choose five items of the Basic Needs poster and let them draw these items somewhere in their grid.
4. The groups take turns in guessing where the objects of the other group are located in their grid, by asking a specific coordinate (1 letter + 1 number, eg. "B4"). Use bottle caps to indicate the guessed coordinates.
5. If the group guesses wrong, nothing happens, and the other group continues.
6. If the group guesses a correct coordinate, facilitate a discussion about why it is important to have this basic need.
7. The group that finds the other group's basic needs first, wins the game!

Additional game information?

The game contains a red and a green poster with each poster featuring the same 25 different objects. Each object is linked to the Maslow's hierarchy of needs which divides basic needs into five categories:

1. Physiological needs: food, water, clothes etc
2. Safety needs: doctor, justice, money etc
3. Social needs: communication tools, family etc
4. Esteem and self-fulfillment needs: books, information etc

Specific Learning Objectives?

Variations?

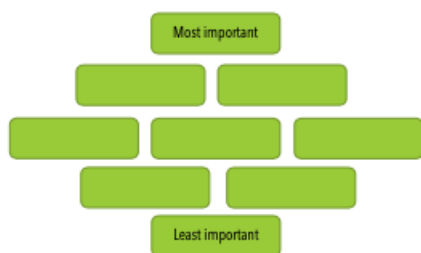
StreetSmartPlay



Three Things

What three things would you take with you if you suddenly had to flee your home?

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Transportation & mobility		> 15 minutes		Calm		Self-awareness		
Society		Game Mechanic	Icon	Materials	Icon	Communication & expression		
Citizenship & human rights		Group discussion		Basic		Critical & reflective thinking		
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Empathy & social awareness		
+5 players		Difficult		Small space		Age	Icon	
						15-17		
						18+		

Materials

- Post-its or small squares of paper, 3 per player
- Pens or pencils, one per player
- Piece of paper
- Chalk

How to play the game?

1. Introduce the topic of migration by brainstorming the reasons why people decide to live elsewhere. If possible, have the players write down the answers on a piece of paper or on the floor with chalk.
2. Explain that in this activity they are going to imagine being forced to flee their homes (be careful not to cause trauma to children who have actually had to flee their homes). Refer to the brainstorm and point out the "push factors" that make people flee, e.g. war, natural disasters, persecution or terrorism, religion, identity, education, sexual orientation, political reasons, freedom of speech, etc.
3. Now ask them to sit in smaller groups and hand out small papers and pencils.
4. Ask everyone to imagine that they suddenly have to flee their home for some reason and that they can only take three things with them. Which three things would they take with them? On each piece of paper they should write one thing.
5. Then ask each in turn to present their choice and explain the reasons for their choice.
6. Now tell the players to work together to discuss the different choices and reasons, to try to reach a consensus, and to prioritise the items using a diamond order (see images).
7. Finally, have them review the results of each group's work and gather the players for a group discussion (see additional game information).

Additional game information?

Discussion

Start by considering how each group ranked the items and then discuss what the players learned and what the implications are for children's/human rights.

- Were there any surprising items that people wanted to include?
- Was it easy to rank the items? What differences of opinion were there within the groups?
- How similar or how different were the rankings of the different groups?
- How practical were people? Were they thinking mainly about their physical survival or were they also thinking about their emotional or spiritual needs?
- What would people miss most if they had to flee?
- Do they know anyone who has fled their home?
- Is the activity realistic? Can people always choose what to take with them? Why?
- What about children and young people? Are their specific needs likely to be taken into account when their parents pack?
- Which children's rights specifically protect refugees? Take the poster 'General overview of children's rights (see images) to look at together.

Tips for the facilitator

- What items players choose and how practical they are depends on the maturity of the players. What people bring also depends on many factors, for example the weather, the time of year and the reason why they are fleeing. For example, if there are floods and they cannot swim, they may bring something to use as a raft.
- It is important to stress that there are no right or wrong answers when it comes to personal choice and preference, although some choices may be more sensible and practical than others.

Specific Learning Objectives?

Variations?

This method can be used to explore people's attitudes towards aspects of all themes. For example,















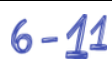



- Migration: If you had to flee your country, which 3 countries would you most want to live in?
- Poverty: Which 3 steps / actions would be most successful in eliminating poverty?
- War and terrorism: There is now an international agreement on banning landmines; which 3 weapons should be banned next?



What Do You Need To Survive?

Show us your creative skills by making a collage about your basic survival needs!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Health		> 15 minutes		Calm		Fine motor skills		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Creative thinking		
Number of Players	Icon	Crafting & constructing		Basic		Self-awareness		
1 player		Difficulty	Icon	Play Space	Icon	Age	Icon	
2 - 4 players		Easy		Small space		6-11		
+5 players						12-14		
						15-17		

Materials

- Lots of magazines with many different images (make sure you have lots of choice, and images depicting different lifestyles)
- Large pieces of paper (one per player)
- scissors
- Glue
- Colour pencils
- A sample collage: make a collage yourself or find one on the internet.

How to play the game?

1. Explain to the players that they are going to do a craft activity. They will all get a large piece of paper and start making their own collage. Today's theme is "survival".
2. Ask the players what they need to survive. Check that they understand what this means with questions like:
 - What do we need when we are hungry and thirsty?
 - What do we need when we are cold? Or are sick?
 - When do you feel safe?
3. Start a conversation about it and explain that we need all these things to live happy and healthy lives. Show the collage you made or found on the internet.
4. Now hand out the paper and ask them to draw a picture of themselves in the middle. They can add other family members/special people if they want.
5. Then they can cut out pictures from old magazines or draw things they need (food, water, books, clothes, houses, doctors, music, football, etc) and stick them on the paper.

Additional game information?

Tips for the facilitator

- Guide the children while making the collage: help them label the pictures, ask them questions about what they thought of in their picture, ... Link these conversations or questions to the items on the right to survive (6,7,9,10,18,20,21,23,24,26,27).
- Encourage them to think about and use the language of their rights, e.g. "I have a right to food when I am hungry" and "I have a right to medicine when I am sick".

Specific Learning Objectives?

Variations?

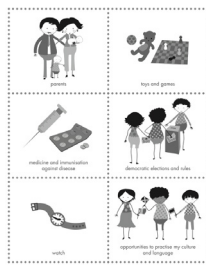
- Take the players outside (local park, forest, outdoor area...). Bring a bear or another cuddly toy and build a story around it, e.g. bear is tired or hungry, what does bear need? Encourage players to find ways to meet those needs (e.g. build a shelter, find leaves as blankets, find food). Remind players of the link to the right to survive (the right to live somewhere, food, warmth, safety).
- Give this exercise as an individual task in times of pandemic. For example, have them make a collage about the things they miss in their lives during or after a lockdown/pandemic.



Sailing To A New Island

Let's go to an island together to start over, but to get there, they must choose to throw non-essentials overboard.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Health		> 15 minutes		Calm		Critical & reflective thinking		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Problem solving & decision making		
Number of Players	Icon	Quiz & challenge game		Basic		Cooperation		
+5 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		6-11		
						12-14		
						15-17		
						18+		

Materials

- Envelope with wants and needs cards for each group
- Copies of the wants and needs card via http://www.eycb.coe.int/comasipito/chapter_4/pdf/4_27.pdf or via 'Images'
- A big box or something that can act as an imaginary boat
- Glue or sticky tape and sheets of paper for each group

How to play the game?

1. Tell or play the storyline to the players: "You want to escape everyday reality and decide to move to an island to start over. You convince the players to come with you".
2. Divide the children into small groups and give each group an envelope with all the wants and needs cards (see materials) in it, and explain that these are the things they pack to take with them for life on the new island. Ask each group to open the envelope, spread out all their cards and examine them.
3. Explain that the boat is now leaving and continue the storyline:
"It is a pleasant voyage. The sun is shining and the sea is peaceful. However, a big storm suddenly brews up, and the ship rocks. It is even about to sink! You have to throw three of your cards overboard to keep the boat afloat." Ask each group to decide what to give up. Explain that they cannot get these things back later. Collect the cards that have been "thrown overboard" and put them together in one pile.
4. Return to the story: "Finally the storm is over. Everyone is very relieved.... However, we see that a hurricane is heading straight towards the ship. If you want to survive the hurricane, you have to throw three more cards overboard! Remember: don't throw away what you might need to survive in your new country." As before, collect these cards and keep them in a separate pile.
5. Return to the story: that was close! But we are almost to the new continent. Everyone is very excited. But just as we see land on the horizon, a giant whale collides with the boat and makes a hole in the side. You have to make the ship even lighter! Discard three more cards. Collect these cards and put them in a pile.
6. Announce that they have finally reached the new continent safely and are ready to build a new community. Ask each group to stick their remaining cards on a piece of paper so that everyone can remember what they are taking with them to the new island.
 - Do you have everything you need to survive?
 - To grow and develop well?
7. Ask each group to hang their sheet at the front of the room and explain what they are bringing with them to the new land. After each description, ask the whole group:
 - Are they missing anything they will need to survive? To grow and develop?

Additional game information?

Discussion

- How did you decide what you could discard? What was essential?
- What were some of the things you threw away?
- Were there disagreements as a group about what to keep and what to throw overboard? How did you resolve those disagreements?
- Did it get harder to decide which items to get rid of the more you had to carry? Why?
- What can we say about the items that remained on your paper versus the items you removed?
- Discuss the difference between 'needs' (the things that all children absolutely must have or be able to do to live a happy and healthy life) and 'wants' (the things that are nice to have but not necessary for a full life).
- Do all people have the same needs? Who might have different needs?
- What do you think of your final choices? Will you be able to survive on the new island? Will you be able to grow and develop well?
- If you had to do this activity a second time, would you throw away other things?
- Which things did you want to have, but decided they were not essential?
- Which cards represent things we might want to have, but don't need to have to survive?
- Which cards represent things we must have to survive?
- Which cards represent things we need to grow and develop well?
- What would happen in this new land if you didn't have _____?

Tips for the facilitator

- It is very important that players do not infer from this activity that some children's rights are less important than others and can be scrapped. Emphasise the interdependence of rights in the follow-up discussion.
- Some items are deliberately ambiguous to trigger a debate about what is an essential item (for example, a mobile phone may be considered a luxury by some and a necessity for communication by others).
- Young children may struggle to distinguish between what they want and what they need. Help them by emphasising what they need to survive in a new country.
- Emphasise that children's/human rights are based on children's/human needs: the things that every human being needs to survive, grow and develop well and live a life with dignity.
- Emphasise that everyone needs all their human rights! Some are necessary to stay alive, such as food, medical care, clean water and shelter. But others are essential for people to live and develop well. Just staying alive is not enough for anyone.

Specific Learning Objectives?

- Differentiating the difference between needs and wants.

Variations?

Give some blank cards and allow the children to add some extra things they think they need or would like to have.



Who Can Take The Last Piece?

Who is the luckiest player to get to take the last piece of the apple?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Attention & concentration		
Health		Game Mechanic	Icon	Materials	Icon	Empathy & social awareness		
Number of Players	Icon	Circle group game		Basic		Age	Icon	
+5 players		Group discussion		Play Space	Icon	6-11		
		Difficulty	Icon	Medium space		12-14		
		Easy						

Materials

- Apple
- Plate
- Knife
- Fork
- Dress-up clothes (scarf, hat, pants, dress...)
- Dice

How to play the game?

1. Gather the players in a circle.
2. In the middle of the circle lay the clothes (e.g. coat, scarf, skirt, hat, etc.) and a plate with an apple, a fork and a knife.
3. One player starts by throwing a die. If this player rolls a six, he/she may walk to the middle, put on the dress-up clothes and cut into the apple with knife and fork, if he/she manages to cut off a piece, this person may eat it.
4. The die remains mean in the circle and the other children keep throwing. If someone throws another six, that person gets to go to the middle. The previous player must immediately stop eating and take off their dress-up clothes and sit in their place.
5. The winner of the game is the player who can eat the last piece of the apple.
6. After the game, you can link the exercise to the right to survive by starting a discussion (see additional game information).

Additional game information?

Discussion questions

- Do you think everyone has equal access to healthy food?
- Do you think everyone has equal access to clothing?
- Why would this be the case?
- Where can people ask for help if they don't have the resources for food and/or clothing?
- What are other basic needs for survival?
- How do you think society should ensure that everyone has access to their basic needs?
- What can we do to ensure that everyone has access to healthy food and clothing?
- Did you or someone you know struggle to access basic needs such as food and clothing? How did you or she cope with that?
- How does access to basic needs affect someone's overall quality of life?

Specific Learning Objectives?

Variations?

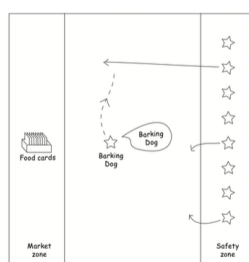
StreetSmartPlay



Go To The Market

Gather your food supplies at the market, but watch out for the thief!

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Health		> 15 minutes		High		Gross motor skills		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Attention & concentration		
Number of Players	Icon	Energizer & ice breaker		Basic		Coordination & flexibility		
+5 players		Tag game		Play Space	Icon	Age	Icon	
		Difficulty	Icon	Large space		6-11		
		Easy				12-14		
						15-17		

Materials

- Food cards with vegetables, chicken, meat, rice, beans, fruit, clean water. Look on the internet for these different pictures or draw them yourself. Print them out and laminate them.
- Materials to mark the "market" and "safety" zone.

How to play the game?

1. Tell the players that in this game we are going to look at why every child has a right to clean and nutritious food and what happens if you don't get it.
2. Mark a playing area with a "safety zone" and a "market zone" at both opposite ends of the field (see image).
3. Divide the players into several teams (depending on the number of players) and have them stand behind the "safety" zone.
4. Ask one (or two) volunteers to be the "thief" (cf. the "barking dog" in the image) who will stand inside the playing zone.
5. When the facilitator calls "Go to the market", the team has one player at a time run across the playing field and they try to reach the "market" zone on the other side of the field without being tackled by the thief. If the player successfully runs to the "market" zone without being tapped, they receive a food card.
6. After taking a food card, the player must run back to the "Home/Security" zone without being tapped by the thief.
7. If the player is tagged while running from the "Safety" zone to the "Market", that player must return to his group and send another player to run. If the player is tagged while running from the "market" to the "safety zone", that player must drop the food card on the "market" and return to his group and send another player to run.
8. The group that gets six different food cards first wins!
9. At the end of the game, you can gather the players in a circle to discuss the right to survive (see additional game information).

Additional game information?

Discussion questions

- Was it easy or difficult for you to get the food from the market? Why?
- What kind of food did you get? Are they healthy or unhealthy? Why?
- Why do you need to eat clean food and water?
- What happens if you don't get the right food and clean water?
- Do you think every child has the right to have access to healthy food? Why or why not?
- From your own experience, have you heard of or know someone who did not have access to healthy food or nutrition? How does that affect them?
- What can you do to ensure the right to healthy food for you and your peers in your community?

Source: Right to Play International Team. (2014). Playing for our rights - Children's World Playbook. DFATD.

<https://www.icsspe.org/system/files/Right%20to%20Play%20-%20Play%20For%20Our%20Rights%20%20For%20us%20by%20us.pdf>

Specific Learning Objectives?

Variations?

StreetSmartPlay



Do A Step

You are an animal. Do you have the right to make a move? That depends on which animal you are!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Self-awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Creative thinking		
+5 players		Group discussion		Self-made materials		Empathy & social awareness		
		Role play		Play Space	Icon	Age	Icon	
		Difficulty	Icon	Medium space		6-11		
		Easy				12-14		

Materials

- List of questions (see additional game info)
- List with roles for the players (text, images ...; see additional game info)

How to play the game?

1. The facilitator distributes the roles (see additional game information) to the players and explains that they will assume animal identities. They must imagine themselves to be their assigned character and act accordingly, and must keep their role secret from the other players.
2. The players line up in the middle of the room and wait for the facilitator to read out the questions (see additional game info).
3. After each question has been read out, players take a step forward if they can perform the action described in the question, or stay at their current position if they are not sure.
4. At the end of the game, players have rearranged themselves based on their animal's skills.
5. The group then sits in a circle to reflect on their experiences as different animals with different skills and abilities and how they ended up in different positions.
6. The facilitator can start a discussion about the concept of the same starting point in life and the idea of equal opportunities.
 - Is this possible for all animals, humans or children?
 - Is there randomness in life's journey?
 The conversation can then move to the right to survival, with a focus on how the government can support the rights of children with disabilities, including those with mental or physical disabilities, by providing special care, education, health services and other resources to help them live full and independent lives.

Additional game information?

Roles: Horse - Parrot - Ant - Goldfish - Dog - Cat - Eagle - Worm - Mole
 - Snail - Turtle - Snake - Bear - Lion - Elephant

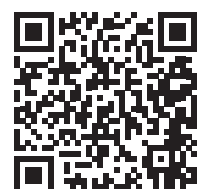
Questions

- Can you sit on the tree?
- Can you fly?
- Can you swim?
- Can you stay underwater for a day?
- Can you live under the earth?
- Can you run fast?
- Can you carry a 50-pound stone?
- Can you carry a glass?
- Can you carry a bite of bread?
- Can you enter a house?

Specific Learning Objectives?

Variations?

StreetSmartPlay



What A Wonderful World

Create a drawing of an environment you would like to reside in and one you wouldn't want to live in. What distinguishes these two environments?

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Arts & crafts		> 15 minutes		Calm		Communication & expression		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Creative thinking		
Number of Players	Icon	Drawing		Basic		Self-awareness		
+5 players		Crafting & constructing		Play Space	Icon	Age	Icon	
		Difficulty	Icon	Small space		6-11	6-11	
		Easy				12-14	12-14	
						15-17	15-17	

Materials

- Paper
- Colouring materials, e.g. paints, markers, crayons, pencils
- Drawing pins or sticky tape to hang drawings

How to play the game?

1. Instruct players to imagine an environment they would like to have (real or imaginary) and have them draw it.
2. Then, ask the players to imagine an environment they wouldn't want and to draw it.
3. Once the drawings are completed, display them and invite the children to view the mini-exhibition.
4. Facilitate a reflective discussion by posing some reflection questions (see additional game info).

Additional game information?

Reflection Questions

- Was it easy to come up with the two different environments?
- Which drawing and environment do you prefer the most? Why?
- How do the people living in the environments you've drawn feel?
- What makes an environment positive or negative?
- How does our physical environment impact us?
- How do we influence the environment?
- What would you like to change about your physical environment?
- How can you make your environment more like the one you drew?

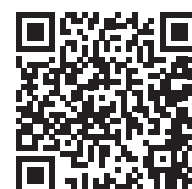
Tips for the Facilitator

- Assist children in understanding that the environment is shaped by both tangible physical factors and intangible abstract ones, and that both are necessary for a good environment. Younger children may struggle with the abstract concept of environment.
- Prior to conducting the exercise, make sure you have a clear focus on the aspects of environment you want to emphasize (such as housing, school, etc.). Attempting to address the entire environment without a clear focus will be too vast and abstract.

Specific Learning Objectives?

Variations?

















StreetSmartPlay



Acting Out A Good Life

Play this fun and engaging role play game so that players can explore their own ideas and thoughts on what makes a life a "good life".

Panel code(s): /

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

Materials

- General materials for role play
- Papers
- Pens

How to play the game?

1. The facilitator divides the groups of players into two subgroups. If possible, have the two groups stay in different rooms.
2. Give each group 20 - 30 minutes to prepare a play that reflects "What a good life means to them". The play should last 1 to 3 minutes.
3. After preparation, all participants gather in the same room to watch each other's play. The first group starts the play and the second group watches the play as an audience. Then they switch and the second group presents the idea.
4. After the play, all participants stay together in a circle and discuss the plays and the meaning of "a good life" according to them.
5. Link the discussion to the right to survival:
 - Who is responsible for our own "good life"?
 - Who is responsible for protecting the quality of our lives and our rights?
 - ...

Additional game information?

Specific Learning Objectives?

Variations?

- The same activity can be used to get players thinking about what a "good health system" means to them. Every child has the right to the highest attainable standard of health and access to quality health care, clean water, nutritious food, a clean environment and information to help them stay healthy.
- Instead of role-playing, have the players do a brainstorm and gather information on a flipchart.

StreetSmartPlay



We Are Family

Players draw and discuss different concepts and structures of a "family".

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Empathy & social awareness		
Society		Game Mechanic	Icon	Materials	Icon	Self-awareness		
Number of Players	Icon	Drawing		Basic		Creative thinking		
2 - 4 players		Group discussion		Play Space	Icon	Age	Icon	
+5 players		Difficulty	Icon	Small space		6-11		
		Easy				12-14		
						15-17		

Materials

- Set of illustrations/photos for each group: collect pictures representing different families (e.g. single-parent families, classic schedules, same-sex couples, patchwork families, adopted children, large families with many generations).
- Paper to draw on.
- Crayons, markers, ...

How to play the game?

1. Introduce the activity by explaining that this activity explores the many different ways we identify and live with the people we consider our family. Emphasise that not all people live in the same kind of families.
2. Ask each player to draw the family they live in (as opposed to the family they are separated from, wish they had, once had, etc.) Encourage them to include details about their family if they wish (e.g. name, age, gender of each person).
3. Have the players present their drawings about their own family.
4. Think together and make a list of as many types of families as possible (single-parent families, adopted families, etc.). Name some that have not yet been discussed.
5. Divide the children into small groups and give each group a copy of the illustrations/photos you have prepared. Ask each group to discuss what the main differences or similarities are in each family. Also ask the groups to discuss their own family photos, and whether they are similar or different to

Additional game information?

Discussion questions

- Do all children have the right to live in a family?
- Is living in a family important? Why or why not?
- Which children might not live in a family? Where do they live?
- Who ensures that all the rights of these children are respected?
- Do you know any such children? How can you support these children?

Tips for the facilitator

- Make sure the players feel comfortable and will not be teased for presenting unusual or different family styles. Throughout the exercise, emphasise tolerance, feelings and values related to what a family is.
- It is important to know the family situation of the players in your group and adapt the activity so that none of the players are embarrassed or uncomfortable about their situation.

Specific Learning Objectives?

Variations?

- To shorten this activity, consider conducting it without using additional family pictures. If you divide the players into smaller groups, you can ask them to simply discuss and reflect on their own family drawings without introducing new ones. However, it is still important to discuss or refer to other types of families that may not be present in the group.

StreetSmartPlay



The basics of life: the duty-bearer detective

Time for a fun game to play with the duty-bearers within your community. Try to find as many duty-bearers on the poster as possible!

Panel code(s): SOCIETY C4



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Attention & concentration		
Society						Visual & auditory perception		
		Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
Number of Players	Icon	Quiz & challenge game		Printable downloads				
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Easy		Small space		18+	18+	

Materials

- Poster 'The basics of life'

How to play the game?

1. Divide the group of duty-bearers into two (or more) subgroups.
2. Give both groups five minutes to look at the poster and have them list as many duty-bearers as possible depicted in the image.
3. After five minutes, have one group name a duty-bearer they found in the image. If the other group listed the same duty-bearer, both groups remove this duty-bearer from their list. Attention point: make sure that the duty-bearers can explain why they listed a person as a duty-bearer!
4. Now, the other group can name one of the duty-bearer listed. Again, if both groups listed this duty-bearer, they remove them both from their list. Let the groups continue until all listed duty-bearers are named.
5. The group who listed the most unique duty-bearers, wins!
6. Time left? Play the same game with the different responsibilities /duties of the duty-bearers in the picture. Have the duty-bearers look at the poster again for five (or more if necessary) minutes and have them list as many responsibilities as possible. The group who listed the most unique duties, wins!

Additional game information?

The 'Basics of Life' poster is the overview poster for the right to survival. This poster depicts different ways of access to basic needs like food, health or housing. It's 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 Basic Needs Bingo (see further).

This game has been specially created to work with duty-bearers on the theme of 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 topics/situations that duty-bearers can name as much as possible to make the game more fun/diverse, for example: animals, harmful situations, ...

StreetSmartPlay



Basic needs: Five in a row

Use the basic needs poster to get children and youngsters thinking about how duty-bearers are related to these basic needs, while playing a fun game in the meantime!

Panel code(s): SOCIETY C5a; SOCIETY C5b



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Empathy & social awareness		
Society		Game Mechanic	Icon	Materials	Icon	Communication & expression		
Number of Players	Icon	Group discussion		Basic		Logical thinking		
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		6-11	6-11	
						12-14	12-14	
						15-17	15-17	

Materials

- Red poster 'Basic Needs'
- Bottle caps

How to play the game?

1. Get two 'basic needs' posters and gather some players around the poster.
2. Divide the group into two subgroups.
3. Team 1 gets 12 bottle tops in a particular colour, team 2 gets 12 bottle tops in a different colour. The aim of the game is to have five in a row (horizontally, vertically, or diagonally) as quickly as possible.
4. Team 1 puts their bottle cap on one of the basic needs. Team 2 then puts their bottle cap on one of the basic needs and so on. However, before a team can place their bottle cap on one of the needs, they must first answer a question about duty-bearers related to the basic needs (see questions in additional game information). Make sure that players are aware of the meaning of this basic need before asking questions about the involvement of duty-bearers.
5. The team who has five in a row the quickest, wins!

Additional game information?

Questions

- Who has access to this basic need? Is this basic need accessible for everyone? Or only for a specific group of people?
- Why is this a basic need to everyone? What barriers does a person encounter if they don't have this basic need?
- What is a basic need?
- Which duty-bearer(s) is (/are) related to this basic need? Do you need a duty-bearer to get this basic need? If so, who?
- Which duty-bearer can you ask for help if this basic need is violated?
- ...

Specific Learning Objectives?

Variations?

- (1) Play the same game with duty-bearers within your community and ask them relevant questions to reflect on their own responsibility/role in offering these basic needs to children and youngsters. For example:
 - Can I do something about this basic right? Am I responsible for this basic right?
 - What other duty-bearers can help children get this basic right?
 - What interventions/actions can I take to ensure that children can get these basic rights?
 -

StreetSmartPlay

