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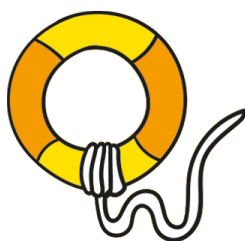


INTRODUCTION TO THE PROJECT

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)!'

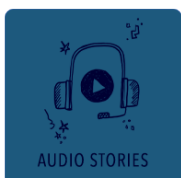
The toolkit 'All Children, All Right(s)!' consists of ...



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
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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 COVID-19 pandemic had a major impact on children's rights, particularly in the areas of education, play, development, health and food security. Despite the closure of schools and key sectors to combat the pandemic, some children gained more time with their families, while others became more vulnerable to abuse and exploitation. The pandemic highlighted the importance of involving children in decisions that affect their lives. It is crucial to prioritise their rights during and after a pandemic by involving them in decision-making so that their needs are met and their rights protected.

A pandemic can impact all children's rights:



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



Want to know more?

The COVID-19 pandemic affected people to varying degrees, and subsequent lockdowns and restrictions exposed pre-existing inequalities and led to violations of children's rights. The programme "[Working on children's rights during and after a pandemic](#)" aims to draw attention to the impact of the pandemic and presents three guidelines for addressing children's rights. In addition to these guidelines, the programme also outlines strategies for working with duty-bearers to protect the rights of children and young people in vulnerable circumstances during a pandemic.



Growing Minds, Growing Rights: The impact of COVID-19

How does the COVID-19 pandemic affect your right to provision? With the players, look at the 'Growing Minds, Growing Rights' poster and think about which elements are affected by the pandemic.

Panel code(s): SOCIETY C6; SOCIETY B9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		5-15 minutes		Calm		Critical & reflective thinking		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Social adjustment		
		Group discussion		Printable downloads		Empathy & social awareness		
Number of Players	Icon	Board game				Self-awareness		
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		6-11	6-11	
						12-14	12-14	

Materials

- Pen and papers
- Poster 'Educational Maze'
- Poster 'Growing Minds, Growing Rights'

How to play the game?

1. Take a minute to discover the 'Educational Maze' poster with a group of 2-8 players.
2. Then, ask one of the children to step forward and choose one of the 4 brain colours. The colours represent 4 categories. Have the players look at the pictures belonging to this colour and have them guess which category these pictures represent. Ask some accompanying questions if necessary.
 - GREEN = TOOLS you use to learn
 - BLUE = WHERE do you learn
 - YELLOW = WHO do you learn from
 - RED = HOW do you learn
3. Ask the players to pick all the locations/tools/... (depending on the selected colour) he/she finds on the poster 'Growing Minds, Growing Rights'. Discuss the elements with the group.
4. Then, ask the group if it's possible to learn in all these locations during the COVID-19 pandemic. Which locations are closed? Are there alternatives available? Which places became more/less important during the pandemic? How does COVID-19 affects your learning curve?

Additional game information?

The Educational Maze poster

The 'Educational Maze' poster offers youth workers the opportunity to discuss the different ways of formal and non-formal learning with children. Four categories are depicted on the panel, and every category contains multiple examples. All the examples have a circle with the same colour as the category, so it's easy to determine which example is linked to which category.

The categories are:

GREEN = TOOLS you use to learn = tablet and smartphone, guitar and ball, toolbox, pen and paper, books, toy and chess board, radio and television, gaming console, internet, online videos

BLUE = WHERE do you learn = Mobile School, home, sports-field, classroom, University, religious buildings, Internet cafe, factory, street/market, library/youth centre

YELLOW = WHO do you learn from = friends, director/boss, other cultures, coach/youth worker, role models, religious characters, family

RED = HOW do you learn = play, plan, structure, rewards, reflect, listen, ask questions, explain, experiment, practice, study and learn

It's important to stress that children can also learn outside of a school environment. They learn constantly! COVID-19 has disrupted formal education, but it's still possible for children to keep learning in different environments. This panel initiates this discussion!

The 'Growing Minds, Growing Rights' poster

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

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

This game is based on the following game: <https://play.street-smart.be/en/game/view/1050> and can be used to discuss how COVID-19 has affected the right to facilities for children and young people.

Specific Learning Objectives?

- Learn about the impact of COVID-19 on education

Variations?

- Have the players compare the two different posters. Which elements of the "Educational Maze" can also be found on the "Growing Minds, Growing Rights" poster?



Camera Catchers: The impact of COVID-19

How does the COVID-19 pandemic affect your right to protection? Empathise with one of the characters and explain the risks they face during a pandemic.

Panel code(s): SOCIETY C8



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

Materials

- Poster 'Camera Catchers'

How to play the game?

1. Gather a group of players in front of the 'Camera Catchers' poster and ask them to explore the images for two minutes.
2. Then, start up a discussion about the different risk the characters on the panels would face during the pandemic. Ask questions like:
 - In which situations or locations is there a high risk of infection? Why?
 - Which risky situations are more present or less present during a pandemic? For example: domestic violence, migration ...
 - What are the highest risks during the pandemic?
 - What can you do to avoid these risks or to prevent them? What are precautions you can take?
 - ...
3. The activity ends when all the players were able to share some personal stories or when all the situations on the panel are covered. Conclude the game by explaining that all children have the right to be protected and feel safe.

Additional game information?

The 'Camera Catchers' poster

The 'Camera Catchers' poster is the overview poster for the right to protection. The poster zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right-hand side of the panel links to an audio story that gives a good introduction to start up the conversation on the right to protection with your target group.

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 is based on the following game <https://play.street-smart.be/en/game/view/1013> and can be used to discuss how COVID-19 has affected the right to protection for children and young people.

Specific Learning Objectives?

Variations?

- Focus on specific locations: select one location on the risky situations panel (f.ex apartment) and write down all the risks that children face during a pandemic in that specific location. Reflect with the kids on how this location would look in times of a pandemic.

StreetSmartPlay



The Children's Parliament: The impact of COVID-19

How does the COVID-19 pandemic affect your right to participate? Explain which situations were allowed during the pandemic and which were not.

Panel code(s): SOCIETY C10



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

Materials

- Poster 'The Children's Parliament'

How to play the game?

1. Take two minutes to explore the poster 'The Children's Parliament' with a group of 2-8 players.
2. Ask the participants which things on the panel were not allowed during the COVID-19 pandemic. Write them down on the blackboard or on a piece of paper.
3. Then, ask each individual participant which element he/she was missing the most. Why was this not allowed anymore? Make sure everyone can share his/her opinion.
4. Now find the things on the poster that were also there during the pandemic. For example face masks, taking online classes ...
 - Why were these things needed?
5. Open a discussion about how they felt during the pandemic and all the rules imposed:
 - Was it difficult for the players to follow these 'new' rules?
 - Did they feel they had a say during this pandemic?
 -

Additional game information?

The 'Children's Parliament' poster

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 is based on the following game <https://play.street-smart.be/en/game/view/1047> and can be used to discuss how COVID-19 has affected the right to protection for children and young people.

Specific Learning Objectives?

Variations?



COVID-19: Basic needs and impact on children's rights

How does a pandemic impact children's rights? To solve the question, simply use this children's rights panel to reflect on the different consequences.

Panel code(s): SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
		Game Mechanic	Icon	Materials	Icon	Creative thinking		
		Group discussion		Printable downloads		Problem solving & decision making		
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Logical thinking		
+5 players		Intermediate		Small space				
						Age	Icon	
						6-11		
						12-14		
						15-17		

Materials

- Poster City of Rights

How to play the game?

1. First, familiarize the group with the symbols around the panel which represent the children's rights and the different dimensions of children's rights (see additional game information).
2. Ask the players if they can find a situation where the right is respected and if they find another situation where the right is violated.
3. Then, make pairs. Ask each pair of children which 3 children's rights a pandemic has the most impact. Ask why they think so. Give an example and link back to the panel to find more examples.
4. The activity ends when all the groups have given their top 3 and when all the children's rights are discussed. Don't forget to also ask the children how these rights can be respected in times of a pandemic. In other words: what can be done to guarantee children's rights even during challenging times? Write down the findings!

Additional game information?

This activity is a part of the COVID-19 package. The package aims to give youth workers the tools to discuss the consequences of the pandemic with their target group. The COVID-19 overview panel is the starting point for all the discussions. After playing the overview panel, extra activities on the seven different topics are available to dive deeper into the matter.

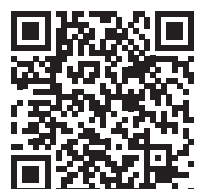
Specific Learning Objectives?

Learn to know your rights and how they are affected during the pandemic.

Variations?

- Roleplay: act out one children's right that is often not respected during the pandemic. The other players have to guess. Then, another player will act out another children's right. Ask the kids to share why they have chosen this right.
- Right to basic needs: focus more on the impact of the pandemic on basic needs. Discuss with the kids if they still have access to all basic needs: food, clothing, and shelter. Is there a difference between before and during the pandemic? How? What should be done to make sure children have access to basic needs at all times?
- Tell something unique: what have you done during the lockdown, linked to the children's rights? Ask the group to line up. Then ask to share something unique about themselves, something they have done during the past pandemic linked to a specific children's right. For example: right to healthcare: I have made face masks with my friends to distribute to people in my community... If no one else in the group has done this, you can do one step forward. Continue this process until one of the players has done 5 or 10 steps forward. Don't forget to always make the link with a children's right to make it more difficult.

StreetSmartPlay



Lockdown law: Police encounters in times of COVID

Have players think about encounters with the police during lockdown or pandemic restrictions.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Medium		Creative thinking		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
Number of Players	Icon	Role play		Basic		Empathy & social awareness		
+5 players		Group discussion		Play Space	Icon	Self-awareness		
		Difficulty	Icon	Medium space		Age	Icon	
		Intermediate				12-14		
						15-17		

Materials

- Chart paper
- Stickers
- Pens
- Dress-up clothes

How to play the game?

PART 1

1. Ask the players about their experiences (of their friends or family) with the police during pandemic/lockdown restrictions. Give them time to brainstorm and have them write down the answers.
2. Have all players post answers on chart paper at the front/middle of the room/space.
3. Then give everyone three stickers and invite them to come to the map (in small groups) and let them vote which three experiences they are most attracted to by putting their sticker by that experience. They may be attracted to a particular situation because they have heard it before or because they have experienced it themselves.
4. When all the players have voted, pick out the scenarios that were considered most important and tell them that we will work with these scenarios in a role-play.

PART 2

1. Organise the players into groups, ideally of four or five.
2. Collect the experiences that were chosen as most important and distribute them among the groups.
3. Ask them to set up a role-play. Give them about 10 minutes.
4. Have them assign the roles present in the scenario.
5. Re-enact the scenario: Once all groups are prepared, discuss your expectations to be a respectful spectator and participant. Explain that each group will present its scenario. Each scenario is introduced with a few lines before the actors come on stage. Remind them that the aim is not to be humorous; the aim is to try to play their roles in a realistic way.

PART 3

1. After each role play, thank the actors by clapping and allow a discussion to ensue with questions such as:
 - To the actors playing the civilians and the police: Why did you choose this situation? Why did you make the choices you did?
 - To the audience: Do you agree with the choices made by the civilians and the police in this scene? Explain.
 - If you were personally in this situation (as a citizen and/or police officer) how would you have handled the situation differently?
2. If there is time, you can end the game with a discussion round (see sample discussion questions in additional game information).

Additional game information?

Five preconditions to set up a role play:

- Tell the groups they have to make sure that everyone understands the problem that they will be communicating to the audience.
- Tell them you expect from them to play out the scenario as if it would be a real situation.
- They can choose to play out the scenario as it really happened or to improvise the scenario. For example: Do they want to let the scenario escalate or present good behaviour?
- The youngsters have to use their imagination and put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.
- Improvisation is allowed and encouraged.

Possible reflection questions

- How did it feel to play the role of civilians/police officers?
- What do you think is the most difficult part of police work?
- What responsibilities do citizens have in dealing with the police?
- What responsibilities do the police have in dealing with citizens?
- When confronted by a police officer, what is the best way to stand up for yourself and your rights?
- How do you think fear affects the police-community relationship? (Think about the fear of both citizens and police.)
- What do police risk by doing their job every day?

Sources

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Specific Learning Objectives?

Variations?

While discussing alternative choices with the group, have the original group reenact the scene. The moment a spectator thinks they can make a better choice to control the situation, they can shout "Freeze!" shout. The actors then freeze in their exact position, and the audience taps an actor on the shoulder, signalling him/her to step out of the scene. The audience then takes that actor's exact position and the scene comes back to life, with the audience improvising their idea into the scene.

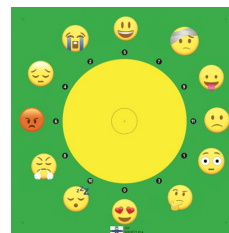
StreetSmartPlay



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		Game Mechanic	Icon	Materials	Icon	Empathy & social awareness		
Citizenship & human rights		Group discussion		Printable downloads		Age	Icon	
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	6-11	6-11	
1 player		Intermediate		Small space		12-14	12-14	
2 - 4 players						15-17	15-17	

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



The stories of the five characters: children's rights discussion

Identify and discuss the different children's rights in the stories of the five characters.

Panel code(s): SOCIETY C3



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
		Game Mechanic	Icon	Materials	Icon	Visual & auditory perception		
		Group discussion		Printable downloads				
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Intermediate		Small space		6-11		
						12-14		

Materials

- Poster of the stories of the five characters
- Smartphone to scan the QR-code
- A speaker box
- Poster of the overview of children's rights (optional)

How to play the game?

1. Listen with the group to the audio story of Julia, the first character on the panel. If you're not able to play the audio story, you can also tell the story or ask the players to build the story according to the images they see.
2. Then, ask a player to name one of the children's rights that is respected in the story and one that is violated. To make it easier, you can also have the overview panel with all children's rights nearby.
3. Check if the children's right mentioned is listed in the green icons (respected) or in the red icons (violated) next to the main character. Continue the discussion until all six rights of each colour are discussed.
4. The game ends when the same activity is done for all five characters and their stories on the panel.

Additional game information?

The stories of the five characters poster show the storylines of the five main characters of the toolkit. The full storylines of the characters can be found in the appendix of the activity bundle. On the left-hand side of the panel, the main characters are shown with a QR code one can scan to listen to their story in different languages. Next to the characters, six green rights and six red rights are depicted. These icons show the main children's rights which are respected and violated in the story of the specific character. In order to interpret the children's rights icons, it might be useful to always have the children's rights overview panel with you.

Other possible topics to discuss for each storyline:

- Green: domestic abuse, relationships, art, ...
- Blue: divorce, types of families, cyberbullying, gender...
- Yellow: traditions, pets, working,...
- Purple: war, refugees, moving,...
- Red: housing, sports, pregnancy, drugs,...

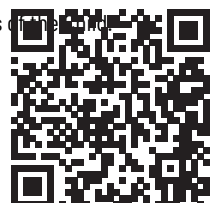
All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

Specific Learning Objectives?

Variations?

- Ask the children what happens next for the five main characters of the poster. What will they do in the future, when they grow up? What will they become? How will certain storylines evolve in the future?

StreetSmartPlay



My Life Is Not A Show

Make the players aware of information and communication technology misuse in general, and cyberbullying in particular.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Medium		Communication & expression		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
Society		Group discussion		Basic		Self-awareness		
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Intermediate		Medium space		12-14		
						15-17		
						18+		

Materials

- Flipcharts and pens
- List of statements (see 'additional game info')
- Tape or string to mark a long line on the floor

How to play the game?

1. Start with a brief brainstorming session on bullying. Ask participants to take a couple of minutes to think about bullying, what it is and how it is manifested. Then collect their answers and write them on a flipchart.
2. Do the same again with a clean sheet of flipchart paper, this time thinking about cyberbullying, what it is and the forms it takes.
3. Mark a line on the floor with tape or string that you call the "yes line". Ask the participants to line up in two straight lines, one on either side of the "yes line".
4. Explain that you are going to read some statements (see additional game info) about cyberbullying and that you want them to respond, but without using any words. If they can answer "yes" to a statement, they should take a step sideways onto the "yes line." They should respond honestly.
5. Read out the first statement. Give people time to think and respond. Then ask them to look around and take a note of how many there are on the "yes line".
6. Ask people to return to the starting lines and read out the next statement.
7. At the end, draw everyone into a circle and move on to the evaluation and debriefing. Start with comments about the statements and people's experiences and then go on to talk about how common the different sorts of bullying are and how to tackle them (see additional game info).

Additional game information?

Statements

- Has anyone ever opened your e-mail box without your permission?
- Has anyone ever read your text messages without your permission?
- Has anyone ever sent you offensive messages, nasty photos or videos, either to your mobile phone or email?
- Has anyone ever sent information / photos / videos of you to anyone else without your permission?
- Has anyone ever posted photos or information about you on a website or social networking site without your permission?
- Has anyone ever manipulated / changed any of your photos or videos without your permission?
- Have you ever given your passwords to someone else?
- Has anyone ever insulted you in an interactive game room or chat?
- Have you ever received disturbing / annoying phone calls?
- Has anyone ever made inappropriate comments on your blog / social networks?
- Has anyone ever sent false / nasty information / rumours about you via email or SMS?
- Do you know anyone who is a victim of cyberbullying?
- Do you know that there are special laws for this kind of violence?
- Do you think there should be limits to what people can put on the internet?
- Is it right to ban mobile phones in schools?

Debriefing and evaluation

- What did you know about cyberbullying before doing this activity?
- Are all statements serious enough to be labelled cyberbullying? Why? Why not?
- Are there other ways of cyberbullying that have not been mentioned?
- How common is cyberbullying in your community and in your country?
- What human rights are violated by cyberbullying?
- Why do people bully? Why do people become victims?
- Why do people who have been victims sometimes go on to bully others?
- What can be done to stop cyberbullying? By the victim? By others?
- What can you do to protect yourself from cyberbullying?
- What children's rights are at stake when people are bullied?

Tips for facilitators

- Bullying and cyberbullying are sensitive topics and you should be aware that some participants get emotional when they remember bad experiences. People who have been bullied feel guilty and ashamed; they do not see themselves as victims and those who bully may not fully realise why they are doing it.

More information/examples on how to respond to bullying, how to protect yourself from bullying and the consequences of bullying/being bullied can be found here: <https://www.coe.int/en/web/compass/my-life-is-not-a-show->

COVID-19

While this game focuses on cyberbullying, it also provides an opportunity to discuss the ways in which COVID-19 has increased instances of online harassment and the importance of being kind and supportive in our online interactions during this time.

Specific Learning Objectives?

Variations?

- Many people who are bullied become bullies, so it is important to get people thinking about personal responsibility. After reading the statements, conduct a second round based on the same statements, but now made from the point of view of the person who bullies.
- If bullying is a recognised problem, you can address the issue at a deeper level. Forum theatre is a good way to build understanding of the causes of bullying and ways to tackle it. Ask people to talk in small groups about true cases of bullying. This could be an incident they have experienced themselves or that someone they know has experienced. Participants should try to imagine why the bully is bullying, how the bullying actually happened next and what the consequences were. The groups should then develop their work into a short play to present to the rest of the group. After the play, repeat the last scene, "what happened as a consequence", and ask the "audience" to suggest alternative actions the victim could have taken.



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		Game Mechanic	Icon	Materials	Icon	Self-awareness		
		Group discussion		Printable downloads		Critical & reflective thinking		
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Easy		Small space		18+	18+	

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?

StreetSmartPlay

