

# ALL CHILDREN ALL RIGHT-S!

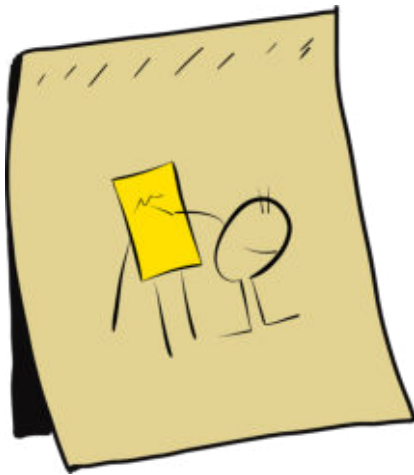
GAMES & ACTIVITIES ON CHILDREN'S RIGHTS



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**WELCOME - P4**



**GENERAL INTRODUCTION  
CHILDREN'S RIGHTS - P8**



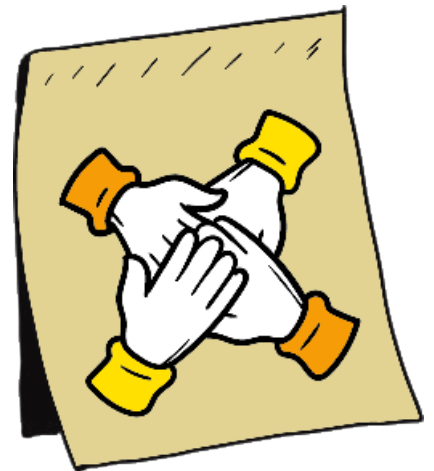
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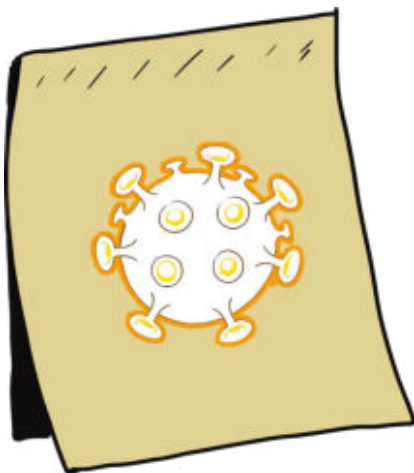
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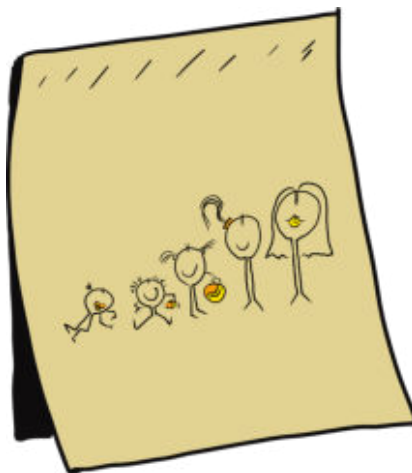
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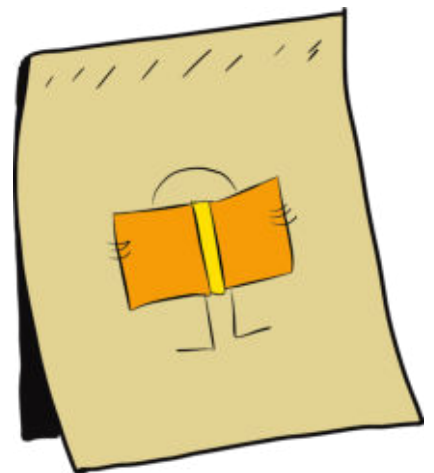
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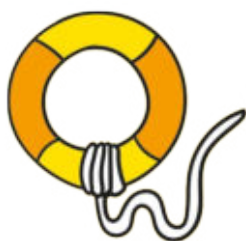
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## INTRODUCTION TO THE PROJECT

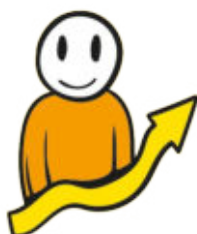
### Welcome!

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



mobileschool.org  
street-smartyouthwork



mobileschool\_org  
street-smartyouthwork



street-smartyouthwork



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

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



uit.demarge



uitdemarge



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



European playwork  
association



epa\_rainbow



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

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



arsis.gr



arsis.gr



ARSIS - Association for the  
Social Support of Youth



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

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



Erasmus+



**GENERAL INTRODUCTION  
CHILDREN'S RIGHTS**

# CHAPTER 1. GENERAL INTRODUCTION TO CHILDREN'S RIGHTS

## Introduction

The United Nations Convention on the Rights of the Child (UNCRC) is a legally binding treaty that specifically focuses on protecting the rights of children, defined as any person below the age of 18. The treaty consists of 54 articles, which set out a comprehensive framework of children's rights and the obligations of duty-bearers towards ensuring their realisation. The CRC recognises that children have the right to enjoy all human rights, regardless of their race, gender, ethnicity, religion, or any other status. These rights are interdependent and equally important. By setting out clear standards for the protection and promotion of children's rights, the CRC aims to ensure that all children can grow and develop in a safe, healthy, and nurturing environment.

An overview of all children's rights can be found here:



Want to introduce children and youngsters to children's rights in general? Or 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 - P10**    **ENERGIZERS - P23**  
**GAMES & ACTIVITIES FOR YOUTH**



**DUTY-BEARERS - P38**

## Want to know more?

Explore our online training programme, '[Introduction to Children's Rights in Youth Work](#)' on StreetSmart Learn, to expand your understanding of this important topic. The programme provides a comprehensive introduction to the United Nations Convention on the Rights of the Child (UNCRC), including its history and significance. You'll also learn about how to incorporate children's rights into your organisation, community, and activities. In addition, the programme offers tips and strategies for working with duty-bearers to advance children's rights.



# General overview of children's rights: what are children's rights and why do they matter?

Have an introductory discussion on what children's rights are and why they are important with the help of this overview poster

Panel code(s): SOCIETY C1



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

## Materials

- Poster 'General Overview of Children's Rights'
- Chalk or pencils (optional)

## How to play the game?

1. Gather the group of players in front of the panel and ask them to briefly explore the image. Do they know what it is about?
2. Ask one of the players if he/she can explain what children's rights are? Ask additional questions like: why are children's rights important? What are the first things that come up to mind when talking about children's rights? Do you know how many children's rights there are? Make sure all the players can express themselves on what they think about children's rights.
3. After the group discussion, ask the players to make a drawing on why children's rights matter. Collect all the drawings and show them to the group. It's highly recommended to continue with another activity with this panel or with another panel as described in the activity bundle after this activity.

## Additional game information?

The general overview poster shows all the articles of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. On this child-friendly poster, all the 54 articles are depicted. This poster functions as the main starting point for the All Children, All Rights package. Therefore it's highly recommended to always have this overview poster at hand when doing activities on 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?

- Get familiar with children's rights

## Variations?

- Collect all the drawings of the children and organise an art exhibition with them to raise awareness on children's rights in your community.

StreetSmartPlay



# General overview of children's rights: complete the pair

Explore all the different children's rights in a fun and active way

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Gross motor skills		
Movement & sports		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Memory		
<b>Number of Players</b>	<b>Icon</b>	Card game		Printable downloads		Attention & concentration		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Self-made materials		<b>Age</b>	<b>Icon</b>	
		Intermediate		<b>Play Space</b>	<b>Icon</b>	6-11		
				Large space		12-14		

## Materials

- Two posters with 'General Overview of Children's Rights'
- Scissors to make the playing cards

## How to play the game?

1. Print out two overview posters, and cut out the different rights. Put them on two separate piles, so you have two cards of each right.
2. Gather a group of more than 5 players to play this game.
3. Shuffle an amount of the children's right cards and their doubles, depending on the number of players. Make sure there are enough pairs in the game.
4. Give each player a card.
5. All players run around and try to catch another player.
6. The two players show their cards.
7. If they have a different card, they try to catch another player.
8. If they have the same card, they play "rock, paper, scissors".
9. The winner gets the card from the other and forms a pair.
10. Both players go to the youth worker for a new card.
11. The game is finished when all the cards are formed into pairs.
12. The winner is the one with the most pairs.
13. After the game, wrap up the activity by asking the children what children's rights are and why they matter to them.

### Additional game information?

The general overview poster shows all the articles of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. On this child-friendly poster, all the 54 articles are depicted. This poster functions as the main starting point for the All Children, All Rights package. Therefore it's highly recommended to always have this overview poster at hand when doing activities on 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?

- Explore the different children's rights

### Variations?

- By using the children's rights playing cards, you can also play a traditional memory game by putting all the cards upside down and ask players to always turn two different cards. If they are able to identify a pair, they get one point and they can try again. If they fail to find a pair, another player can try.
- The youth worker can hide some card sets in the mobile school, the players have to find as many pairs as possible (in a limited time).

StreetSmartPlay



# General overview of children's rights: guess the correct right

Are you able to guess the child right as fast as possible? The player with the most bottle caps on the poster wins!

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Communication & expression		
		Game Mechanic	Icon	Materials	Icon	Visual & auditory perception		
		Role play		Basic		Attention & concentration		
Number of Players	Icon			Printable downloads		Age	Icon	
+5 players		Difficulty	Icon			6-11		
2 - 4 players		Intermediate		Play Space	Icon	12-14		
				Large space		15-17		

## Materials

- Poster 'General Overview of Children's Rights'
- Bottle caps in different colours, at least 5 bottle caps of the same colour for each child

## How to play the game?

1. Distribute the bottle caps. Give each child 5 bottle caps of the same colour.
2. One player chooses a right from the overview poster and writes the number on the back of the mobile school (or on a piece of paper), e.g. 37: children in detention.
3. The player stands in front of the poster and acts out the right.
4. The other players have to guess, the first who can name the correct children's right or the number puts a bottle cap on the right on the poster.
5. The winner is the one with the most bottle caps on the poster.

## Additional game information?

The general overview poster shows all the articles of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. On this child-friendly poster, all the 54 articles are depicted. This poster functions as the main starting point for the All Children, All Rights package. Therefore it's highly recommended to always have this overview poster at hand when doing activities on 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?

- You can also ask the children to draw the children's rights, or to describe the right in one word while giving specific instructions on which words they shouldn't use in the explanation.

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		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
		Group discussion		Printable downloads				
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+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,...

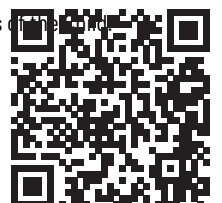
All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## 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



# The stories of the five characters: build the story line with cards

Retell the story of the five main characters with the help of the story cards

Panel code(s): SOCIETY C3



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
		Self-correcting game		Printable downloads		Logical thinking		
<b>Number of Players</b>	<b>Icon</b>	Card game		Self-made materials		Cooperation		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Intermediate		Small space		6-11		
						12-14		

## Materials

- Scissors
- Cards 'The stories of the five characters'
- Smartphone to scan the QR-code
- A speaker box
- Storylines of the characters

## How to play the game?

1. First, print out the panel with the five storylines and cut out the eight images of each storyline. Now, you have 40 cards to use during the activity.
2. Depending on the number of players, choose all five stories of Ibrahim, Frederick, Priya, Julia and Anna or pick the ones you like most.
3. Divide the players into subgroups and share the eight cards of one storyline with the group, until each group has the eight pieces of one storyline.
4. Then, the players put the cards in what they think is the correct order as quickly as they can. Encourage them to recreate their character's story using the cards.
5. When they have finished, the players will check if their order is correct. For verification, the children listen to the characters' audio story (via the QR code on the poster) or read to them/let them read each character's storyline.
6. Allow the players to rearrange the cards if they think something is wrong.
7. The game can be replayed by giving the group another set of eight cards (cf. another storyline).

### Additional game information?

The stories of the five characters poster shows 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.

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?

- If you have a lot of energy in the group, you can give one card to each of the children and ask them to line up in the specific order of the storyline. Afterwards, the order is checked by listening to the audiostory via the QR-code.
- If you work with young players, give them the poster "The stories of the five characters" so they can put the cards in the right order while looking at the example.



# The stories of the five characters: privilege walk

Discover what it means to be in the shoes of one of the five main characters during the privilege walk activity

Panel code(s): SOCIETY C3



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

## Materials

- Poster 'The stories of the five characters'
- Storylines of the characters
- Statements

## How to play the game?

1. Divide the different characters among the players. Players take time to read/watch/listen to the story of one of the characters quietly.
2. Give the players time to empathise with the role. Encourage them to try to think about the characters' lives, what they say, how their daily lives go, whether they have friends, etc. Put on some quiet music to facilitate this process. You can read out some questions for support (see additional game information).
3. After empathising with the characters, play an introductory game with the players: ask the players to line up in absolute silence.
4. In what follows, tell the players that you are going to read some statements aloud (see additional game information for some examples). Each time they can answer "yes" to the statement (based on their character), they must take a step forward. If the answer is "no", they just stand.
5. Read the statements one by one. Give the players enough time to take a step forward or not after the statement.
6. After the exercise, the facilitator asks the players to turn around 180° and look at their final position. Then give the group a few minutes to step out of their roles, after which you can proceed to debrief.
7. Begin the debriefing by asking some evaluation/reflection questions (see additional game information for examples).

### Additional game information?

Supporting questions:

- What was your childhood like?
- What was the house you grew up in like?
- What games did you play?
- What kind of work did your parents do?
- What does your daily life look like now?
- Where, when and how do you socialise?
- How would you describe your lifestyle?
- How much money do you make per month?
- What do you do when you are on holiday?

Example statements:

- I grew up in a two-parent family.
- It was always taken for granted that I would continue studying.
- There were at least 20 books in my house.
- I can show my love on the street.
- I don't realise that my name can affect my application.
- I am addressed by the police on the street because of my behaviour and not my appearance.
- I have never been afraid of sexual harassment on the street.
- My parents could give me the necessary support with my homework.
- I can dress how I want.
- I get time off for my cultural celebrations.
- I can buy hair products in mainstream supermarkets.
- I am judged by what I say and not the emotion behind it.
- I can easily use public transport.
- I have a place at home where I can relax.
- I feel represented in the media.
- I was not held back at all in primary and secondary school.
- I feel connected to the government.
- My teacher/boss has the same cultural background as me.
- I still believe there is a bright future for the next generation.

Debriefing questions:

- First, ask the players how the activity went and what they thought of it. Then talk about the issues that came up and what they learned from the exercise.
- How did it feel to take a step forward, or not?
- Talk to some people at the very back. When did they start to realise that the others were not following so quickly. Why did this happen?
- Was it difficult or easy to play the different roles? How did they imagine the person they were playing?
- Is this exercise a reflection of society?

The stories of the five characters poster shows 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.

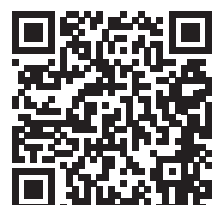
All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

### Specific Learning Objectives?

1. Learning how to take the others' perspective.
2. Learning about inequalities in society.

### Variations?

StreetSmartPlay



# City of rights: board game through the city of children's rights

Discover and reflect about children's rights by playing the goose board through the City of Rights.

Panel code(s): SOCIETY C2; SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Calculating & counting		
Communication & media		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
Movement & sports		Role play		Printable downloads		Attention & concentration		
<b>Number of Players</b>	<b>Icon</b>	Board game		Basic		Empathy & social awareness		
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Intermediate		Medium space		6-11		
						12-14		
						15-17		
						18+		

**Materials**

- Poster 'City of Rights'
- A die
- A smartphone to scan the QR-code

## How to play the game?

1. Gather a group of players in front of the City of Rights goose board. As an introduction, you can listen to the audiostory linked to the City of Rights posters by scanning the QR-code on the panel (optional).
2. Let each player take a pawn.
3. Place all players' pawns near the mayor's office (= the starting point).
4. Each player rolls the die. The player with the highest number gets to start the game.
5. When a player rolls the die, he advances the indicated number of spaces.
6. If the players lands on a space with a drawing, they must carry out the corresponding task (see additional game information). If they land on an empty space, nothing happens.
7. Then the next player rolls the die.
8. The first player to reach the mayor's office again is the winner of the game!

## Additional game information?

There are different types of images/squares on the board. Read the information below to find out more about what each square means.

- Dice symbol: roll the die again.
- Red pictogram on a child right: name a situation from the panel in which this right is violated.
- Green pictogram on a child right: name a situation from the panel in which this right is respected.
- Activity boxes (5). You can think of your own games for these activities, but we have attached some examples below:
  - o Ball = sport. Eg Do a game!
  - o Pencil = drawing. Eg. Draw a situation shown on the poster and the other person has to guess what you have drawn.
  - o Cat = imitate. Eg. Imitate a situation shown on the poster and the other person has to guess which situation it is.
  - o Protest sign = protest chant. Eg. Find a situation that is being violated and make a protest slogan to make people aware.
  - o Guitar = singing. Eg. Make a song or slam poetry about a situation on the poster.
- Switch: You may choose to swap your pawn's position with another pawn on the game board.
- Character spaces: Find the corresponding character on the board and discuss what they do.
- Dimension icons (light brown background): Find 3 situations related to this dimension and discuss.
  - o Development: person
  - o Protection: shield
  - o Survival: lifebuoy
  - o Participation: hands
  - Stop-hand: Wait a turn.

The City of Rights poster is the introductory goose board game for the All Children, All Rights package. On the panel, a goose board, the five main characters and different situations linked to children's rights are depicted to allow youth workers to introduce the topic in a fun and interactive way to their target group. The additional QR-code links to an audiostory to get more information on the panel and on the city. Some situations will be reused on other posters to make the link with the overview panel.

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

## Specific Learning Objectives?

### Variations?

If you want to work explicitly with children and young people on duty bearers and their obligations in relation to children's rights, make sure you focus on duty bearers within the situations where rights are protected or violated.

Within the game, children look for a specific situation in which a right is violated or protected when they end on a red or green icon. Help the children discuss duty bearers using the following questions:

- Which people do you come into contact with within this situation? Who are the duty bearers in this particular situation?
- What are the responsibilities and obligations of the duty bearers in this situation? What should they do in this situation to fulfil your rights?
- Have you ever experienced a similar situation? How did the different stakeholders react then?
- ...

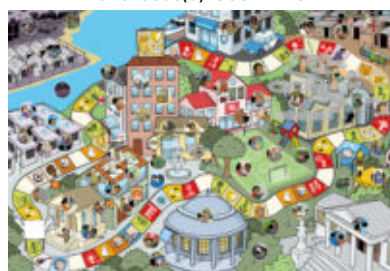
StreetSmartPlay



# City of rights: let me guide you around

Players show each other around the City of Rights and reflect on the similarities and differences with their own city.

Panel code(s): SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Culture & religion		5-15 minutes		Calm		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Role play		Printable downloads		Spatial orientation		
2 - 4 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
		<b>Difficulty</b>	<b>Icon</b>			Self-awareness		
		Easy				<b>Age</b>	<b>Icon</b>	
				Small space		6-11		
						12-14		

## Materials

- Poster 'City of Rights'
- Smartphone to scan the QR-code

## How to play the game?

1. Gather 2 or more players in front of the poster.
2. Scan the QR-code on the panel and listen to the audiostory of the mayor.
3. Then it's up to one of the players! One player is the guide and walks with the other through the City of Rights, e.g., "on my left you will see the playground with the yellow slide...."
3. During the tour - or when the tour is over - the players think about the similarities and differences with their own living environment.
4. Discuss what is available in their own town, what is not? Do the players have access to specific buildings as shown on the poster? If not, why not? Why is it useful to have this in a town?
5. Swap roles and another player may be the guide.

## Additional game information?

The City of Rights poster is the introductory goose board game for the All Children, All Rights package. On the panel, a goose board, the five main characters and different situations linked to children's rights are depicted to allow youth workers to introduce the topic in a fun and interactive way to their target group. The additional QR-code links to an audiostory to get more information on the panel and on the city. Some situations will be reused on other posters to make the link with the overview panel.

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

## Specific Learning Objectives?

## Variations?

- Have the children show each other around the site of the mobile school, e.g. "here we can play with the marbles, on my right you can sit in the shade....". Again, make the link to their own living environment. Do they have access to the materials used in the mobile school? Do they go to other places where they can learn new things? ...

StreetSmartPlay



# City of Rights: where am I?

Allow children to discover and discuss the City of Rights by drawing and by identifying the different buildings on the poster.

Panel code(s): SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		< 5 minutes		Calm		Fine motor skills		
Society		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic		Visual & auditory perception		
2 - 4 players		Group discussion		Printable downloads		Attention & concentration		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Self-awareness		
		Easy		Small space		<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		

## Materials

- Poster 'City of Rights'
- Chalk

## How to play the game?

1. Gather 2 or more players in front of the poster.
2. One player starts by choosing a building in the city he/she likes to go to.
3. The player draws the chosen building on the mobile school/ground/chalkboard and the other players try to guess which building it is.
4. Start a discussion with the players:
  - What can you do in this building? Why do people go there?
  - Which people can you ask for help?
  - Have you been in that building before? What for?
5. Swap roles: other players may choose a building to draw.
6. The game ends when all major buildings on the panel are discussed.

## Additional game information?

The City of Rights poster is the introductory goose board game for the All Children, All Rights package. On the panel, a goose board, the five main characters and different situations linked to children's rights are depicted to allow youth workers to introduce the topic in a fun and interactive way to their target group. The additional QR-code links to an audiostory to get more information on the panel and on the city. Some situations will be reused on other posters to make a clear link with the overview panel.

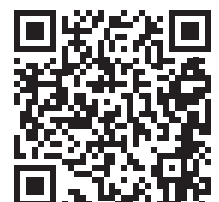
All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

Instead of drawing the building, players can describe the buildings (colour, shape...)

StreetSmartPlay



# A New Planet

A new planet has been discovered! Can you draw up the bill of rights for this all-new planet?

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Communication & media		> 15 minutes		Calm		Problem solving & decision making		
Society		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
Citizenship & human rights		Group discussion		Basic		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Critical & reflective thinking		
+5 players		Difficult		Medium space		Cooperation		
						<b>Age</b>	<b>Icon</b>	
						12-14		
						15-17		

## Materials

- Blackboard & chalk
- Paper & marking pens for each group

## How to play the game?

1. Start by telling the storyline or act it out in role-play (see additional game information).
2. Divide the players into groups of four or five.
3. Instruct them to give this new planet a name and have them identify ten rights that their group can agree on and have them write down these rights on chart paper.
4. Each group presents its list to the others. In doing so, make a "master list" showing all the rights the groups name and combine similar rights. This can be done on a large piece of paper or a blackboard.
5. When all groups have reported their lists, review the "master list":
  - Do some rights overlap?
  - Can they be combined?
  - Is a right on only one list?
  - Should it be included or deleted? Why?
6. Start a discussion about the exercise (see additional game information for examples of discussion questions).

## Additional game information?

### Storyline:

A small new planet has been discovered that has everything to sustain human life. No one has ever lived there. There are no laws, no rules and no history. You will all be colonists here and your group has been chosen to draft the bill for this brand-new planet. You don't know what position you will have in this land.

### Discussion questions:

- Did your ideas about which rights were most important change during the activity?
- What would life on this planet be like if some of these rights were excluded?
- Are there any rights you would like to add to the final list?
- Why is making a list like this useful?

## Specific Learning Objectives?

1. Learning to decide and cooperate in a group.
2. Discovering what you think is important and what others think is important regarding certain rights.

## Variations?

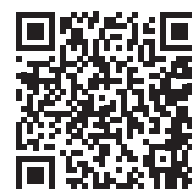
### 1. Personal preferences:

- On the "master list", ask players to tick the three rights that mean the most to them personally. The facilitator can then count the points to see how much each right got.
- Start a discussion about the players' personal preferences:
  - Why do you think certain rights got so many points from this group?
  - (For older children) Are there special circumstances in their community or country that make some rights more important than others?

### 2. Linking with the UNCRC

- Once the "master list" is done, participants go back to their groups and try to link their listed rights to articles of the UNCRC. Some rights may include several articles. Others may not be in the UNCRC at all. To save time, you can give each group-specific rights from the "master list" to examine.
- When the group is ready, ask a representative to write down the numbers of the articles they have identified to the right of the "master list". You may need to add an extra sheet next to the "master list".
- Review each entitlement on the list. If participants identify a right with a particular article of the UNCRC, ask them to read the article aloud. Resolve any inconsistencies about which right belongs to which article.
- Start a discussion on this exercise:
  - Were some rights on the list not included in the UNCRC?
  - How can you explain this omission?
  - Were some rights in the UNCRC not included in the group's list?
  - How can you explain this omission?

StreetSmartPlay



# Collecting My Rights

Players collect as many rights as possible while discussing the different children's rights on the game board.

Panel code(s): /



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

## Materials

- Numbered game board (Annex 1)
- Coloured cards with drawings of children's rights (Annex 2)
- Overview poster of children's rights in Dutch (Annex 3) or the poster 'General overview of Children's Rights'.
- Dice
- Pawns

## How to play the game?

1. Explain to the players that they are going to play a game about the rights a child has. We are going to find out what rights there are. The aim is to collect as many rights as possible.
2. The players roll the dice and move their pawn on the board (Annex 1).
3. When the player lands on a square of a certain colour, they take a card of the corresponding colour (Annex 2) and discuss the picture (see additional game information).
4. After discussing the picture, the players have to decide whether something bad or good happens in this picture. If it is something bad, they have to step back. If it is something good, they take a step forward.
5. Next, they take a look at the different rights written down in words (Annex 3), e.g. 'the right to education'. If they can match the right picture to the right sentence, they can keep the right. If they don't know, they have to put the right back on the pile.
6. After the game, ask the participants some reflective questions about the images discussed during the game (see additional game information).

### Additional game information?

Questions when taking a coloured card:

- What do you see in the picture?
- What are the figures doing? What do they look like?
- Do you do this often?
- Are they happy/sad? Why?

Depending on the drawing, ask additional questions to clarify the meaning of the law presented. You can also involve the other children.

Reflective questions at the end of the game:

- Are there any images you have experienced before?
- Have you seen it before? Read about it? Heard about it?
- Do all children need these rights? Why yes/no?

Source:

[https://www.ketnet.be/sites/default/files/content/programma/generatieK/lessenpakket/6\\_9j\\_Generatie\\_K\\_Kinderrechten\\_Algemeen\\_Babbelspel.pdf](https://www.ketnet.be/sites/default/files/content/programma/generatieK/lessenpakket/6_9j_Generatie_K_Kinderrechten_Algemeen_Babbelspel.pdf)

One of the posters was designed by tZitemzo <https://tzitemzo.be/thema/kinderrechten/>

### Specific Learning Objectives?

### Variations?

StreetSmartPlay



# A Special Gift

Time for a special gift! Make a gift that represents a right from the Children's Rights Convention and share it with someone you care about.

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Arts & crafts		> 15 minutes		Calm		Empathy & social awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Basic		Fine motor skills		
2 - 4 players		Drawing		Printable downloads		<b>Age</b>	<b>Icon</b>	
+5 players		Crafting & constructing		<b>Play Space</b>	<b>Icon</b>	6-11		
		<b>Difficulty</b>	<b>Icon</b>	Medium space		12-14		
		Intermediate				15-17		

## Materials

- Paint
- Crayons
- Markers
- Magazines
- Paper
- Small papers with different rights of the Convention (see preparation in 'How to play')
- Poster 'General Overview of Children's Rights'

## How to play the game?

### Preparation

1. Choose as many rights from the Convention on the Rights of the Child as there are players. Pick articles that are easiest to illustrate.
2. Write each right on a small piece of paper and hide them in the room.

### How to play

1. Explain that today the players will be looking for something very special, something worth looking for. As soon as they have found one piece of paper, they should sit down.
2. When all the papers have been found and everyone is seated, discuss with the players which right they have discovered. Explain that every child on this planet has rights and that these rights are some examples. The right they have found is now theirs and they have a responsibility to tell others about it.
3. They will do this by making gifts for other players. These gifts can be given to friends, siblings or others to make them aware of these important rights. The gifts can be drawings, paintings, sculptures or collages of photographs illustrating their assigned right. Players can also put a simple sentence on their piece to describe the right (e.g. "You have the right to play!").
4. These gifts can be wrapped and given to an acquaintance.

## Additional game information?

## Specific Learning Objectives?

## Variations?

- Let the players choose their own right from the Convention, rather than having them find one.

StreetSmartPlay



# Advertising Children's Rights

Players develop a TV advertisement for children's rights.

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Digital technology		> 15 minutes		Medium		Critical & reflective thinking		
Communication & media		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
Citizenship & human rights		Role play		Basic		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		Cooperation		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Difficult		Medium space		6-11		
						12-14		

## Materials

- Paper
- Markers
- Art supplies
- Role play supplies
- Poster 'General Overview of Children's Rights'

## How to play the game?

Divide the players into groups of three or four. Explain that their group has been asked to advertise children's rights. They will create a advertisement for television (1-3 minutes) that raises people's awareness and/or understanding of a particular child right.

### Warm-up:

1. Ask the players to describe some advertisements on TV that have caught their attention. Brainstorm on characteristics of good commercials (e.g. clever phrases, sound effects, music, humour, serious message).
2. Discuss which target groups to reach in society (e.g. children, parents, teachers, the general public ...).
3. Hand out the poster with the different children's rights and have them read and look at the pictures. Ask them which rights they think are important and let them think about which ones they would like to advertise.

### Get to work:

4. Tell the players to choose a right they want to advertise with their group and let them choose an audience. Encourage them to choose a right they think people really need to know and the audience that really needs to know this right.
5. Ask someone from each group to announce their right to you and which audience they have chosen.
6. Once the groups have chosen a right, they should develop an idea to advertise it. Encourage them to think of different ways to present the right (e.g. a story they perform, a song they sing, a cartoon they draw the storyboard for). Remind them that this will be a video for TV, so it should be visually interesting and contain action. It should not be too complex to be presented in less than three minutes.
7. Go around between groups to check their progress. Once a group finishes their ad, ask them to title it and start practising.

### Perform and evaluate:

8. Ask each group to present their ad to each other.
9. When all groups have shown their idea, the others can give them feedback (see additional game information).
10. Start a group discussion about the exercise.

### Additional game information?

Feedback questions:

- Will this idea appeal to the chosen audience?
- Will the audience understand what justice they are trying to present?
- What do you like about the group's commercial?
- Can you make suggestions for improvement?

Debriefing and evaluation:

Relate the activity to children's rights and ask questions such as:

- Why did your group choose that specific right?
- Why did you choose that specific audience?
- What kind of reaction or action do you think your ad would cause?
- Is a TV ad a good way to send people a message about human rights? Why or why not?
- Did your advertisement relate to rights other than the one you targeted?
- Can a right stand alone or is it always connected to other rights?
- Can you think of rights that are difficult to advertise or portray?
- Are there characters who represent stereotypes? If so, does that have a negative effect? Why or why not?
- Why is it important for people to know their rights?
- Who needs education about children's human rights?

Tips for the facilitator:

- This activity requires familiarity with children's rights. If necessary, you can start by brainstorming about children's rights to determine how much the players know about them.
- This is a complex activity that can challenge the children to use new skills (e.g. writing dialogue or songs, developing a story board). The facilitator should closely monitor the children's progress and help them stay on track.
- Some groups will go through the process faster than others. When a group has completed a task, instruct them individually on the next step. Give them enough time to practice.

### Specific Learning Objectives?

- Learning about TV advertising, its purposes and its audience.
- Learning about children's rights.
- Learning how to make people aware of certain rights.
- Learning how to give and receive constructive feedback.

### Variations?

- If possible, make the videos of these advertisements!
- Perform the stories as if they were being filmed.



# Dear Diary

Children read three different diaries about the same experience and discuss misjudgments about people and the connection with children's rights.

Panel code(s): /



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

## Materials

- Copies of the three stories <http://2pek-athin.att.sch.gr/attachments/article/266/Compasito%20EN%20copy.pdf> (p.101-102)

## How to play the game?

1. Explain or reenact the storyline (see additional game information).
2. Divide the children into three groups and give each group one of the stories to read (see materials).
3. After reading the stories, bring the children all together and list the events of the camp day on a large piece of paper (e.g. solving puzzles, eating lunch, playing football, building a raft, crossing the river).
4. Stop at each event and ask the children what their character did, thought and felt at each moment. Do not let the children explain the reasons for the campers' different reactions and feelings.
5. Ask the players of the group to describe whose story they read.
6. Discuss how three children could experience the same events so differently (see additional game information).
7. Begin a debriefing and evaluation of this exercise by linking their experiences to children's rights.

## Additional game information?

### Storyline

During the summer months, many children go to summer camp. The following stories come from the diaries of three children who meet for the first time at the same summer camp. They are the same age and take part in the same activities. One day, the 'Day of the Great Adventure' is organised. That evening, all three children write the story of that day in their diaries.

### Discussion questions

- Why did these children misunderstand each other?
- Do you think the children would have behaved differently if they had known more about each other's lives? How?
- What misunderstandings did they have about each other?
- How did they make those mistakes?
- Have you ever made mistakes in judging someone else?
- What happens when we misjudge other people?
- What can we do to avoid making mistakes about other people?

### Debriefing and evaluation

- What do you think of the three stories?
- Would you enjoy such a day? Why or why not?
- Can you identify with any of these children? Which one? Why?
- Can you have friends even if you are poor or cannot read? Why? What does friendship mean?
- Are there people in your community who are more disadvantaged than others? Who are they?
- What can we do to change this situation?
- What child rights did the children enjoy at camp?
- What children's rights do they enjoy at home?
- Are these children's rights being violated?
- How are they affected by the violation of their rights? How will this affect their future?

### Tips for the facilitator

- The stories may be unrealistic or unfamiliar to some players. Adapt them to reflect the reality of the players without isolating individual players or embarrassing them with stories that are too close to their personal lives.
- Be sensitive to players' attitudes about themselves and others in their community. Be aware of stereotypes and judgmental behaviour that these stories may evoke in some players. The aim is to encourage players to question why others act as they do, and not jump to conclusions.
- Make a clear distinction between what the character did and what he or she felt and thought.

Source: <http://2pek-athin.att.sch.gr/attachments/article/266/Compasito%20EN%20copy.pdf>

## Specific Learning Objectives?

- Practice communication and observation skills.
- Identify why others think or act in a certain way.
- Increase empathy.
- Become aware of judgmental attitudes.
- Understand the subjectivity of individual experiences.
- Discuss the right to education, play and health care.

## Variations?

- The game can also be played during a pandemic, outside with distance or online, with some small adaptations.
- Encourage children to write their own diary. What do they feel, think or experience during a (specific) day? If the group feels comfortable enough, they can share a part of their diary with each other and reflect on their different experiences.
- Younger children will need some visual materials to remember what happens during the day at camp. Show photo's while telling the story to make it more visual or make drawings of the situations in the stories.

More variations in <http://2pek-athin.att.sch.gr/attachments/article/266/Compasito%20EN%20copy.pdf> (p.99-102)

StreetSmartPlay



# Draw the Right

Show us your drawing skills! The first group to guess correctly wins a point!

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Visual & auditory perception		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Learning skills	Icon	
2 - 4 players		Energizer & ice breaker		Basic		Creative thinking		
		Quiz & challenge game		Play Space	Icon	Fine motor skills		
Difficulty	Icon	Group discussion		Medium space		Age	Icon	
Intermediate						6-11		
						12-14		
						15-17		
						18+		

## Materials

- Copies of the poster 'General Overview of Children's Rights', one for each group
- Poster 'General Overview of Children's Rights'
- Sheets of paper (A4) and pens for each group
- Sticky tape to display the drawings

## How to play the game?

1. Ask the players to sit down in groups of four to five and choose a name for their group/team. Explain that in the activity they will compete in teams.
2. Each group is given one overview poster of the Convention on the Rights of the Child to look at during the game.
3. From each team, call one player. Give them one of the rights on the overview poster, e.g. "freedom from torture".
4. Tell them to return to their groups and draw a picture to represent the right while their teammates try to guess what it is. They may only draw pictures; no numbers or words may be used. No speaking is allowed, except to confirm the correct answer. The rest of the team may only say their guesses; they may not ask questions.
5. The team that guesses first gets a point. The team with the most points at the end wins.
6. After each round, ask all the players to write on their drawing what the right was, whether they finished it or not, and put the paper aside.
7. Do a second round; call new people to be the drawer and give them another right.
8. Do 7 or 8 rounds. In each round, a different person should draw. Try to make sure everyone can draw at least once.
9. At the end, ask the groups to pin their drawings so that the different interpretations and images of the different rights can be compared and discussed (see additional game information).

### Additional game information?

Debriefing and evaluation:

Start with an evaluation of the activity itself and then discuss what the players know about children's rights.

- Was it easier or harder than expected to portray children's rights?
- How did they choose to depict a particular right? Where did they get the images from?
- If they drew violations to illustrate rights, are those violations likely to occur in their country?
- How did the different depictions of the right relate to each other? How many different ways were there to depict and interpret the same concept?
- After looking at all the images, ask how much - or how little - the players discovered about children's rights.
- Do they think children's rights are relevant to their own lives? Which ones?

### Specific Learning Objectives?

- Becoming familiar with the Convention on the Rights of the Child.
- Learning that everyone can have a different interpretation of a right.
- Becoming aware of children's rights issues during a discussion.

### Variations?

- If you have a small group, you can play as one group; ask one person to draw in the first round, and whoever guesses draws in the next round, and so on.
- Instead of drawing, you can do the exercise by asking the players to imitate certain rights.



# Continue the Children's Right Chain

Let's make a chain of rights! Let's unite!

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Creative thinking		
Arts & crafts		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
		Drawing		Basic		Cooperation		
<b>Number of Players</b>	<b>Icon</b>	Crafting & constructing		Self-made materials				
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Easy		Small space		6-11		
						12-14		

## Materials

- A4 paper
- Colourful paper strips: A4 paper cut horizontally into 3 pieces
- Stapler
- Markers
- Poster 'General Overview of Children's Rights'

## How to play the game?

1. All players and facilitator(s) sit in a circle. Papers (A4) and markers are placed in the middle of the circle.
2. The facilitator asks the players to grab a paper and a marker and has them draw the first thing that comes to mind when they hear 'Children's Rights'.
3. When they are ready, the players can present their "art" to the others.
4. The facilitator starts a discussion about children's rights and human rights in general, for example:
  - Why do children's rights exist?
  - What is the difference between children's rights and human rights?
  - ...
5. Next, the facilitator gives all players 3 small pieces of paper and asks them to write down a specific right on each piece and draw something of paper that they associate with this specific right. The general overview poster can be used as inspiration source.
6. When they are all ready, they make a chain with all the pieces of paper: make a circle with a first piece of paper and connect the two corners with a staple. Connect this "ring" to another paper by passing this second paper through the first ring and closing it with a staple. Continue in this way until all the papers are connected.
7. After this, discuss the importance of all children's rights and the connection between them, i.e. all rights are equally important and they cannot be taken away from children.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Super Hero

The superhero not only saves people in need, he also helps you brainstorm!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Creative thinking		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Learning skills	Icon	
+5 players		Group discussion		None		Critical & reflective thinking		
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		12-14	<b>12-14</b>	
						15-17	<b>15-17</b>	

## Materials

## How to play the game?

1. Start the activity by having a discussion with the players about times when children's rights are not respected or violated. Encourage them to share personal experiences or situations they have heard about.
2. Next, ask the players to imagine themselves as superheroes and to think about how they would respond to a given situation where a children's rights have been violated. They can choose to be an existing superhero or create their own imaginary one.
3. Have them share their thoughts and ideas with the group.

## Additional game information?

## Specific Learning Objectives?

## Variations?

- You can start the activity by having the children draw a superhero to serve as inspiration.

StreetSmartPlay



# Hot Air-Balloon of Rights

Collect all the balloons in a hot air-balloon of children's rights!

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Self-awareness		
						Creative thinking		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
+5 players		Drawing		Basic		0-5		
		Crafting & constructing		Printable downloads		6-11		
		Group discussion		Play Space	Icon			
		Difficulty <th>Icon</th> <td>Small space</td> <td></td> <td></td> <td></td> <td></td>	Icon	Small space				
		Easy						

## Materials

- Colourful papers
- Scissors
- Thread
- Markers
- Glue

## How to play the game?

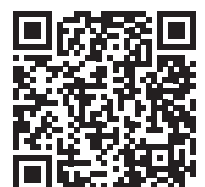
1. Start with a general discussion about children's rights. Use the general overview poster as a guideline.
  - What rights do they know?
  - How important is it to know your rights?
  - What rights are respected and/or violated in their country, at school?
2. Have each player make their own balloon. Let them choose their favourite colour on paper and have them draw a balloon. Cut out the balloon with scissors.
3. Have the children write some rights on their balloon: a right they like, a right they remember, a right they enjoy .... The general overview poster of children's rights can function as an inspiration source.
4. Then glue a piece of thread to the bottom of the balloon.
5. The children glue all the balloons together and all the threads end up on the bottom. Here they can put in a basket or a picture of a child or themselves.
6. Go through the individual balloons and ask the players why they chose to add these specific rights in their balloon:
  - Why did you add this right to your balloon?
  - Why is this right important to you?
  - Are there other players choosing the same right?

## Additional game information?

### Specific Learning Objectives?

### Variations?

StreetSmartPlay



# Singing To Create A Rainbow!

Get ready to let your imagination run wild and express your unique personality! In this game, you'll be making music and dancing to the beat of your own drum, while celebrating diversity and coming together as a united group.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Culture & religion		< 5 minutes		Calm		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
Music		Energizer & ice breaker		None		Cooperation		
<b>Number of Players</b>	<b>Icon</b>	Circle group game		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>	Small space		0-5		
		Easy				6-11		

## Materials

## How to play the game?

1. The facilitator encourages the players to use their imagination and personality to create an interesting song. Any input as a noise is welcome to complete the song.
2. The group forms a circle, and each player takes a turn to share their culture and personality in the song. The song continues for several minutes until the facilitator signals the end. The next player in the circle then introduces a new rhythm or melody to the song.
3. Players are invited to dance along with the song.
4. After the song has been created, a discussion can take place about children's rights. This step provides an opportunity to connect the activity to broader social issues and encourage critical thinking (see additional game info).

## Additional game information?

Discuss with the players which children's rights are highlighted in this exercise and how. For example:

- Article 7 (name and nationality) and Article 8 (identity) because players share cultural experiences and express themselves personally.
- Article 13 (sharing thoughts freely) and Article 14 (freedom of thought and religion) because each player can choose what to share and how.
- ...

## Specific Learning Objectives?

## Variations?

- Create a video or voice recording of the song to be shared with the players. This step provides a sense of accomplishment and can help players see the value in their creation.

StreetSmartPlay



# The stories of the five characters: taking the perspective of the duty-bearer

Let children and youngsters empathise with one of the duty-bearers involved in their path of life and let them tell the story from their perspective.

Panel code(s): SOCIETY C3



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

## Materials

- Poster 'The stories of the five characters'
- Storylines of the characters

## How to play the game?

1. Gather a group of five players around the poster 'The stories of the five characters'.
2. Divide the numbers 1 - 5 among the characters on the poster (in your mind) and have each players choose a number. The character with the corresponding number is then assigned to the players.
3. The players think about the different duty-bearers involved in their character's story and write down these duty-bearers.
4. Let the players choose one of the duty-bearers from their storyline, such as a teacher, policewoman, or health worker, and ask them to tell the story from the perspective of that duty-bearer. Encourage the children to really empathise with the character of the duty-bearer, and use support questions as necessary to facilitate the thinking process (see additional game information).
5. End the game with a short discussion, using the discussion questions provided in the additional game information if necessary.

## Additional game information?

### Support questions

- Who does the duty-bearer gets in contact with within your character's story?
- How would you as a duty-bearer react in the different situations within the characters' story?
- What would you as duty-bearer possible say?
- ...

### Discussion questions

- How did the activity go? What did you learn from this exercise?
- Was it easy to tell the story from the perspective of a duty bearer? Why not?
- What did you learn about (a specific) duty-bearer(s) in this exercise?
- ...

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.

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

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

## Specific Learning Objectives?

### Variations?

(1) Playing with fewer than five people? Divide the group into smaller groups and have them work together to tell the story from the perspective of the duty-bearer. This is also a good alternative when children lack confidence or find it difficult to tell the story alone.

(2) Combine this activity with the input from the game 'The stories of the five characters: how duty-bearers are perceived according to children' to contrast children and young people's ideas with those of the duty-bearers. This input can promote discussion.

<https://play.street-smart.be/en/game/view/2022>



# The stories of the five characters: how duty-bearers are perceived according to children

Duty-bearers will reflect on how children and young people see them and how they perceive their own presence and responsibilities.

Panel code(s): SOCIETY C3



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

## Materials

- Poster 'The stories of the five characters'
- Storylines of the characters

## How to play the game?

1. Have each duty-bearer choose 1 character on the poster. Tell them nothing yet about the character.
2. Have the duty-bearers look at the storyline and have them tell their character's story (in general), based on the pictures only.
3. Ask other duty-bearers to also look at the storyline and add more information/details if possible.
4. In the second round, have duty-bearers retell their character's story, explicitly considering the presence and responsibilities of duty-bearers involved in the story.
  - How are the duty-bearers in the story possibly perceived by the child, according to them?
5. Have each duty-bearer tell the story of their character, paying attention to the previous question and start a (short) discussion (see discussion questions in additional game information).

### Additional game information?

Discussion questions

- How did the activity go? What did you learn from this exercise?
- Was it easy to think of how children would see dutiful people? Why not?
- On what experiences were these thoughts based?
- What did you learn about children and young people's perceptions of duty-bearers?
- ...

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.

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?

Combine this activity with the input from the game 'The stories of the five characters: taking the perspective of the duty-bearer' to contrast the duty-bearers' ideas with the actual responses of the children and youngsters. This input can promote discussion.

<https://play.street-smart.be/en/game/view/2021>



# General overview of children's rights: rights race

The game challenges players to identify as quickly as possible which children's rights are being violated or protected in certain situations, reflecting on the involvement of the duty-bearers.

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Medium		Gross motor skills		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		Basic		Attention & concentration		
2 - 4 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	Coordination & flexibility		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Medium space		6-11	<b>6-11</b>	
		Intermediate				12-14	<b>12-14</b>	
						18+	<b>18+</b>	

## Materials

- Poster 'General Overview of Children's Rights'
- Bottle caps
- List with situations wherein children's rights are violated or respected (see additional game information for examples)

## How to play the game?

1. Divide the group into two teams and give each team the child rights poster. Give the teams five minutes to familiarise themselves with the poster.
2. Have the teams line up a few metres from the poster.
3. The game leader presents a scenario about the protection or violation of children's rights (see additional game information). The first player from each team runs to the poster and places a bottle cap on the right that is most relevant to the scenario. Encourage the players to identify the duty-bearers involved in the scenario and let them explain their role in the protection or violation of the right. Only if the player can place their bottle cap on the correct right AND if they can explain which duty-bearers are involved in this scenario, the player will earn a point for their team. See additional game information for possible reflection questions, that can help the players think of the role of duty-bearers within the scenario.
4. The game can continue for as long as desired, with the team with the highest score being declared the winner at the end. The game can also be played until all scenarios are exhausted.

### Additional game information?

#### Reflection questions

- Which duty bearers do you think might be involved in this situation?
- In your opinion, who is the primary duty bearer to fulfil this right?
- What is the responsibility of duty bearer X to fulfil this right?
- ...

#### Example situations

- One billion children in developing countries receive vaccinations to prevent disease (Art 24).
- Refugee children fleeing Syria are separated from their parents (Art 9).
- Children miss school because they must walk one mile to get water (Art 28/24).
- Girls in Afghanistan are forbidden from going to school (Art 28).
- 100 countries commit to prevent the use of children in armed conflict (Art 38).
- Children with disabilities are included in school (Art 23).
- Children share their opinions with their local leaders, and the leaders listen (Art 13/12).
- Children have access to a clean water source in their village – improving their health and making it easier to get to school (Art 24).
- Cities build safe walkways in green spaces for children to walk to school in a clean air environment (Art 24).

The general overview poster shows all the articles of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. On this child-friendly poster, all 54 articles are depicted. This poster functions as the main starting point for the All Children, All Rights package. Therefore it's highly recommended to always have this overview poster at hand when doing activities on children's rights.

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

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

### Specific Learning Objectives?

#### Variations?

The game can be played by children as the duty-bearers themselves. When playing with duty-bearers, encourage them to reflect on their own position/role and experiences in relation to this situation:

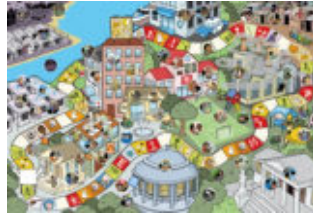
- Have you ever been involved in a situation like this within your role as a duty-bearer?
- Who do you feel is the primary duty-bearer to fulfil this right?
- ...



# City of rights: reflection game with duty-bearers

Encourage duty-bearers to think about the purpose of the City of Rights board game and engage them in discussions about specific situations where children's rights are either protected or violated.

Panel code(s): SOCIETY C2



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

## Materials

- Poster 'City of rights'

## How to play the game?

Part 1: Understanding the purpose of the game

1. Print the 'City of Rights' poster and bring it with you when visiting or working with duty-bearers.
2. Explain to them how the game works and its purpose, which is for example to educate children about their rights and who they can turn to if their rights are violated (see additional game information for the full game explanation).
3. Encourage duty-bearers to reflect on the objectives of the game and discuss its relevance (see additional game information).

Part 2: Discussion

4. Have duty-bearers share their experiences about situations they have encountered by rolling the dice until they end up on a red or green square on the board.
5. Ask them to talk about a specific situation or news article related to the right indicated by the color of the square they landed on (green = a right protected, red = a right violated).
6. Initiate a conversation about the protected or violated children's rights in the given situation, and discuss the role and contributions of duty-bearers in addressing such situations (see additional game information).

### Additional game information?

Full game manual for the 'City of rights' board game: <https://play.street-smart.be/en/game/view/1977>

#### Reflection questions part 1

- What do they think of this board game?
- What is the added value of this game?
- How can this game help children learn more about their rights?
- What are possible pitfalls of the game?
- How can the game help children learn about duty-bearers and/or people they can turn to when needed?
- ...

#### Reflection questions part 2

- How can you - in your role as duty-bearer - contribute to the realisation of this right/these rights?
- Would you (always) intervene in a situation where a child's right is violated? Why? How?
- Who can you turn to if you need additional help?
- What are important concerns for you when working with children?
- ...

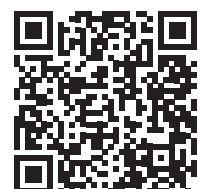
The City of Rights poster is the introductory goose board game for the All Children, All Rights package. On the panel, a goose board, the five main characters and different situations linked to children's rights are depicted to allow youth workers to introduce the topic in a fun and interactive way to their target group. The additional QR code links to an audio story to get more information on the panel and on the city. Some situations will be reused on other posters to make a clear link with the overview panel.

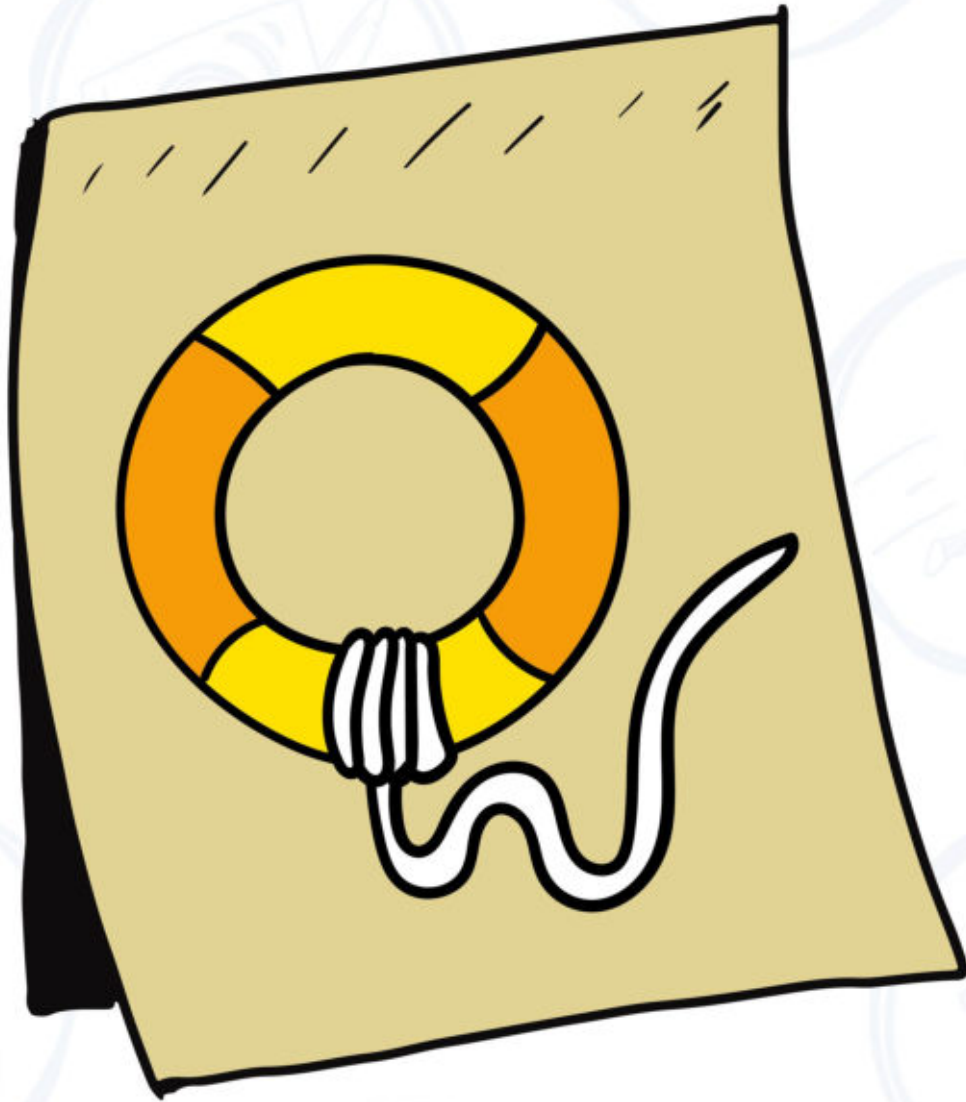
This game has been specially created to work with duty-bearers on the theme of children's rights.

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?





**THE RIGHT TO PROVISION  
SURVIVAL**

## CHAPTER 3. THE RIGHT TO PROVISION - SURVIVAL

### 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 - P48



ENERGIZERS - P54



DUTY-BEARERS - P67

**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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		Social adjustment		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Self-made materials		Empathy & social awareness		
		Intermediate		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
				Small space		6-11		
						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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic		Critical & reflective thinking		
2 - 4 players		Group discussion		Printable downloads		Problem solving & decision making		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Intermediate		Small space		6-11		
						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



# The basics of life: draw, tell or act it out!

Draw, tell or act something you can find on the basics of life poster

Panel code(s): SOCIETY C4



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

## Materials

- Poster 'The basics of life'
- Bottle cap
- Chalk (to write on the blackboard or on the ground) / pencils to draw on a piece of paper

## How to play the game?

1. Prepare the activity by drawing a "pencil", a "looking glass" and a "text balloon" on the ground and gather a group of children around these drawings.
2. One player with closed eyes throws a bottle cap to the drawings and see where it lands:
  - Pencil: the player draws a specific situation of the poster and the other players need to guess which situation it is.
  - Looking glass: the player chooses a situation on the poster and mimics the situation to the others, while the others try to find the situation on the poster.
  - Text balloon: the player chooses a situation and tries to make up a story. What could be the situation behind this picture? What happened? The others try to guess the situation by listening to the story.
3. After each activity, try to ask some questions. These could be questions on what is happening, why this is a right, why the right is violated or respected and so on.

## 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?

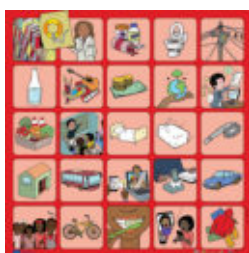
StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Attention & concentration		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic		Logical thinking		
2 - 4 players		Board game		Printable downloads		<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	12-14	<b>12-14</b>	
		Easy		Small space		15-17	<b>15-17</b>	

## 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
Health		Drawing		Basic		Self-management & future orientation		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	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?

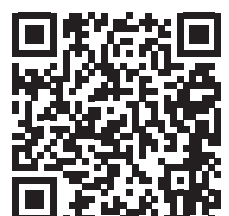
The game contains a red and a green poster with each poster featuring the same 25 different objects. Each object is linked to the Maslow's hierarchy of needs which divides basic needs into five categories:

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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Logical thinking		
Health		Group discussion		Basic		Self-management & future orientation		
<b>Number of Players</b>	<b>Icon</b>	Board game		Printable downloads		Self-awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		Intermediate		Small space		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?

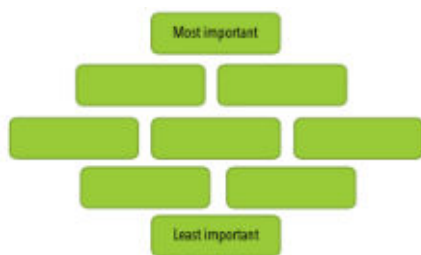
StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
Citizenship & human rights		Group discussion		Basic		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
+5 players		Difficult		Small space		<b>Age</b>	<b>Icon</b>	
						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,















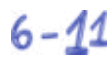



- Migration: If you had to flee your country, which 3 countries would you most want to live in?
- Poverty: Which 3 steps / actions would be most successful in eliminating poverty?
- War and terrorism: There is now an international agreement on banning landmines; which 3 weapons should be banned next?



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Crafting & constructing		Basic		Self-awareness		
1 player		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Problem solving & decision making		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		Basic		Cooperation		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		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/compasito/chapter\\_4/pdf/4\\_27.pdf](http://www.eycb.coe.int/compasito/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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	Circle group game		Basic		<b>Age</b>	<b>Icon</b>	
+5 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	6-11		
		<b>Difficulty</b>	<b>Icon</b>	Medium space		12-14		
		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?

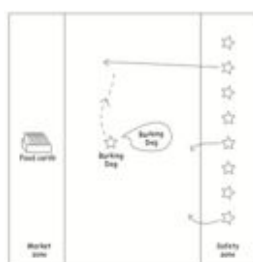
StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Attention & concentration		
<b>Number of Players</b>	<b>Icon</b>	Energizer & ice breaker		Basic		Coordination & flexibility		
+5 players		Tag game		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	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



# My Own Survival Kit

What would your survival kit consist of if dropped in an unknown place?

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Strategy & logic		> 15 minutes		Calm		Problem solving & decision making		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		Basic		Self-awareness		
2 - 4 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>	Small space		6-11		
		Intermediate				12-14		
						15-17		

## Materials

- Pen and paper for each player

## How to play the game?

1. Tell the players that they are dropped in the forest and have no idea where they are. Have them think of what their survival kit would consist of to survive this trip. They get to choose 8 items.
2. Distribute pens and paper and have the players brainstorm their survival kit.
3. When everyone is ready, have them present their kit to the other players. They can modify their kit while hearing the other players' answers.
4. Then you can brainstorm with the players where they can find these materials, or whether they can make it from other materials ...

## Additional game information?

## Specific Learning Objectives?

## Variations?

- Organise a dropping activity where players can use their homemade survival kit: Take the players to an unknown place from where they have to find their way home independently. However, pay attention to the following side issues when organising a dropping activity:
  - Do not drop children under 12 years old.
  - Make sure the players are comfortable with the activity. If they are too scared, don't force them.
  - Weekend nights involve more risks.
  - Give everyone a fluorescent jacket and fluorescent bands.
  - For 12- to 14-year-olds, the activity should take place during the day, under supervision.
  - Make sure they have a phone number they can call.
  - Provide water and a basic first-aid kit.

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		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
+5 players		Group discussion		Self-made materials		Empathy & social awareness		
		Role play		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	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

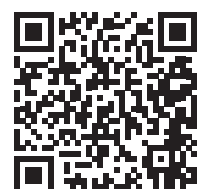
### Questions

- 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic		Self-awareness		
+5 players		Crafting & constructing		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	Small space		6-11		
		Easy				12-14		
						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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Role play		Basic		Self-awareness		
+5 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	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						Self-awareness		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Drawing		Basic				
2 - 4 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		<b>Difficulty</b>	<b>Icon</b>	Small space		6-11		
		Easy				12-14		
						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

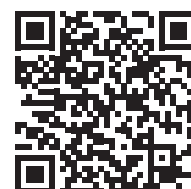
- Make sure the players feel comfortable and will not be teased for presenting unusual or different family styles. Throughout the exercise, emphasise tolerance, feelings and values related to what a family is.
- It is important to know the family situation of the players in your group and adapt the activity 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.

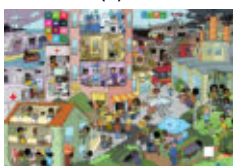
StreetSmartPlay



# 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		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Quiz & challenge game		Printable downloads				
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Easy		Small space		18+	<b>18+</b>	

## 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, ...

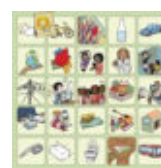
StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Basic		Logical thinking		
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Intermediate		Small space		6-11	<b>6-11</b>	
						12-14	<b>12-14</b>	
						15-17	<b>15-17</b>	

## 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





**THE RIGHT TO PROVISION  
DEVELOP**

### Introduction

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

All the following articles have a link to development:



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

### Structure



POSTERS - P71



ENERGIZERS - P77



DUTY-BEARERS - P89

GAMES & ACTIVITIES FOR YOUTH

### Want to know more?

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



StreetSmartLearn

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

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

Panel code(s): SOCIETY C6



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

## Materials

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

## How to play the game?

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

## Additional game information?

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

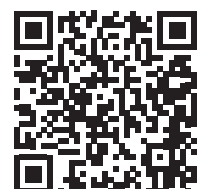
All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

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

StreetSmartPlay



# Growing Minds, Growing Rights: never have I ever

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

Panel code(s): SOCIETY C6



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

## Materials

- Poster 'Growing Minds, Growing Rights'

## How to play the game?

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

## Additional game information?

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

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

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



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

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

Panel code(s): SOCIETY C6



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

## Materials

- Poster 'Growing Minds, Growing Rights'

## How to play the game?

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

## Additional game information?

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

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

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

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

## Specific Learning Objectives?

## Variations?

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

StreetSmartPlay



# Different Abilities, Equal Rights: exclusion vs inclusion

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

Panel code(s): SOCIETY C7



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

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

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

## Additional game information?

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

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

## Specific Learning Objectives?

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

## Variations?

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

StreetSmartPlay



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

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

Panel code(s): SOCIETY C7



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

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

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

## Additional game information?

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

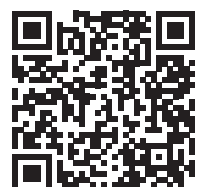
## Specific Learning Objectives?

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

## Variations?

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

StreetSmartPlay



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

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

Panel code(s): SOCIETY C7; SOCIETY C2



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

## Materials

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

## How to play the game?

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

## Additional game information?

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

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

## Specific Learning Objectives?

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

## Variations?

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

StreetSmartPlay



# The Annual Paralympics

Are you ready for the annual Paralympics?

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

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

Games (examples)

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

Debriefing and evaluation

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

Establish stereotypes based on disability using questions such as:

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

Tips for the facilitator

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

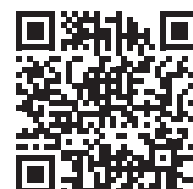
Source: Ward, H. (2021, 18 augustus). Teaching Children About the Paralympics. Twinkl. <https://www.twinkl.be/blog/teaching-children-about-the-paralympics>

## Specific Learning Objectives?

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

## Variations?

StreetSmartPlay



# The Language Game

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

Panel code(s): /



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

## Materials

- Paper and pen for each player
- Chalk

## How to play the game?

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

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Dance To My Song

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

Panel code(s): /



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

## Materials

- World map
- Music

## How to play the game?

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

## Additional game information?

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Rights Feeling Bag

Let players explore essential objects for child development and survival.

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Bring Your Object To Life

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

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

### Tips

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

## Specific Learning Objectives?

## Variations?

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

StreetSmartPlay



# Speech Bubbles

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

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Education For All

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

Panel code(s): /



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

## Materials

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

## How to play the game?

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

### Additional game information?

#### Debriefing questions

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

Source: [https://www.coe.int/en/web/compass/education-for-all-](https://www.coe.int/en/web/compass/education-for-all)

### Specific Learning Objectives?















### Variations?



# The Big Swap

Can you guess which characteristic is from who?

Panel code(s): /

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

## Materials

- Music
- Cards/paper
- Pens

## How to play the game?

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

## Additional game information?

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

## Specific Learning Objectives?

## Variations?


















StreetSmartPlay



# The Gesture Tour

Get to know everyone through gestures.

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Say Hi!

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

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

Additional questions:

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Growing Minds, Growing Rights: Agree or disagree?

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

Panel code(s): SOCIETY C6



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

## Materials

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

## How to play the game?

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

### Additional game information?

#### Example statements

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

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

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

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

### Specific Learning Objectives?

#### Variations?

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



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

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

Panel code(s): SOCIETY C7; SOCIETY C2



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

## Materials

- Poster 'Different Abilities, Equal Rights'

## How to play the game?

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

## Additional game information?

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

### Possible reflection questions

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

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

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay





**THE RIGHT TO PROTECTION**

## CHAPTER 5. THE RIGHT TO PROTECTION

### Introduction

Every young person deserves to feel safe and secure as they grow and develop. Due to their physical and mental development, children are particularly vulnerable, which is why it's crucial to prioritise their protection. Tragically, too many children still face violence, exploitation, and abuse, which can have lifelong consequences. By assuring the right to protection, we can create a world where every child is free to grow and thrive. It's time to come together and safeguard their physical, psychological, and cognitive needs, so that they can reach their full potential and make a positive impact on our world.

All the following articles have a link to protection:



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 - P94



ENERGIZERS - P101



DUTY-BEARERS - P115

GAMES & ACTIVITIES FOR YOUTH

### Want to know more?

Our online training programme, ['The Right to Protection'](#) on StreetSmart Learn, includes a comprehensive introduction to the right to protection. You will learn about the specific children's rights that fall under the right to protection and gain practical skills for working with children and youth on this topic within your organisation, community, and will get inspired by our proposed activities and games. Additionally, we offer valuable tips and tricks for collaborating with duty-bearers to uphold the right to protection and promote the well-being of all children.



StreetSmartLearn

# Camera Catchers: explore the right to protection

Learn more about the different children's rights linked to the right to protection by exploring the camera catchers discussion poster

Panel code(s): SOCIETY C8; SOCIETY C1



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

## Materials

- Poster 'Camera Catchers'
- 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 protection 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 protection.
5. The game ends when all the rights linked to protection are discussed.

## Additional game information?

The 'Camera Catchers' poster is the overview poster for the right to protection. The posters 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 audiostory 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.

## Specific Learning Objectives?

## Variations?

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

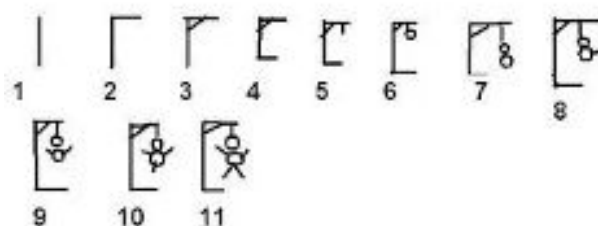
StreetSmartPlay



# Camera Catchers: hangman

Guess the word ... if not, you hang!

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Language, reading & writing		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Board game		Printable downloads		12-14		
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	15-17		
		Intermediate		Medium space		6-11		
						18+		

## Materials

- Poster 'Camera Catchers'
- Chalk and board or pen and paper

## How to play the game?

1. Player 1 chooses a situation from the 'Camera Catchers' poster (e.g. the situation with the girl being bullied on social media). He or she chooses a word or phrase that reminds him or her of this specific situation (e.g. online bullying), this word should be kept secret.
2. Player 1 writes down flat lines for each letter of the word e.g. for the word online bullying it would look like this: \_ \_ \_ \_ \_
3. The other players may take turns to each say a letter of the alphabet. Each time the word does not contain a named letter, player 1 must draw an element of a stick figure (see pictures).
4. If the stick figure is finished before the other players have guessed the word on the board, player 1 wins. Otherwise, the other players win.
5. Once a player has found the word, look for the situation on the poster and discuss it with the group.
6. The game ends when all the players have chosen at least 1 situation.

## Additional game information?

The 'Camera Catchers' poster is the overview poster for the right to protection. The posters 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 audiostory 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.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Camera Catchers: problem-solving heroes

Allow children to think of possible solutions in situations where their right to protection is violated, making use of role play.

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Medium		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Role play		Printable downloads		Creative thinking		
+5 players		Group discussion		Basic		Problem solving & decision making		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Coordination & flexibility		
		Difficult		Medium space				
						<b>Age</b>	<b>Icon</b>	
						12-14		
						6-11		

## Materials

- Poster 'Camera Catchers'
- Costume clothes for role play

## How to play the game?

1. Show the children the 'Camera Catchers' poster and explain that different situations happen on each of the screens. Discuss what they see to warm up.
2. The players are divided into two groups. Ask each group to choose a particular situation on the poster that they would like to change.
3. Each group is given 10 minutes to prepare. With the help of the youth worker, one should be the director (who can change in each round) and the others the actors. They should create a short scene showing how the situation can be solved and present it to the other group.
4. Afterwards, the youth worker can initiate a short discussion with the children in which they give their opinions on the proposed solution. Would they do it differently? Why is it important to protect people from this situation?

## Additional game information?

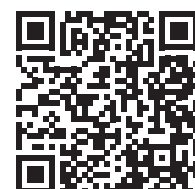
The 'Camera Catchers' poster is the overview poster for the right to protection. The posters zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right 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 audiostory 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.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Refugee Journey: path of life

Discover the path of life of a refugee with this exciting board game and reflect on good luck, bad luck and life choices.

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Creative thinking		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Communication & expression		
		Board game		Printable downloads		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>					Problem solving & decision making		
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
		Intermediate		Small space				
						<b>Age</b>	<b>Icon</b>	
						6-11		
						12-14		
						15-17		

## Materials

- Poster 'The Refugee Journey'
- Bottle caps (or any other pawns)
- A die

## How to play the game?

1. This game is played by 4 players. Each player gets a bottle top (pawn). The game starts at the top of the panel and ends at the bottom.
2. The first player throws a die.
3. The bottle top of the player will be placed on the image under the indicated number. For example: if a player spins 4 or 5, he will place the bottle cap or pawn below the angry father.
4. Now the player needs to invent a story, explaining why he was sent away from home by his angry father.
5. After the story has been told, another player will throw the die and come up with a story about the image he landed on.
6. If all players have invented and shared their stories for the first level, player 1 will throw the die again and will place his bottle cap on the indicated number of the second level. The player now needs to continue the story he started before.
7. By going through the different levels, you go along your life path, which is very often full of surprises. If you reach the bottom of the panel, you will reflect on what happened during the game: What did you do? Were you lucky or unlucky? What did you like about your imaginary life?
8. To end the game, you can talk about what you would like to change about your life path: Which options would you prefer and why? How are these options linked to your dreams in real life?

### Additional game information?

Below the main characters on the board, you see 4 rows, each representing a different stage of a refugee's journey. From top to bottom:

- Reason for fleeing: war, family violence, natural disaster, repression, poverty
- With whom?: alone, with parents, with friends, via a smuggler
- Mode of transportation: car/truck, boat, train, plane, on foot
- Environment: refugee camp with tents, independent living, welcoming family, police, border guards, refugee camp with containers
- Future: passport, family reunification, travel by plane, giving inspirational presentations, graduation.

Above the drawings, you'll see different numbers, which are linked to the rotation disc or to a dice.

### Specific Learning Objectives?

- Creative storytelling

### Variations?

(1) Make an additional row with pictures of different duty-bearers, e.g., a policeman, a teacher, a parent, a youth worker, the government ... Have the children turn the rotation disc again and let them continue the story about their character they started earlier. Make a new row by looking for pictures on the internet and printing them out or by drawing these pictures yourself (for example 1-2-3 Police, 4-5 Teachers, 6-7 Health workers, 8-9 Parents, 10-11-12 The Government).

(2) Play the game with the duty-bearers you work with and have them think about different reflection questions afterwards:

- Do you reflect on the different backgrounds (their life histories) of the children you work with?
- Do you know if they have experienced some of the situations depicted on the panel?
- How do they talk to children about these experiences?
- ...

(3) Find the storylines that connect to Ibrahim's story.

(4) If children find it difficult to invent their own story, let them start from the stories of the five characters used in our education toolkit (Anna, Frederick, Julia, Ibrahim, Priya). More information about the characters can be found via <http://www.street-smart.be/all-children-all-rights>

(5) If possible and psychologically safe, ask the children about their own path of life. When doing this, make sure to prepare some questions beforehand. Some example questions are included in different games within this bundle.



# The Refugee Journey: secret jar

What is happening here? Choose a word from the jar, find the object or character on the poster and explain what is happening.

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Learning skills	Icon	Creator
2 - 4 players		Role play		Printable downloads		Critical & reflective thinking		
		Group discussion		Self-made materials		Problem solving & decision making		
		Difficulty	Icon	Play Space	Icon	Logical thinking		
		Easy		Medium space		Empathy & social awareness		
						Age	Icon	
						6-11	<b>6-11</b>	
						12-14	<b>12-14</b>	
						15-17	<b>15-17</b>	

## Materials

- Poster 'The Refugee Journey'
- A jar
- Pieces of paper

## How to play the game?

1. Cut small pieces of paper and write on them words of objects or characters depicted on the poster (see instructions material). Put them all in a jar or box.
2. Let the players each choose a word. Show the poster 'The refugee's journey' and ask the children to find the word on the poster.
3. Ask each player to imagine what happens in this situation and what the possible outcome of the story is and let them share their thoughts with the group of players.
4. When the story is over, the youth workers can ask some additional questions to promote group discussion (see additional game information).

## Additional game information?

Questions for a group discussion:

- How do you think the person feels?
- What does he/she see around him/her?
- Can you imagine what would be a better situation there?
- ...

This is an observation and identification game. It helps children understand the characters and imagine the situations better and not just superficially.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Refugee Journey: who am I?

Who am I? Try to figure out which character of the poster you are by asking yes/no questions!

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Learning skills	Icon	Creator
+5 players		Quiz & challenge game		Printable downloads		Critical & reflective thinking		
		Group discussion		Self-made materials		Cooperation		
		Difficulty	Icon	Play Space	Icon	Empathy & social awareness		
		Intermediate		Small space		Self-awareness		
						Age	Icon	
						6-11		
						12-14		
						15-17		

## Materials

- Poster 'The Refugee Journey'
- Post-it's with the characters from the poster 'The Refugee Journey': Write on post-it's the characters out of the poster 'The Refugee Journey'.

## How to play the game?

1. Discuss with the players the situations on the poster 'The refugee journey'. See which characters are involved in the stories or zoom in on a specific storyline each time.
2. Stick a post-it on the forehead of each of the players. The players cannot see the character they represent, but they can see the post-it's about the other players.
3. Explain that the players must guess which character from the poster they represent and help the other players discover who they are too. The players can take turns asking yes/no questions about their character. The player who can guess their character first wins the game.
4. Then discuss how their character must have felt in the situations depicted on the poster.

## Additional game information?

## Specific Learning Objectives?

## Variations?

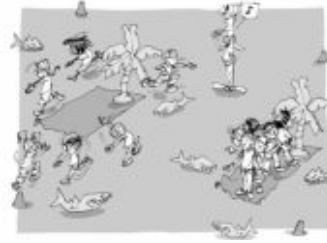
StreetSmartPlay



# The Shark's Island

Players learn about the right to protection after using their imagination to be on a shark island.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Strategy & logic		5-15 minutes		High		Empathy & social awareness		
Citizenship & human rights						Cooperation		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Coordination & flexibility		
+5 players		Teambuilding game		Basic				
		Energizer & ice breaker		<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
				Large space		6-11	<b>6-11</b>	
		<b>Difficulty</b>	<b>Icon</b>					
		Easy						

## Materials

- Small mat

## How to play the game?

1. Gather the players around the room and explain that you are going to tell a story while playing the game. Ask the players to re-enact the story.
2. "You are at sea, swimming and playing in the water. But suddenly a shark arrives!" The supervisor (= the lifeguard) gives a signal (clapping hands, whistling ...) and shouts "Everyone must get out of the sea!". All players go to the island (a small mat) without their feet off the mat.
3. "The danger has passed and everyone may return to the water". The lifeguard gives another signal and the players can leave the mat.
4. "But, the tide is rising and the island begins to disappear under the water little by little." The facilitator folds the mat, so that the surface gets smaller and smaller.
5. The lifeguard gives the signal again and the players must again try to reach the island without leaving anyone in the sea.
6. If one or more children are left in the water (one foot over the edge of the mat) and are eaten by the sharks, the whole group must do a lump sum action: for example, sing a song, run around the playing field three times, make a human pyramid, etc. The children must find a way to work together and manage to all find a place on the mat.
7. When the game is over, end a game with some discussion questions (see additional game information).

## Additional game information?

### Discussion questions

This metaphorical game provides an opportunity for discussion:

- Who are the 'sharks' in their daily lives?
- Who are their 'rescuers'?
- Where are the 'islands' (safe places) or other places where children can feel protected?
- How can the children help each other to be safe?
- It is also possible to discuss the other "dangers of the sea", e.g. the places or situations where the children may be more or less at risk (e.g. on the street, leaving unaccompanied, being a victim of domestic violence, etc.).

### Tips for the facilitator

- The level of difficulty depends on the number of players and the surface area of the mat. It is up to the facilitator to manage and evaluate the players' skills.
- The facilitator should be clear and strict with instructions: no body part should go over the edge of the mat or touch the floor; this makes the game fun.
- It is interesting to see what strategies develop. The tendency is often to think only of oneself (e.g. some players sit on the mat without thinking of the others). Individualistic behaviour can be a topic of discussion.
- It is important to repeat the instruction and encourage players to discuss among themselves to find creative strategies (e.g. holding each other's elbows; balancing on the inner foot, lifting the outer foot; or making a human pyramid, or other shapes).
- Players must agree to touch each other and accept being touched. Respect for each other and trust are important concepts that the animator should remind the children of.

Source: Meuwly, Michèle, Rennesson, Gaël (2012). Traditional games for child protection. Terre des hommes.  
[https://resourcecentre.savethechildren.net/pdf/1662\\_1477\\_jeuxtradgb-def\\_original\\_original.pdf/](https://resourcecentre.savethechildren.net/pdf/1662_1477_jeuxtradgb-def_original_original.pdf/)

## Specific Learning Objectives?

- Developing observing skills
- Developing strategic thinking
- Developing cooperation strategies
- Reinforcing balance or strength

## Variations?
















StreetSmartPlay



# Escape From Prison

Children in detention must escape prison without being caught by police officers!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Movement & sports		5-15 minutes		High		Attention & concentration		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Coordination & flexibility		
		Tag game		None		Gross motor skills		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Easy		Large space		6-11		
						12-14		

## Materials

## How to play the game?

1. Introduce the game by telling the players that there are children who are in prison for breaking the law. It is important to mention that prison should be the last choice and that it may be for a short period of time (in relation to Article 37 of the UNCRC). Therefore, we will play a game to escape from prison.
2. Put the players all in a horizontal line. The main goal is for the players to run to the other side without getting caught by the police officers.
3. Ask one player to be the policeman, he or she should face the other players (= the trapped children).
4. The detained children sing "Police police police, don't be silly, I want to escape from this prison quickly".
5. The police must think of a way for the players to cross the playing field to get to the other side. He says "all the children who may leave the prison". For example, "all children crawling on knees and hands may leave the prison". If they do this, the police cannot catch them. If they don't do what the police ask, he can catch the trapped child. If the trapped child is caught, he must join the police to catch the other trapped children who do not respect the rule.
6. When the trapped children have arrived on the other side, the same routine takes place (draw), only here the policeman has to come up with a visible feature, e.g. "all trapped children wearing the colour green are not allowed to escape from prison". The children not wearing green need not worry and can cross the playing field without worrying. The others wearing green have to run to get out of the prison to the other side without getting caught by the police. If caught, they must join the police.
7. The last child who did not join the police is the winner and gets to escape from jail.

## Additional game information?

Based on "Skipper, can I cross the river?"

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Free Me From The Witches' Spell

The witches are in town! Who will free you from the witches' spell?

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Movement & sports		5-15 minutes		High		Gross motor skills		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Attention & concentration		
		Tag game		None		Coordination & flexibility		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Easy		Medium space		0-5		
						6-11		
						12-14		

## Materials

## How to play the game?

1. The players stand in a circle with their eyes closed. The facilitator designates the witches (one for every five players) by giving two taps on the back. The rest of the players are the villagers and get one tap on the back.
2. Everyone opens their eyes and the game begins. The goal of the witches is to enchant all the villagers by tapping both shoulders. When the villagers are enchanted, they freeze. The villagers' goal is to stay away from the witches and free the bewitched victims by putting their arms around them ('hug'). Make sure the playing area in which the game is being played is marked.
3. The game ends when all villagers are enchanted.
4. The game can be replayed by designating other players as witches (see step 1) or a discussion can be started to end the game (see additional game info).

## Additional game information?

Using the 'witch' character means that the facilitator can talk about the 'bad people' to be avoided in real life; and the villagers who free each other can be linked to the protectors in the real world: in concrete terms, who can they turn to if they need protection?

### Discussion questions

- How did you feel during the match?
- Was it uncomfortable to have physical contact?
- Should you give people permission to touch you?
- Where do you draw the line when someone wants to touch you?

## Specific Learning Objectives?

## Variations?
















StreetSmartPlay



# Let's Find Our Protector

Find your protector blindfolded by following his voice, but watch out for the thief!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Body awareness		
		Game Mechanic	Icon	Materials	Icon	Visual & auditory perception		
		Tag game		Basic		Attention & concentration		
Number of Players	Icon			Play Space	Icon	Age	Icon	
+5 players				Large space		0-5		
		Difficulty	Icon			6-11		
		Easy				12-14		

## Materials

- Blindfold for each player

## How to play the game?

1. Bring all players together and start by discussing the importance of being loved and cared for, and how this is usually provided by parents, family or friends, foster parents, or living groups.
2. Choose one player to be the 'protector', who will represent a parent, and another player to be the 'thief'.
3. Blindfold all the players, except for the protector, and scatter them around the playing area.
4. Instruct the blindfolded players to find the protector by listening to his/her sounds while avoiding the thief.
5. The thief should repeat "I will find you" while trying to catch the players. The other players should listen to the thief's voice to keep a safe distance. If a blindfolded player is tagged by the thief, they are out of the game and must sit down quietly until the game ends. They are not allowed to help other players find the protector.
6. The protector should call out to the players by saying "Children I'm here," and the players should listen carefully to find their protector.
7. When a player finds the protector, they should call out "Mum/dad." Once they touch their protector and call out "mum/dad" again, the parent cannot answer, indicating that the player has found their protector.
8. The game continues until all the blindfolded players find the protector, or until the thief catches all the players.
9. After the game, hold a brief discussion with the players to reflect on the experience and what they learned (see additional game information for discussion questions).

## Additional game information?

Discussion questions:

- Ask the players what they felt during the game? How did you feel while looking for your protector? How did you feel while looking out for the thief?
- Who are the protectors and 'thieves' in the players' daily lives?
- Are there people who prevent them from being protected from certain dangers?

## Specific Learning Objectives?

## Variations?

- Make the game more fun and engaging for younger players by letting them make animal sounds. They make a sound of, say, a sheep and the 'older sheep' responds back with the same sound.

StreetSmartPlay



# Protectors And Enemies

The players are divided into the 'right', the 'protectors' and the 'enemies'. The protectors will try to defend the right from the enemies, who act against it.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
						Empathy & social awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon			
+5 players		Role play		Basic				
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Difficult		Medium space		15-17	<b>15-17</b>	
						18+	<b>18+</b>	

## Materials

- Papers and pencils for each group

## How to play the game?

1. The facilitator randomly divides the group into three subgroups - "protectors", "enemies" and "the right" (only two players)- and assigns them specific roles. All three groups should be in a different room (if possible).
2. The facilitator gives the groups some minutes to prepare for the game, and explains the details of their roles. The 'protectors' discuss the right to protect and how to protect and support others, the 'enemies' discuss how to attack the right, and 'the right' choose a right to perform and think of movements to portray it.
3. Once the groups are ready, the facilitator gathers them all in a central space, with 'the right' in the middle. The 'protectors' form a circle around the right, and the 'enemies' form a circle around the 'protectors'. The game now begins, with each group playing its role.
4. The 'righties' play the right they have chosen, and the 'protectors' protect them from the 'enemies'. The 'protectors' can be parents, friends, police, teachers, neighbours or hospital staff, and their role is to encourage and support the 'judge'. They can "build a wall" to protect them from the "enemies" and remind the "righties" that they are great and special. The "enemies" can include parents, friends, police, teachers, neighbours or hospital staff, but their role is to act against the right. They can use words to judge the way players act.
5. After the game, the facilitator gathers the players in a circle to discuss their feelings (see additional game info).

## Additional game information?

### Discussion

- Some children may have been hurt during the game, so it is important to take some time away from the roles and the intense situation that occurred after the activity.
- The facilitator can use this opportunity to discuss the rights of the child in general and all the rights the children exercised during the game.
- The actions of all players can be analysed, and it can be interesting to see if they chose the same characters as protectors, enemies or offenders.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Moon And Earth

You have the right to maintain a personal space and decide whether to allow someone to approach or keep a distance from you.

Panel code(s): /

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

## Materials

## How to play the game?

1. Ask the players to stand in a circle, facing each other. Explain that they are going to imagine that they are "moons" circling around their "earth."
2. Ask each player to secretly choose one person to be their "earth" and another person to be their "shooting star." These choices should not be revealed to others.
3. When the game starts, all the "moons" must move around the room, trying to avoid their "shooting stars" while at the same time circling around their "earth."
4. The game ends when everyone has successfully circled around their "earth."
5. After the game is over, take some time to reflect on personal boundaries and the importance of respecting others' boundaries. Discuss how it felt to have someone invade your personal space during the game and relate it to real-life situations (see additional game info).

## Additional game information?

Discussion questions

- How can we express our willingness to be with someone or avoid someone?
- Do we have the right to avoid situations that might harm us?
- How can we avoid things we don't like?
- How can we protect ourselves and our rights?

## Specific Learning Objectives?

Learning about body boundaries and personal space

## Variations?

StreetSmartPlay



# Winking

In this game, two players stand in a circle, with one player trying to catch his partner by winking, while the partner tries to escape. After each successful escape, the escaping player switches positions with his partner and the game continues.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		High		Strength & endurance		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Relationship skills		
<b>Number of Players</b>	<b>Icon</b>	Circle group game		None		Body awareness		
+5 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	Empathy & social awareness		
		<b>Difficulty</b>	<b>Icon</b>	Medium space		<b>Age</b>	<b>Icon</b>	
		Easy				6-11		
						12-14		
						15-17		

## Materials

## How to play the game?

1. The players line up and stand in front of each other and form a circle.  
One player stands alone in the circle with no one in front of him.
2. This 'solo' player winks at another player standing in front of someone else. This indicates that the player who received the wink should run to this player.
3. The player behind the person who received the wink should try to catch it before it reaches the player who winked.
4. If the player escapes, he/she takes place behind the player who winked. So on the outside of the circle.
5. The player who is now alone must find a new partner by winking at someone in the circle.
6. The game continues as long as the players want to play.
7. At the end of the game, participants can have a conversation about the right to protection, personal boundaries and their feelings during the game (see additional game info).

## Additional game information?

Discussion questions

- What does the right to protections means?
- Which articles are linked to the protection?
- How can we protect ourselves or our rights?
- Do we participate on the protection of our right? Who is responsible?
- How can the government (organizations etc) protect our rights?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Ashique's Story

Get to know the story of Ashique, a child labourer, and discuss together what can be done about Ashique's situation!

Panel code(s): /



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

## Materials

- Copies of handouts of Ashique's story, one per participant (see image)
- Pens or markers for each group
- Flipchart paper or large sheets of paper (A3)

## How to play the game?

1. Ask participants what they know about child labour.
2. Explain that the activity is based on a case study of Ashique, who works in a brick factory in Pakistan.
3. Warm up with a round of 'composed telling' where players take turns adding a sentence to an imaginary story about a day in Ashique's life.
4. Divide the players into small groups of up to 5 people per group.
5. Give everyone a copy of Ashique's case study and allow 10 minutes to read and share comments.
6. Further, explain that their task is to come up with solutions to the problems of Ashique and other child workers like him.
7. Players should write down in the appropriate columns the possible steps that can be taken to solve the problem "by tomorrow", "by next month" and "by 2030". They have 30 minutes to complete this task and appoint a spokesperson to report back.
8. Make plenary rounds to get feedback on each column.
9. Summarise the ideas on the flipchart and allow discussion on the ideas.
10. Proceed to a more extensive discussion and debrief using the reflection questions in the "Additional game information" section.

### Additional game information?

The depth of the discussion will depend on participants' general knowledge, but try to address questions about both their views on child labour and possible solutions.

- How much did people know about the existence of child labour before doing this activity? How did they know? Where did they get the information?
- Does child labour exist in their country/city? What work do children do and why do they work?
- Should children be allowed to work if they want to?
- In what ways do we, as consumers, benefit from child labour?
- How difficult was it to think of possible steps to solve child labour? Which of the three columns - "by tomorrow", "by next month" and "by 2030" - was the most difficult to fill in? Why?
- There have been many national and international statements and conferences on child labour. Why is it still such a widespread problem in the world?
- How does the Convention on the Rights of the Child protect the exploitation of children?
- Who is responsible for solving the problem?
- What can ordinary people like us do to contribute to achieving the SDGs, especially those of eradicating extreme poverty and hunger and achieving universal primary education? How and when?

### Specific Learning Objectives?

### Variations?

- If you want to develop participants' knowledge of the concept of child labour prior to the activity, you can use a quiz, for example from the web pages [www.unicef.org](http://www.unicef.org) or [www.thinkquest.org](http://www.thinkquest.org).
- Instead of a warm-up with a "composed storytelling" exercise, divide the participants into small groups of up to five people per group. Give each group five pieces of A3 paper and ask them to draw five events from a typical day in Ashique's life and present them as in a comic strip. When the groups are ready, ask them to present their story.
- Companions who are good at cartooning can draw Ashique's story as a comic strip with each scene from his life in a different square. Make sure you keep it simple, with only the basic information. Make photocopies of the story (one copy per group) and cut out the squares. Give each group a set of photos and ask them to make up a story about Ashique by adding short texts or speech bubbles. When the groups are ready, ask them to present their story.

Source: <https://www.coe.int/en/web/compass/46>

StreetSmartPlay



# Bullying Scenes

Children discuss bullying and show how they would react to different bullying scenes.

Panel code(s): /



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

## Materials

- Coloured Paper
- Markers
- Scissors
- Papers with a number for each corner of the room
- Bullying scenes (see 'image', 'additional game info' or via [http://www.eycb.coe.int/compasito/chapter\\_4/pdf/4\\_8.pdf](http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf))

StreetSmartPlay



## How to play the game?

1. Introduce the topic of bullying with questions like these:
  - What is bullying?
  - What are the different ways people bully?
  - Why do you think people bully?
  - What effect does bullying have on people who are bullied? People who bully? The whole community?
2. Ask each child to draw their hand on a coloured piece of paper and cut it out. For each finger, they should think of a person they can turn to for support if they are bullied (e.g. friend, parent, teacher, school headmaster, police, counsellor, sibling). Ask the children to explain their named supporters.
3. Explain that you are now going to look at different ways people can respond to situations where bullying occurs. Show how this works:
  - a. The facilitator reads out a description of bullying. Three possible responses are given for each situation. A fourth response is always open if you think of another response.
  - b. Each corner of the room is numbered. After hearing the situation and the responses, go to the corner that represents what you think you would do in this situation.
4. Read out the bullying situation and give the players time to choose their answer and go to the corresponding corner of the room. Once the players have taken a position, ask a few children in each position why they chose that response and what its advantages and disadvantages are. Let the children who chose the open corner explain how they would respond.

**Additional game information?**

Scenarios (Source: [http://www.eycb.coe.int/compasito/chapter\\_4/pdf/4\\_8.pdf](http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf))

1. Your friends start scolding you, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?
  - 1. Nothing. You must have done something wrong to make your friends behave like this.
  - 2. Start scolding and threatening them.
  - 3. Talk to your parents or teacher and tell them what is happening.
  - 4. Something else (open corner).
2. A group of children in your class spread hurtful rumours about you by sending messages around. Many children now don't want to play with you or even talk to you. Even your friends are starting to think it might be true. What should you do?
  - 1. Nothing. No one will believe you if everyone thinks the rumours are true.
  - 2. Spread bad rumours about the other children.
  - 3. Telling everyone that the rumours are not true.
  - 4. Something else (open angle).
3. Your older sister or brother keeps hitting and kicking you when no one is looking and tells you that if you tell anyone she/he will only hurt you more. What should you do?
  - 1. Tell your parents or teachers what is happening.
  - 2. Ask your friends at school to help you fight her/him.
  - 3. Tell her/him that it hurts and she should stop.
  - 4. Do something else (open corner).
4. Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says there's no point in even trying to teach you because you can't learn. Other children also start scolding you. What should you do?
  - 1. Go straight to the headmaster and tell him what is going on.
  - 2. Start missing classes because you don't like going to school.
  - 3. Ask your parents if you can change classes or schools.
  - 4. Do something else (open corner).
5. You notice that one of your friends teases and ridicules the younger children at summer camp. Your friend has also started taking things from them. What should you do?
  - 1. Tell the camp staff what is going on without informing your friend.
  - 2. Help your friend take things from the younger children when he/she starts taking things from you.
  - 3. Tell your friend that you think what he/she is doing is wrong and that he/she should leave the younger children alone.
  - 4. Something else (open angle).
6. A group of older children from another school bully the youngsters from your primary school. They wait for a child to walk home alone or wait for the bus, surround him or her and take money, food or toys. They also throw stones and threaten worse things. What should you do?
  - 1. Make sure you get to and from school in groups.
  - 2. Tell the adults at school what is happening and ask for help.
  - 3. Carry stones or a knife to protect yourself.
  - 4. Something else (open corner).
7. A new boy in your class is a refugee. Your friends are always saying racist things to him, laughing at his English and telling him to go back home. What should you do?
  - 1. Join in, he is not your friend so you don't have to worry about him.
  - 2. Tell your teacher that your friends are saying racist things to him.
  - 3. Teach him English when you are not playing with your friends to help him.
  - 4. Something else (open angle).

**Debriefing and evaluation**

- What did you think of the activity? Were some scenes difficult to respond to? Which ones and why? Can you empathise with any of the bullying scenes?
- Do people who are bullied need help and support? Why? Where can people who are bullied find help and support? What are some reasons why people bully others? Are they honest? What should you do if you are bullied and the person you turn to for help and support does nothing about it? Are some bullies more likely to be accepted by children and adults? Why or why not?
- Who is responsible to help and support children when they are bullied?
- Can adults also face bullying? Give some examples. Who is responsible to help adults if they are bullied?
- What can be done to help people who bully change their behaviour?
- What happens if no one stops people who bully? To the bully? To the community?
- Does anyone have the right to bully someone else? Why or why not? What human rights can be violated when someone is bullied? How does ending
















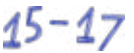

**Specific Learning Objectives?****Variations?**

- Ask the children to look back at their 'hands of support' and add another person or organisation they could turn to for support when they are bullied. Hang up the 'hands of support' somewhere in the room for the children to refer to in the future.
- Write your own bullying scenes that the children in your group can identify with. Divide the children into small groups, give each one a bullying situation and ask them to play both the bully and their reaction. Discuss and debrief each role-play and ask the other groups for alternative responses.

# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
Society		Group discussion		Basic		Self-awareness		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Intermediate		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.



# Camera Catchers: how do duty-bearers protect your rights?

Let the dice define your character and tell his/her story: How do they feel in this situation? Who could they ask for help? ...

Panel code(s): SOCIETY C8



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

## Materials

- Poster 'Camera Catchers'
- Coloured dice: Make your own colour dice (if you don't have one) by swapping the numbers on your dice with the colours red, green, yellow, blue, purple and white, for example using stickers.

## How to play the game?

1. Gather five children around the poster on the right for protection.
2. Have each child roll the colour dice and have them look at the experience situations of the character of their colour.
3. Have them look at the situations as their character and let them choose one specific situation to think and talk about.
4. Have them briefly explain the situation and then focus on the duty bearers involved in this situation by asking questions about them (see supplementary game information for some sample questions).
5. Play as long as you like and discuss other situations of the character as well.

### Additional game information?

Each colour on the dice corresponds to a character. If a child rolls the colour white, they get to choose which character they want to be.

- Blue: Anna
- Purple: Frederick
- Green: Julia
- Red: Ibrahim
- Yellow: Priya

More information about our characters can be found on the poster 'The stories of our five characters' or via <http://www.street-smart.be/all-children-all-rights>

#### Example questions

- Which rights are violated in this situation? Which rights are protected?
- Which duty-bearers are included or should be included in this situation?
- Do they take up their responsibility or not?
- What can be done if these responsibilities are neglected?
- Have you ever experienced this situation yourself?
- ...

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 the conversation on the right to protection with your target group.

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

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

### Specific Learning Objectives?

#### Variations?

If you don't have a colour dice or don't want to make one, have each character correspond to a number on a traditional dice.



# Camera Catchers: Opening a discussion

Use the poster 'Camera Catchers' to start a conversation/discussion with relevant duty-bearers within your network on the right to protection.

Panel code(s): SOCIETY C8



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

## Materials

- Poster 'Camera Catchers'
- Coloured dice: Make your own colour dice (if you don't have one) by swapping the numbers on your dice with the colours red, green, yellow, blue, purple and white, for example using stickers.

## How to play the game?

The poster on the right to protection can be used when working with duty-bearers to make them aware of all kinds of violations of the right to protection. This can initiate a discussion on how they can help children in these specific situations, to whom they can refer these children and what barriers may arise.

1. Have duty bearers choose a specific character by rolling the colour dice.
2. Have them point out one specific situation of this character.
3. Ask them an opening question to start a conversation/discussion. See 'Additional game information' for some example opening questions.

### Additional game information?

Each colour on the dice corresponds to a character. If a child rolls the colour white, they get to choose which character they want to be.

- Blue: Anna
- Purple: Frederick
- Green: Julia
- Red: Ibrahim
- Yellow: Priya

More information about our characters can be found on the poster 'The stories of our five characters' or via <http://www.street-smart.be/all-children-all-rights>

#### Opening questions

- How would you specifically help the children in these situations? What role do you play in this situation?
- Which other duty-bearers would you contact/refer the child to in this situation?
- What different agencies or organisations should you work with to fulfil this protection need?
- At what point should you refer a child to a support organisation?
- ...

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 the conversation on the right to protection with your target group.

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.

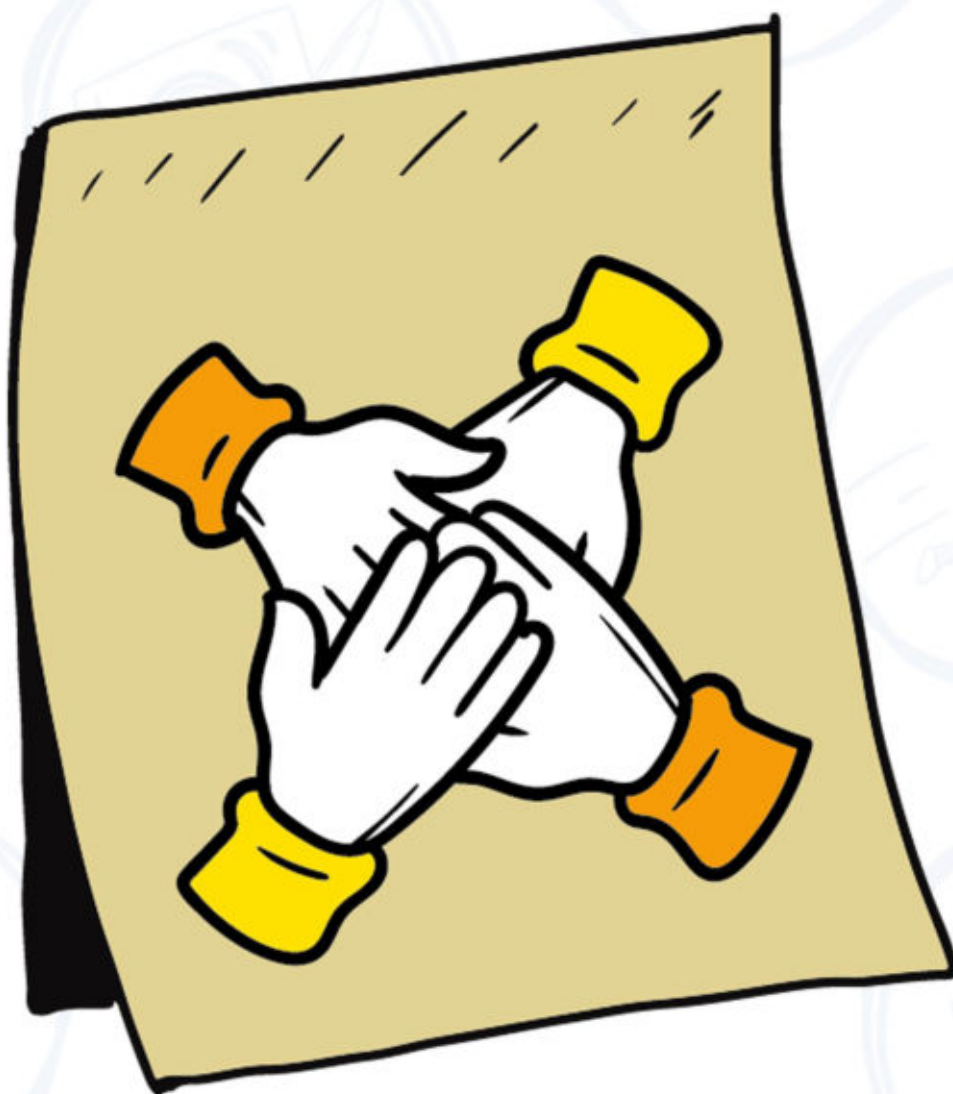
### Specific Learning Objectives?

#### Variations?

- (1) Collect key insights and responses from the different duty-bearers in the discussion, to become aware of their positions and remember which duty-bearer can help with which problem. This can be relevant to staying aware of the duty-bearers within your network and their thoughts and ideas.
- (2) Collect a list of relevant duty-bearers and their responsibilities, which you can disseminate in your community.

StreetSmartPlay





**THE RIGHT TO PARTICIPATION**

### Introduction

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

All the following articles have a link to participation:



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

### Structure



POSTERS - P121



ENERGIZERS - P129



DUTY-BEARERS - P143

**GAMES & ACTIVITIES FOR YOUTH**

### Want to know more?

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



StreetSmartLearn

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

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

Panel code(s): SOCIETY C10; SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
+5 players		Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	6-11	6-11	
		Easy		Small space		12-14	12-14	
						15-17	15-17	

## Materials

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

## How to play the game?

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

## Additional game information?

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

The rights linked to participation are the following:

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

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

## Specific Learning Objectives?

## Variations?

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

StreetSmartPlay



# The Children's Parliament: disturb the messenger

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

Panel code(s): SOCIETY C10



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

## Materials

- Poster 'The Children's Parliament'

## How to play the game?

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

## Additional game information?

Questions for reflection:

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

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

The rights linked to participation are the following:

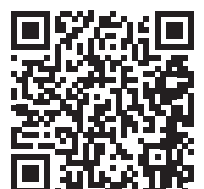
1. Art. 7 - Name and nationality
2. Art. 8 - Identity
3. Art. 12 - Respect for children's view
4. Art. 13 - Sharing thoughts freely
5. Art. 14 - Freedom of thought and religion
6. Art. 15 - Setting up or joining groups
7. Art. 17 - Access to information
8. Art. 28 - Access to education
9. Art. 29 - Aims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

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

## Specific Learning Objectives?

## Variations?

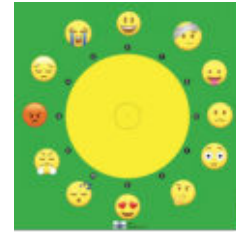
StreetSmartPlay



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

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

Panel code(s): SOCIETY C10



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



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

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

Panel code(s): SOCIETY C11



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

## Materials

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

## How to play the game?

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

## Additional game information?

The topics:

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Let's Debate: debate time!

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

Panel code(s): SOCIETY C11



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

## Materials

- Poster 'Let's Debate!'

## How to play the game?

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

### Additional game information?

The topics:

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

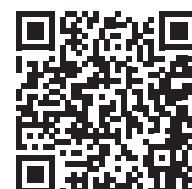
Tips for the youth worker to facilitate peaceful debate: establish a code of conduct with the players at the beginning of the game. A code of conduct is a "document" that lists the expected behaviours of all members of a group, and the behaviours that are unacceptable when interacting with each other.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

### Specific Learning Objectives?

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

### Variations?

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



# Let's Debate: street demonstration adventure

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

Panel code(s): SOCIETY C11



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

## Materials

- Poster 'Let's Debate!'

## How to play the game?

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

## Additional game information?

The topics:

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

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

## Specific Learning Objectives?

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

## Variations?

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


















StreetSmartPlay



# Outsiders

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

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

Tips for the facilitator

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

## Specific Learning Objectives?

## Variations?



















StreetSmartPlay



# Boys Don't Cry

Players present their sketch on provocative statements about on gender.

Panel code(s): /

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

## Materials

- Statements
- Materials for role play

## How to play the game?

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

**Additional game information?**

## Sample statements

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

## Discussion questions

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

## Tips for the facilitator

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

**Specific Learning Objectives?**

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

**Variations?**

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



# Voice Barometer

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

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

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

## Specific Learning Objectives?

## Variations?


















StreetSmartPlay



# Where Do You Stand?

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

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

### Statements

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

### Debriefing and evaluation questions

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

### Tips for facilitators

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

## Specific Learning Objectives?

## Variations?



# Identity Flower

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

Panel code(s): /

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

## Materials

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

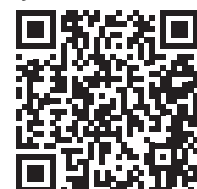
## How to play the game?

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

## Additional game information?

## Specific Learning Objectives?

## Variations?



# Break the Circle

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

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Medium		Body awareness		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
Society		Circle group game		None		Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		<b>Play Space</b>	<b>Icon</b>	Self-awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	Medium space		<b>Age</b>	<b>Icon</b>	
		Intermediate				12-14	<b>12-14</b>	
						15-17	<b>15-17</b>	
						18+	<b>18+</b>	

## Materials

## How to play the game?

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

## Additional game information?

Reflection questions

(1) What happened during the exercise?

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

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

(2) Personal experiences

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

## Specific Learning Objectives?

## Variations?

















StreetSmartPlay



# Who Should Decide?

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

Panel code(s): /

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

## Materials

- 1 green, yellow and orange card for each player

## How to play the game?

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

## Additional game information?

### Decisions

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

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

### Debriefing and evaluation

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

### Tips for the facilitator

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

## Specific Learning Objectives?

### Variations?

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



# Power Walk

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

Panel code(s): /

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

## Materials

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

## How to play the game?

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

## Additional game information?

### Roles

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

### Statements

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

### Discussion questions

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

## Specific Learning Objectives?

### Variations?



















StreetSmartPlay



# The Big Wind Blows

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

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

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

### Tips for the facilitator

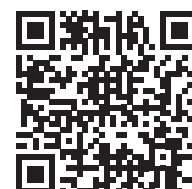
Pay attention to the energy level of the participants: are they energetic or hesitant? Are they making surface level statements or do they put themselves in a vulnerable position? This can give you an indication of what people are feeling, the level of safety in the group ...

## Specific Learning Objectives?

## Variations?

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

















StreetSmartPlay



# A Little Friend

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

Panel code(s): /

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

## Materials

## How to play the game?

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

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



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

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

Panel code(s): SOCIETY C10



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

## Materials

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

## How to play the game?

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

### Additional game information?

Discussion questions

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

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

The rights linked to participation are the following:

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

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

### Specific Learning Objectives?

### Variations?

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

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

StreetSmartPlay



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

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

Panel code(s): SOCIETY C10



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

## 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



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

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

Panel code(s): SOCIETY C11



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

## How to play the game?

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

## Additional game information?

The topics:

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

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

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

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Let's Debate: In several rounds

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

Panel code(s): SOCIETY C11



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

## Materials

- Poster 'Let's Debate!'

## How to play the game?

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

## Additional game information?

The topics:

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

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

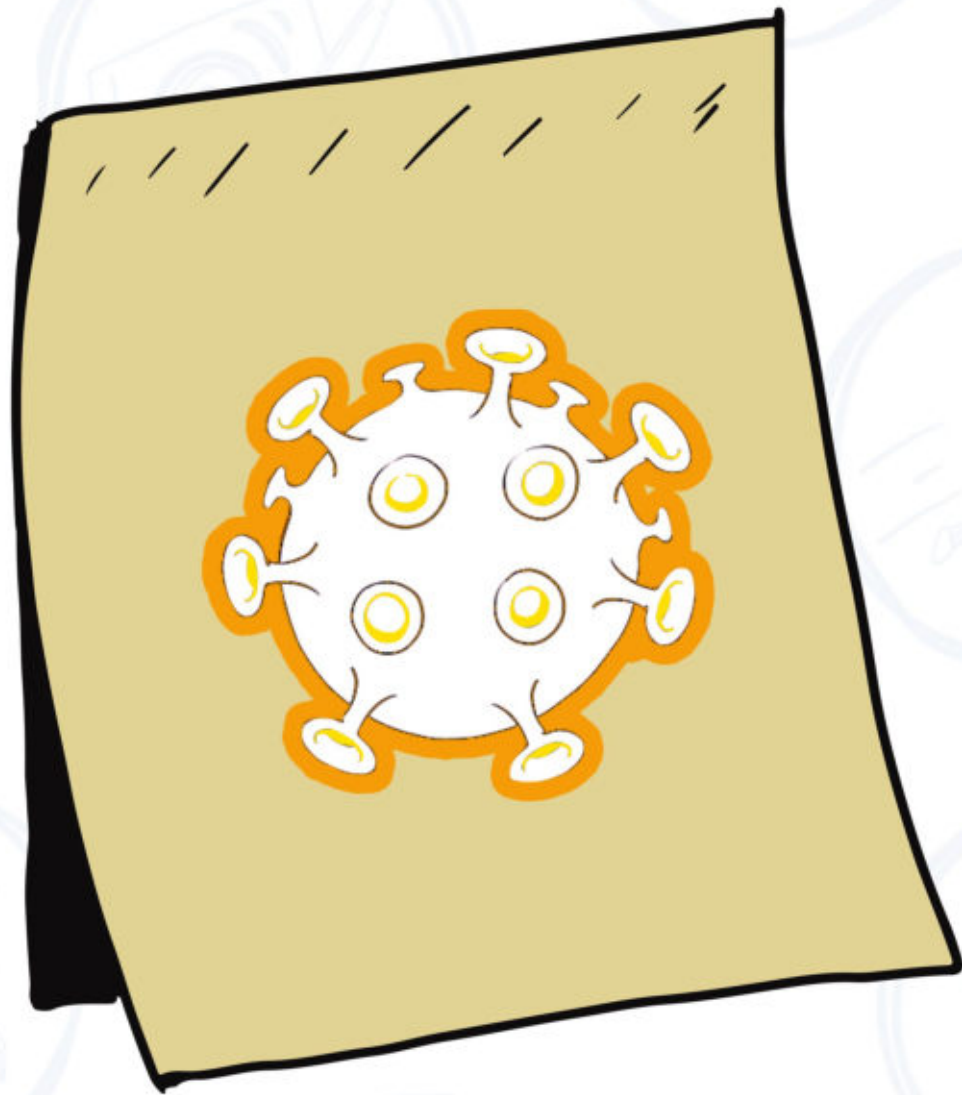
This game has been specially created to work with duty-bearers on the theme of children's rights.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay





**BONUS CHAPTER:  
PANDEMIC RESPONSE**

### 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? 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Social adjustment		
		Group discussion		Printable downloads		Empathy & social awareness		
		Board game				Self-awareness		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		Intermediate		Small space		6-11	<b>6-11</b>	
						12-14	<b>12-14</b>	

## 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?

StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Group discussion		Printable downloads		Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
2 - 4 players		Intermediate		Small space		6-11		
						12-14		
						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.

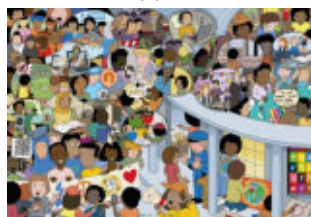
StreetSmartPlay



# 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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		Self-awareness		
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Critical & reflective thinking		
		Intermediate		Small space		<b>Age</b>	<b>Icon</b>	
						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 to 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?

StreetSmartPlay



# 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		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
		Group discussion		Printable downloads		Problem solving & decision making		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Logical thinking		
+5 players		Intermediate		Small space				
						<b>Age</b>	<b>Icon</b>	
						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		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Role play		Basic		Empathy & social awareness		
+5 players		Group discussion		<b>Play Space</b>	<b>Icon</b>	Self-awareness		
		<b>Difficulty</b>	<b>Icon</b>	Medium space		<b>Age</b>	<b>Icon</b>	
		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

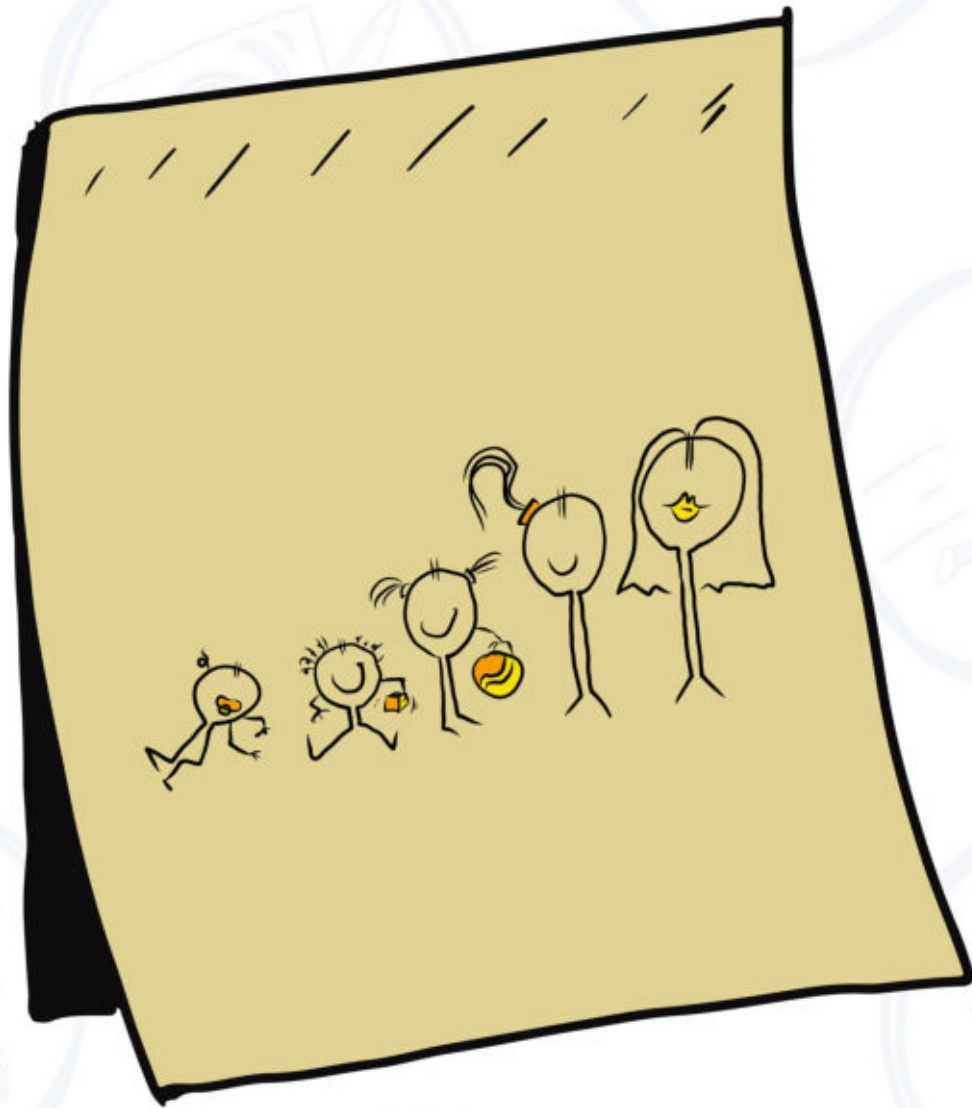
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### Specific Learning Objectives?

### 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.





**BONUS CHAPTER:  
EARLY CHILDHOOD**

## Introduction

Early childhood is a critical developmental stage that affects a child’s physical, cognitive and socio-emotional growth. The United Nations Convention on the Rights of the Child (UNCRC) recognises the need to protect the welfare of children and promote their development. The articles of the CRC prioritise the provision of a nurturing environment, opportunities to learn and play, and freedom to express themselves and participate in decision-making. Age-appropriate activities that promote children’s rights can help them become responsible members of their communities. Youth workers can encourage children’s social and emotional growth through games, music, art and movement while promoting curiosity and critical thinking.

In this chapter, we focus on a selection of articles from the UNCRC that are understandable for young children:



Want to work on this topic with children and youngsters? Or with duty-bearers? Check out the following pages for a selection of activities and games to the topic that may be useful to you. ENot 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 programme “[A Children’s Rights Approach in Early Childhood](#)” will introduce you to the concept of early childhood development and the importance of investing in it, as well as the Nurturing Care Framework (NCF). Through interactive lessons and practical examples, you will learn how to apply the NCF to promote children’s rights and meet needs in a playful way. Strategies for working with duty-bearers to advance children’s rights are explored as well. By the end of this programme, you will have gained valuable insights and skills to promote and protect the rights of young children.



# Colour Magic With the Five Characters

A drawing and colouring activity where children colour their favorite character from the poster?  
Let the players choose their favorite character and let them colour Julia, Anna, Priya, Fredrick, or Ibrahim with their own creative touch!

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Visual & auditory perception		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Fine motor skills		
+5 players		Drawing		Basic		Creative thinking		
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
1 player		Intermediate		Small space		0-5		
						6-11		

## Materials

- Poster 'The stories of the five characters'
- Colouring page
- Paper
- Crayons/chalk

## How to play the game?

1. Ask the children to watch the poster and listen to the stories of the five characters. Provide the audio stories, tell the stories yourself or let the children share what they see.
2. Each child chooses a favourite character.
3. Explain to the children that they will be drawing and colouring that character.
4. First ask them to draw the character and when they have completed their drawings, they can colour it.
5. Make sure you encourage the children to add their own creative touch to their drawings, such as adding a background or accessories for their character.
6. At the end all children can put their drawing on the mobile school or the wall for others to see.

## Additional game information?

## Specific Learning Objectives?

## Variations?

When there are a lot of young children, you can provide them with the colouring page, so they don't need to draw themselves.

StreetSmartPlay



# Theater Time with the Characters

Come and play along with the characters of the story.

Panel code(s): SOCIETY C1



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		
		Role play		Printable downloads				
Number of Players	Icon			Self-made materials				
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		0-5		
						6-11		

## Materials

- Poster "The Stories of the Five Characters"
- Storycard of Priya and Fredrick
- Stick puppets -> figures from the story Priya & Fredrick
- Attributes (e.g., bread, pennies, cat, rag, ball, bus...)

## How to play the game?

1. Gather some young children before the Priya and Fredrick storyline poster
2. Let the children tell what they see, and what happens in the story. Stimulate their language use. (e.g., if the children point something out, help them put it into words: "Yes, Priya is cleaning the window!")
3. Tell the children that they can now act out the story themselves in the theatre.
4. Hand out the stick puppets and props and let the children act out the story with concrete material.
5. Other children can come and watch the puppet theatre.

## Additional game information?

- We choose to use only the stories of Priya and Fredrick as they are easily understandable for younger children. This will help ensure that the children can follow and engage with the story more easily.
- You can provide the storyline strips of Priya and Fredrick as an additional mnemonic to help the children with performing the theatre.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Rights Scavenger Hunt

Try to find all the different children's rights as fast as you can.

Panel code(s): SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		<b>Age</b>	<b>Icon</b>	
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	0-5		
		Intermediate		Small space		6-11		

## Materials

- Poster 'General Overview of Children's Rights'
- Printable with a selection of children's rights for toddlers (2, 5, 7, 12, 13, 18, 19, 24, 28, 31, 42)
- Searching card
- Colouring sheet and colours (optional)

## How to play the game?

1. Gather 2 or 3 young players around the general overview poster.
2. Tell them there are a lot of children's rights and that you hit a selection of these rights around the mobile school.
3. Give them the card with the selection.
4. Ask them to go find the rights together.
5. When they found a right explain it to them in a child-friendly way.
6. Involve them by asking a personal question (see additional game information).

## Additional game information?

- Art 2. Right to no discrimination -> All children have all these right, no matter if you are a boy or a girl, tall or small, where you live or how you look. In what ways are you similar to your friends? In do you differ?
- Art 5. Right to family guidance as children develop -> Adults help us with all your rights, as you grow older they have to help you to be more independent. What can do already on your own?
- Art 7. Right to a name -> What's your name?
- Art 12. Right to respect for children's views -> Adults need to listen to you and take you serious. Do you have a good idea that you want to share?
- Art 13. Right to sharing thoughts freely without being rude or hurting others. Have you even hurt someone?
- Art 18. Right to responsibility of parents -> right to be taken care of by adults that love you and protect you. Who protects you?
- Art 19. Right to protection -> If someone hurts you, you have to tell an adult. Who would you tell?
- Art 24. Right to help when you are sick, clean water to drink and wash, healthy food and a safe place to live -> What is your favourite food?
- Art 28. Right to education -> Do you go to school? What is your favourite subject? What do you really want to learn?
- Art 31. Right to rest, play, culture, art -> What is your favourite game, song or picture?
- Art 42. Right to everyone must know children's rights -> Who can you tell about children's right?

## Specific Learning Objectives?

## Variations?

If you provide the colouring sheet, the players can colour the rights in the correct colour.

StreetSmartPlay



# Building a City

Build your own city of rights!

Panel code(s): SOCIETY C2



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Logical thinking		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
2 - 4 players		Crafting & constructing		Basic		0-5		
1 player		Difficulty	Icon	Printable downloads		6-11		
		Intermediate		Play Space	Icon			
				Medium space				

## Materials

- Poster 'City of Rights'
- A large, flat surface such as a table or the floor
- Building blocks such as LEGO or wooden blocks
- Small toy cars and people figures (optional)
- Paper and pens or pencils for planning and designing the city (optional)

## How to play the game?

1. Gather some players in front of the 'City of Rights'-poster.
2. Discuss with them what they see on the poster. Which buildings? Where are the main characters?
3. Ask the players to tell what their city would look like. You can ask older players to make a sketch of their city first before they start building.
4. The players start building their own city with blocks. As a youth worker, go around and ask supervisors questions (see additional game information for some examples).
5. As the city grows, players can add toy cars and people figures to bring the city to life.
6. The game continues until the city is complete and all players agree that there is no more space or blocks left to add.
7. Players can then admire their completed city and visit the city of others.

## Additional game information?

- Players can also add details to the city by drawing up plans or designs on paper to guide the building process.
- As a youth worker, ask supervisors questions: What are you building? Where can I go and play with my friends? I have the right to education... where can I go for this? When I am sick, I have the right to see a doctor. Can I find these in your city?

## Specific Learning Objectives?

## Variations?

- Players can be assigned specific areas or buildings to create, such as a park or a skyscraper, to ensure that the city is diverse and balanced.
- Players can work together to plan the city, assigning different roles and responsibilities to each person, such as designing the roads or building the residential areas.
- The game can be made more challenging by setting specific goals or challenges, such as creating a certain number of buildings in a certain time frame or building a sustainable city using environmentally-friendly materials.

StreetSmartPlay



# Lifestage Hopscotch

Hop your way to the top!

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Gross motor skills		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Coordination & flexibility		
+5 players		Energizer & ice breaker		Basic		<b>Age</b>	<b>Icon</b>	
2 - 4 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	0-5		
		Intermediate		Small space		12-14		

## Materials

- Poster 'Growing Minds, Growing Rights'
- Chalk or tape to draw the hopscotch board on the ground
- A small object to toss, such as a stone or beanbag

## How to play the game?

1. Draw a hopscotch board on the ground with chalk or tape. The board should have ten squares in a line, numbered from one to ten.
2. Each square should have a different life stage written or drawn in it (see photo)
3. Choose a player to go first.
4. The first player tosses the small object onto the hopscotch board, aiming for square one.
5. The player then hops on one foot into square one, and then hops with the same foot into square two.
6. The player continues to hop through the squares, alternating feet and skipping the square with the small object.
7. If the player successfully hops through all of the squares, they retrieve the small object and toss it onto square two.
8. The player then begins the same hopping sequence, aiming for square two this time.
9. If the player fails to successfully hop through a square or loses their balance, they lose a turn and must wait for their next turn.
10. The game continues in this manner until one player successfully completes the entire hopscotch board, making it through each life stage square without losing a turn.
11. That player wins the game.

## Additional game information?

## Specific Learning Objectives?

## Variations?

- To make the game more challenging, players can be required to say the name of the life stage as they hop on each corresponding square.
- To make the game more competitive, multiple players can play at once, each taking turns to hop through the board. The first player to complete the entire board wins.

StreetSmartPlay



# Race for Resources

A fast-paced group activity where kids race to collect items for their designated area while dodging a tagger in the middle.

Panel code(s): SOCIETY C6



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		High		Spatial orientation		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Gross motor skills		
+5 players		Tag game		Basic		Cooperation		
Difficulty	Icon	Play Space	Icon			Age	Icon	
Intermediate		Large space				0-5		
						6-11		

## Materials

- Poster 'Growing Minds, Growing Rights'
- Supplies scattered in the middle of the room (e.g., books, crayons, pensels, chalk, ball...)
- A visual for the tagger

## How to play the game?

1. Divide the players into 5 teams, each representing a different location (library, art class, classroom, playground, and food stand).
2. Have each team stand on one side of the room, away from the supplies in the middle.
3. Explain to the players that they need to work together to collect all the items needed for their location.
4. Assign one player from each team to be the "runner" for the first round.
5. When you say "go," the runners from each team must run to the middle and grab one item that corresponds to their location.
6. Meanwhile, the tagger in the middle must try to tag the runners. If a runner is tagged, they must return the item to the middle and go back to their team.
7. Once a runner has successfully retrieved an item, they must bring it back to their team so that the next runner to go.
8. The game continues until all the teams have collected all their items.
9. The team that collects all their items first wins the game.

## Additional game information?

## Specific Learning Objectives?

## Variations?

To make the game more challenging, increase the number of items or have multiple taggers in the middle.

StreetSmartPlay



# Guess in the Dark

Get ready for a sensory showdown! Test your sense of touch in this blindfold game where players guess objects to earn points and become the ultimate blind champion.

Panel code(s): SOCIETY C7



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Fine motor skills		
2 - 4 players		Circle group game		Basic		Age	Icon	
		Difficulty	Icon	Play Space	Icon	0-5		
		Intermediate		Small space		6-11		

## Materials

- Poster 'Different abilities, equal rights'
- Blindfolds for each player
- Various objects to be guessed, such as toys, household items, food
- A timer (optional)

## How to play the game?

1. Gather a few players in front of the 'Different abilities, equal rights'-poster. Explain to them that there are some children who have a disability.
2. Tell them we are going to play a game where the players can't see, but still have to guess what they are holding.
3. Choose a player to start the game and have them put on the blindfold.
4. Select an object from the pile and show it to the other players.
5. Place the object in the player's hands and give them a few seconds to feel and examine it while blindfolded.
6. The player must then guess the object they are holding.
7. If the player correctly guesses the object, they earn a point, and it's the next player's turn to be blindfolded and guess an object.
8. If the player incorrectly guesses the object, they do not earn a point.
9. The game continues until all players have had a turn guessing objects.
10. The player with the most points at the end of the game wins.

## Additional game information?

- Players can be given hints to help them guess the object, such as its colour, texture, or size.
- If players are struggling to guess an object, they can be given a chance to ask a question about the object to help them guess correctly.

## Specific Learning Objectives?

## Variations?

To make the game more challenging, you can limit the amount of time each player has to feel the object before making their guess.

StreetSmartPlay

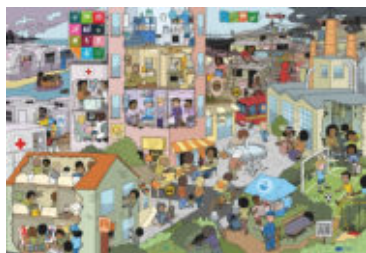




# Helping Hands

Create colourful hands that help you survive!

Panel code(s): SOCIETY C4



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
+5 players		Crafting & constructing		Printable downloads		Creative thinking		
2 - 4 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
1 player		Intermediate		Small space		0-5		
						6-11		

## Materials

- 'The Basics of Life' poster
- Paper/printed hand
- Crayons/Chalk

## How to play the game?

1. Give each player a piece of paper with a hand-drawn on it or let them draw their own. You can also let the players draw on the mobile school or ground.
2. Instruct players to decorate their hands with images or words related to the things that help them survive, such as food, water, shelter, clothing, medicine, or other essential items. They can look at the poster for inspiration.
3. Encourage players to be creative and make their hands colourful and eye-catching.
4. Once everyone has finished decorating their hand, have them share with the group what they have included and why they think each item is important for survival.
5. After all the players have finished decorating their hands, display them on a table or a wall to create an exposition of helping hands that can be used to survive.

## Additional game information?

## Specific Learning Objectives?

## Variations?

For older children:

- Facilitate a discussion about the right to survival and how access to these basic needs can be a challenge for some children around the world.
- Encourage players to think about ways they can help others in need and inspire them to take action.

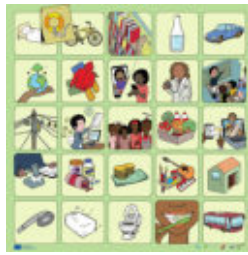
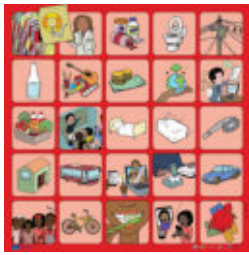
StreetSmartPlay



# Colour Roll Bingo

Improve your cognitive skills by matching colours and numbers to find the right picture.

Panel code(s): SOCIETY C5a; SOCIETY C5b



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Attention & concentration		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Spatial orientation		
2 - 4 players		Board game		Printable downloads		Logical thinking		
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Difficult		Small space		0-5		
						6-11		

## Materials

- Red and green poster 'Basic Needs'
- Two dice - one with numbers and one with colours
- Colour and number tags (optional)

## How to play the game?

1. Gather 2 or more players and distribute the bingo posters.
2. Create a matrix by labelling the top row with colours and the left column with numbers. Make sure it's different for both posters (see image)
3. Roll two dice - one with numbers and one with colours - to determine which box the players should look for.
4. Players search for the corresponding box on their bingo card and place a bottle cap on the image.
5. The first player to complete a row (vertically, horizontally, or diagonally) calls out "bingo" and wins the round.

## Additional game information?

## Specific Learning Objectives?

## Variations?

For very young children:

- Give each player a bingo poster and give them all the corresponding bingo cards separately (download).
- Players must sort and match each item to the correct space on their bingo poster as fast as possible.

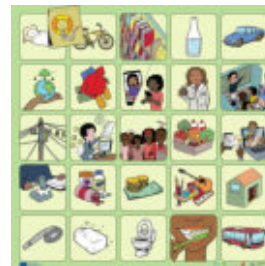
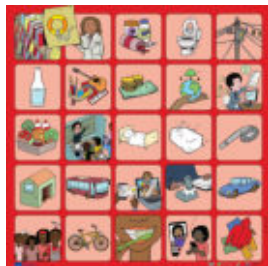
StreetSmartPlay



# Basic Needs Detective

Become a real detective and guess what basic needs are missing, a game that promotes critical thinking and problem solving skills.

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		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Language, reading & writing		
2 - 4 players		Circle group game		None		Logical thinking		
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		0-5		
						6-11		

## Materials

- Red or green poster 'Basic Needs'

## How to play the game?

- Gather the children and show them the bingo poster with the basic needs.
- Tell a little story or act out a situation where someone is missing one of the basic needs. (e.g. enter the room looking sad and tired. Act out a scene where you are trying to sleep but can't because you are uncomfortable on the floor. What is missing? Bed or pillow. This can be repeated with different scenarios and basic needs, such as pretending to be hungry because there is no food or needing to use the bathroom but there is no toilet available.)
- After the story/situation, the children must guess which basic need is missing.
- To help them, they can use the bingo poster as a guideline and try to identify which item is missing.
- The first child to correctly guess the missing basic need earns a point.
- Play several rounds, with different stories or situations and different missing basic needs and keep score to determine a winner at the end.

## Additional game information?

## Specific Learning Objectives?

## Variations?

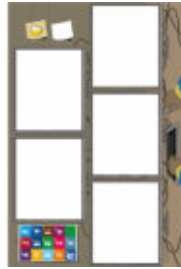
StreetSmartPlay



# Security Cam Sketch

Let your creativity run wild and draw your own scene!

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Self-awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Fine motor skills		
+5 players		Drawing		Basic		Communication & expression		
2 - 4 players		Difficulty	Icon	Printable downloads				
1 player		Intermediate		Play Space	Icon	Age	Icon	
				Small space		0-5		
						6-11		

## Materials

- The "Camera Catchers"- poster
- Blank camera views printed out for each child
- Markers or colouring pencils

## How to play the game?

1. Give each child a blank camera view.
2. Explain that they will be drawing a situation that they want to capture on camera.
3. Encourage the children to use their imagination and creativity to come up with a fun or interesting scenario.
4. Provide markers or coloured pencils for the children to use.
5. After the children have finished their drawings, they can share with the group and explain what is happening in their picture.
6. If desired, the pictures can be displayed in a gallery or hung up on a wall to showcase the children's artwork.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Guard Patrol

Find the selected objects from the surveillance footage as quickly as possible.

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Logical thinking		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
2 - 4 players		Scavenger hunt		Basic		<b>Age</b>	<b>Icon</b>	
		<b>Difficulty</b>	<b>Icon</b>	Printable downloads		0-5		
		Intermediate		<b>Play Space</b>	<b>Icon</b>	6-11		
				Small space				

## Materials

- The "Camera catchers"- poster
- A list of items to find + the concrete or printed item
- A timer

## How to play the game?

1. Print the list with items from the poster and provide concrete materials or print out the cards.
2. Gather around a few players before the poster "Camera catchers"
3. Place the list of items that the players need to look for next to the poster.
4. Explain that they need to find all the items within a certain time limit.
5. Start the timer and let the players search for the concrete items or cards around the play area.
6. Ask the players to put all the items with the correct character.
7. When the time is up, gather the players and check the items off the list together.
8. If they found all the items, they win the game!

## Additional game information?

## Specific Learning Objectives?

## Variations?

- You can also let the children look for the items on the poster. Can they locate the wanted items on the "Camera catchers"- poster? Who is the fastest?
- For older children, you can add more images or hide them better.

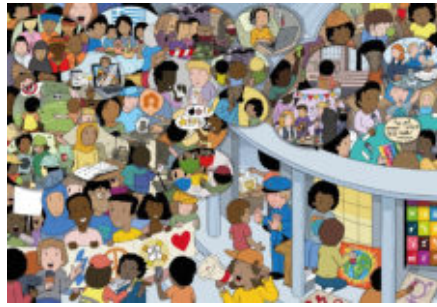
StreetSmartPlay



# Creative Rights Activists

Make your voice heard and stand up for your rights by getting creative!

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Empathy & social awareness		
<b>Number of Players</b>	<b>Icon</b>	<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
1 player		Crafting & constructing		Printable downloads		Language, reading & writing		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
		Easy		Small space		0-5		
						6-11		

## Materials

- poster
- sturdy carton
- pencils / markers / crayons
- stick
- strong adhesive tape
- a (blank) protest sign

## How to play the game?

1. Collect some children for the poster.
2. Have a short conversation about what the children on the poster are doing.
3. Ask the children why they would protest. Make a word spider together on the mobile school, large paper or ground.
4. Motivate the children to design their own protest sign.
5. The children create their own signs independently.
6. At the end of the activity, they show their protest sign to the others and make a protest procession through the room/around the school.

## Additional game information?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# EcoJam

Let the children unleash their inner musician by creating their own instruments using reusable materials and jamming out together in this eco-friendly music corner.

Panel code(s): SOCIETY C10



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Communication & expression		
Music		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Creative thinking		
<b>Number of Players</b>	<b>Icon</b>	Crafting & constructing		Basic		<b>Age</b>	<b>Icon</b>	
1 player		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	0-5		
		Intermediate		Medium space		6-11		

## Materials

- Reusable materials such as empty cans, bottles, cardboard tubes, rubber bands, etc.
- Scissors, tape, glue, markers, and other art supplies.
- Music stand, sheet music, and other musical resources (optional).

## How to play the game?

1. Gather all the reusable materials and art supplies.
2. Explain to the children that they will be making their own instruments using these materials.
3. Give them some examples of different instruments they can create such as drums, shakers, guitars and maracas.
4. Allow the children time to design and create their instruments using reusable materials and art supplies.
5. Once everyone has finished making their instruments, have them gather in a circle or band formation.
6. Explain that they will be jamming out together and creating a musical masterpiece.
7. Encourage the children to experiment with different sounds and rhythms using their instruments.
8. When they are finished, have the children perform their masterpieces for the group or record them to share with others.

## Additional game information?

Ideas for making instruments:

- Maracas: Fill empty plastic bottles with rice, beans, or dried pasta and secure the lids with strong tape. Decorate the outside of the bottles with paint, markers, or stickers.
- Tambourine: Cut out two circles from cardboard and sandwich some metal bottle caps or jingle bells between them. Use a hole punch to make holes around the edge of the circles, and then tie pieces of ribbon or string through the holes to make the tambourine's frame.
- Shakers: Use empty toilet paper rolls or plastic eggs to make shakers. Fill them with small beads, seeds, or beans, and then decorate them with paint, markers, or stickers.
- Guitar: Cut a hole in the top of an empty shoe box and then wrap it with rubber bands to make the guitar strings. You can also use a cardboard tube as the neck and a plastic container lid as the pickguard.
- Drum: Use a large empty coffee can or oatmeal container as the drum body. Cut a circle of cardboard to fit the top and bottom of the can, and then glue or tape it in place. Cover the drum with fabric, paper, or paint, and add some drumsticks made from wooden dowels or chopsticks.

## Specific Learning Objectives?

### Variations?

- Challenge the children to create instruments that produce specific sounds or tones.
- Encourage them to work in teams to create a band or orchestra with their homemade instruments.
- Ask the children to create their own songs or lyrics to go along with their musical creations.
- Provide simple rhythm exercises or music games for children to play.
- Invite a guest musician to visit and lead a music workshop or performance.

StreetSmartPlay



# Spin'N Share

Spin the wheel and get to know your friends better by sharing in this fun and interactive game!

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
2 - 4 players		Group discussion		Printable downloads		0-5		
		Difficulty	Icon	Play Space	Icon	6-11		
		Easy		Small space				

## Materials

- Poster "Let's debate"

## How to play the game?

1. Gather a few players in front of the "Let's debate"-poster
2. Choose a player that will first spin the wheel.
3. All players who want can share something about themselves that fit into the category that the wheel landed on (e.g., if the category is transport, the player can tell how they came to the school)
4. After everyone has shared, the next player will spin the wheel.
5. Continue playing until each player has had a turn to spin the wheel.

## Additional game information?

## Specific Learning Objectives?

## Variations?

To make the game more challenging for older players, you can add a rule that the answer must begin with a certain letter. This letter can be chosen with the rota of the alphabet.

StreetSmartPlay



# Parliament Parade

Join the Parade and Speak Your Mind! March around with your friends, spin the wheel to decide the topic, and form a parliament to make a decision in this lively and interactive game.

Panel code(s): SOCIETY C11



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Communication & expression		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Group discussion		Printable downloads				
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Easy		Medium space		0-5		
						6-11		

## Materials

- Poster 'Let's debate'
- Music player/speaker
- Seating area for the parliament discussion

## How to play the game?

1. Gather the players in a circle and explain that they will be forming a parade and marching around the room.
2. Start playing music and lead the parade by marching at the front.
3. Encourage the players to march in a line and follow the leader.
4. Randomly stop the music at some point and instruct the players to quickly form a parliament by finding a seat in the designated area.
5. Spin the wheel of the "Let's debate"-poster to determine the topic of discussion.
6. Once the topic has been determined, allow the players to discuss and share their thoughts on the topic.
7. After a few minutes of discussion, resume the parade by starting the music again and continuing the game as before.
8. The game ends when all topics are talked about.

## Additional game information?

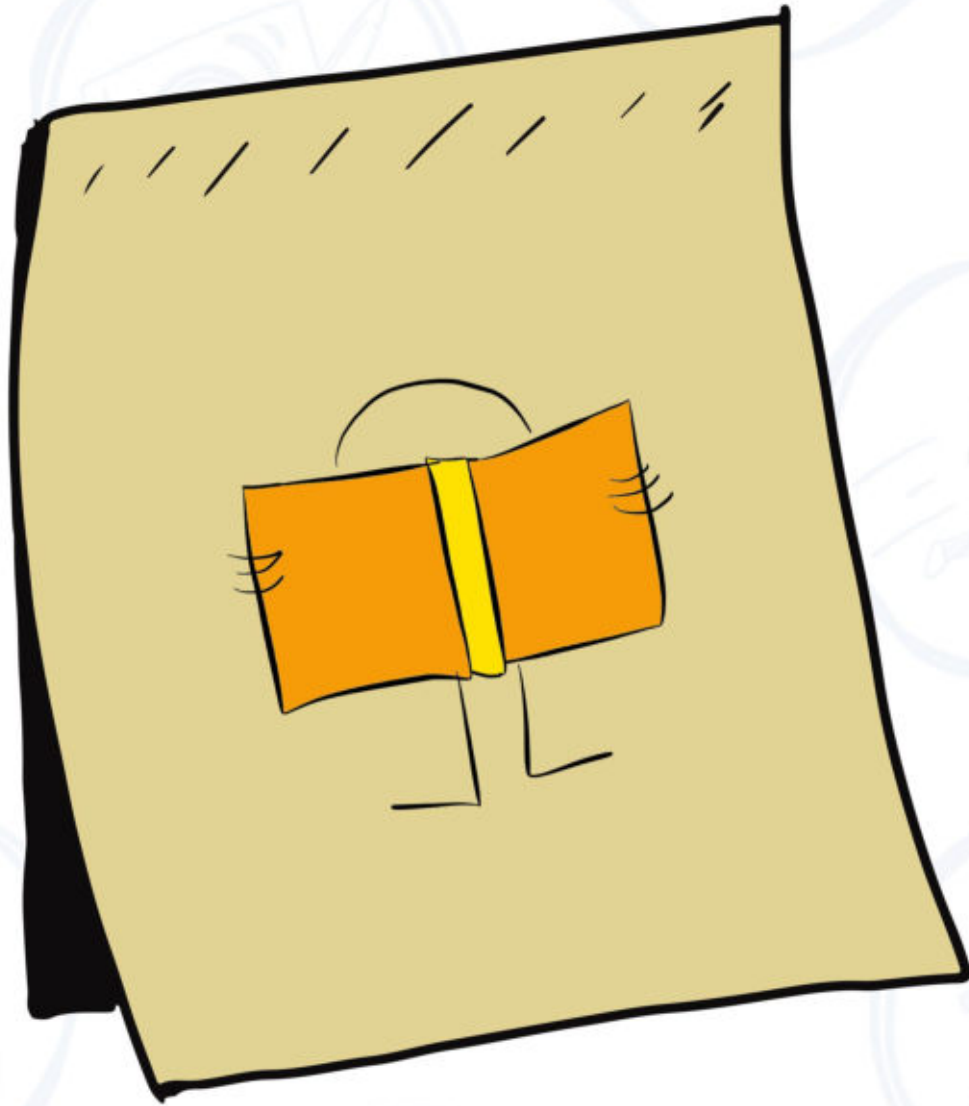
- Encourage the players to listen to and respect each other's opinions during the parliamentary discussion.
- Make sure the seating area for the parliament is clearly designated and has enough seats for all the players.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay





## APPENDIX



### The Story of Julia

Hi there... I am Julia, 16 years old and drawing is my passion! A while ago I couldn't imagine it would be possible to make a living out of it, but here I am, selling my art! But wait, maybe I should start my story from the beginning.

Till a few months ago, I was living with my mum and her boyfriend in our house in the countryside. The situation there was unsufferable as he turned out to be a hot-tempered, violent man. Fights were a daily routine ...

I don't know how my mum can tolerate this, but I couldn't take it anymore. So, one night I decided to escape this horrible situation. I grabbed my sketchbook, some money for a bus ticket and didn't look back.

The plan was to go to the big city because I always dreamt about it! I was happy and nervous at the same time. After a couple of hours on the bus, there I was, finally made it to 'the city'. But after a few hours, reality kicked in. You know, ... I had no money for food and had no clue where to spend the night. I got a bit scared and even considered going back home. But thinking of that creepy boyfriend of mom, I decided to stay and started wandering around.

After a few hours, I was feeling exhausted and desperate. That's when I bumped into Rodrigo! He approached me and asked me if I needed help. He was handsome and funny. We started chatting and he introduced me to some of his friends.

They told me they were all living in an old, abandoned factory a bit outside the city center. Rodrigo offered me to stay with them until I figured out things. I doubted as I hardly knew them. But it was a much safer option than spending the night alone, wandering the streets. So, I decided to join. By the way, ... Rodrigo was too charming to refuse ... And as you can imagine... After spending some time together, we fell in love. Better said, that's what I was thinking at the time...

At first everything was great, and I was enjoying my new life. Surviving on the streets was difficult but we were managing as we had each other. One day Rodrigo needed money and told me he had an opportunity. He told me he wanted me to meet a friend that had money. If I would spend a night with him, he would give us good money.

At first, I was furious because I couldn't imagine spending the night with a strange man. What kind of a boyfriend was Rodrigo, asking me this? But he told me it was an emergency and that he really needed that money to stay out of trouble. He promised me that it would be only for this time, and I had to help him. I loved him and I had no idea how to survive the city without him. So, it felt like if I had no choice. I was quite naïve and didn't realize what was happening. Soon enough I found myself in a hotel room with a man in a suit. He started touching me. It became the worst nightmare ever ... I couldn't leave the hotel as the owner kept me prisoned. Every day he was bringing strange men to my room. I was scared and sad and was waiting for Rodrigo to come and rescue me. The memory still keeps me awake at night ...

One night I woke up with loud sirens of police cars. Looking out of the window I saw about 15 policemen entering the hotel. Before I knew, I was arrested together with some other girls that were in the same hotel. We were taken to the police station, and I had to spend the night in temporary custody. I didn't understand why I was there and why they kept me locked in! No one would explain anything to me. I was really scared and felt so alone. After a few days in jail, I had a visit from what they called 'a social worker'. To be honest, up until that moment I had no idea what a social worker is. But let me tell you, ... she was the best thing that ever happened to me. Her name was Lucia. She was very kind. She explained me that Rodrigo used me to make money. He had no plan to come and rescue me, as he received part of the money the man in my hotel paid to be with me. I started to understand that he didn't love me and that I had to stay away from guys like him. I was Rodrigo's victim.

Lucia offered me a place in the shelter where I 'm currently staying until I find a way to support myself. It's a safe place I share with other girls and there are a lot of nice people that take care of us. And the best part? As Lucia noticed my passion for drawing, she introduced me to an amazing art teacher! Every weekend I'm coming to this square to sell my drawings and I'm saving up the money to rent a small apartment! Meanwhile Lucia is helping me with all the necessary arrangements to enroll in art school.

To be honest, I feel very happy now, ... and I'm optimistic about the new goals in my life.

Oh, sorry I think I have some clients waiting! Need to go! Bye!



## The Story of Anna

Anna: Hey! This is the first episode from the podcast series "Wake Up and ACT!" a podcast to raise awareness on different social matters. Today we are going to talk about climate change. Our earth is dying, have you noticed? There is no Planet B so I guess we have to act on saving this one, guys...

Pffff, I forgot to introduce myself first... ok this is new for me, but I'll make it. Let's make some notes first.

Hey this is Anna, and I am going to share some stuff about my life in order to gather material for my podcast's episodes.

Let's start from the beginning. Notes on children's rights in decision making. I am 14 years old and currently living with my father and little sister in a very nice apartment. Now you may be wondering where my mother is. Well, my parents have split up and the judge decided that we have to stay with our father. We can only see our mother at weekends.

Me and my sister had nothing to say in this decision. The judge never asked our opinion and that sucked!

At first, mom was visiting us every weekend but over the years this became one visit every two weekends and then one every month and then ... none. I wonder why... Shouldn't children have the right to see their parents whenever they want. We should have a voice in such serious matters that affect our lives.

Episode two; Notes on bullying and the dangers of social media. I was a victim of bullying recently, but I guess I must talk about Mina first to explain this.

Now you're probably wondering who she is. Well... Mina is simply the best! She is a very special girl in my class! After school she sells delicious cookies at the market. I love spending time with her, she is so cool. Recently, I started to realise that I have feelings for her. Every time I see her, I feel butterflies in my belly. I know I should have talked to her and express my feelings. But as I wasn't sure if it was the right time, ... and what if she would reject me? I was afraid so decided to share it first with a friend from my class. Maybe she could advise me. But that was a total DISASTER!!! She turned out to be completely untrustworthy. She told everyone in class, and they decided to expose me publicly on EVERY social media they have! It was horrible, all the hard and painful comments. I was devastated. Often social media is really cool. But it can also be awful. I'm much more careful about who to trust, definitely on social media. It's important to be aware of what you share online and who you interact with. Thankfully my teacher is very cool, she talked to the bullies and made them face the consequences of their actions. So don't be afraid to speak to someone if you are experiencing the same thing. There is always a way to get the support you need.

Last notes on "Be who you want to be and love who you want to love!" No-one should feel ashamed of who they are! Oh, this is going to be the message I am going to write on my picket sign!

Rashan: Hey, are you coming?

Anna: I'll be right down in a sec! What time is it? I think I lost track of time... I have to go to a march for equal rights and diversity and it's starting anytime soon! You want to come?



## The Story of Priya

Priya: Hi, I am Priya, and I am 13 years old. My father works in the factory and my mom combines the household with a job in a bakery. My father always says it's a women's job to take care of the household, so I follow the tradition and I do whatever I can to help my mother with the chores. So, I wake up every day at 6.30 in the morning to sweep and clean. Why so early you ask? Well, let me tell you the story of an ordinary day in my life.

Mother: "Hurry up, little Priya. It's almost a quarter to seven, you'll be late for work!"

Priya: Yeah, you heard it well. I am also working. I work a couple of days per week in the bakery of my uncle. Together with my mom and my friend Mina. My big dream is to become a baker myself! But for the moment it is important that I earn some money to help my family. I have a deal with my father. He promised me that if I can earn enough money myself, he will not marry me off. Oh look, that's Draco behind the window "Good morning little kitty, did you have a good night? Ssst... after work I will try to let you in to cuddle you."

Draco is my best friend, ... I can tell him all my secrets. He even knows that I would like to go to school, just like my brother. Pfff... Let me get my clothes for work. You know... It is not common for girls to go to school in my culture. But why? I don't understand what's wrong with going to school!? My father says it is the tradition, and he finds it important to hold on to it. But let me tell you a little secret. Sometimes I ask my brother to teach me what he has learned at school. When my father is not around, he shows me his books and explains me the new stuff he learned. At least I can pick up a bit from him. Okay, I packed all my stuff, let's go to the bakery.

"Good morning uncle!"

In the bakery, my uncle is the big chief, he gives me little tasks. One of them is to bake cookies. We put them in little bags for the market. Together with Mina we go and sell them over there. Mina is a lucky girl. Her parents do send her to school. She combines it with her job here. There she is. Time to go and sell. I like spending time with Mina at the market. We talk a lot about our dreams, ... to have my own bakery. We invent all kind of sweets and pastry I could sell. People from all over the country would travel to come and buy the delicious stuff in Priya's bakery. But to run a bakery I need to learn to read and count.

Oh! School is done, I should go home quickly to see if my brother is already home. Maybe he can teach me some new things.

"Oh Draco, here you are. Let me cuddle you while I wait for brother.

Oh Draco, I'm so fed up with doing the dishes, sweeping the floor and all those stupid tasks. And where is my brother now? We have to be quick, before dad comes home. Pfff, I understand tradition is important, but I really want to go to school .... I think it's unfair!"



## The Story of Ibrahim

Hey, I am Ibrahim please come in, this is my new house. It's a bit messy but we are working on it. I just moved in together with 3 of my friends. This is our living room with a little kitchen, and our bedrooms. It's small but we love it. After 2 years in refugee camps, we are so happy to have our own place, a bit of privacy you know. We recently started school. Finally picking up our lives again.

But let me start from the beginning. Have you ever heard an air raid siren in a warzone? I can tell you, it is very scary. The only thing you can think about is fleeing. You just want to escape to a place where you are safe, escape the danger of the war. A few months after the war started, me and my family couldn't take it anymore. We decided to run. We packed some basic stuff and fled to a city near the border. Maybe it was safer there. We would wait until the war was over. I was hoping to return home soon. But we didn't have a choice; my father was constantly threatened to join the paramilitary and my mother was jailed twice... Just days before we left, my school was bombed. I am very worried now because Ahmed, my best friend, decided to stay. He joined the military.

In the beginning, we stayed in a camp near the border. It was a strange place. Once you get in, you lose all sense of time. You have to wait for everything: food, papers, a doctor and so on.... You have to hide from the sun and from the rain. I couldn't go to school and felt miserable. My parents noticed and, although they are still waiting there, they gave me their last savings to move further, to go and find a better place where I could study and to chase my dreams.

And that's when my second trip started. I paid the smugglers with the money of my parents. Together with a group of people we crossed forests and mountains. Sometimes on foot or inside trucks and taxis. We had to live in warehouses without food or water. After arriving in the harbor city, they locked us up in a big apartment until we could enter the boat.

In the boat, we were with a big group of people, ... about 85 I think, ... there were also young children and babies screaming and crying. It was dark and cold. I was afraid but had to stay strong. Amir is one of the friends I met on the journey. He was injured on his leg and was in a lot of pain. But we did our best to help everyone on the boat and calm them down. It was around 5 in the morning when we arrived at the coast. Some people there, were speaking a language I couldn't understand. They gave us some blankets and water and then they drove us somewhere. One of the other people in the truck told me that they were taking us to a camp. Another one? Again? ... I hate it!

This camp was built with white containers. It was not pleasant at all. Although we wanted to leave for a better place, we couldn't. There were a lot of restrictions in this camp. Later, a social worker in the camp, told us about an independent living program. We didn't really know what it was, but she told us it would be better than the camp. Together with Amir I decided to apply. So that's how I arrived here. Now I live with Amir and my new friends Ivan and Daniel. I enjoy their company a lot. We cook together, share food, spendings ... basically everything. We receive pocket money from the social worker, and we can go out until 11 at night. Guests are allowed as long as we inform the social workers. Every week we meet up with them to talk our problems and challenges. They help us to get our life on track. Now, I go to school every day, I play football, and I take guitar lessons. I am planning to enter the university like the local youngsters and become a teacher like my mother.

It's a different life. It's not easy but I'm happy. I still have many things to learn but I am making progress. One day, I hope to achieve my dreams. I want to be united with my family again in a safe place. But until then, I have to learn how to live on my own and take care of my own future.



## The Story of Fredrick

Interviewer: Hello and welcome back in our radio show, we will continue with our programme 'Young voices in the neighborhood'. Today we invited Fredrick. Welcome Fredrick, nice to meet you! We would like to hear more about you and this neighborhood. Could you tell us something about your daily life?

Fredrick: Yes of course I can. Thanks for inviting me. So, I'm Fredrick, and I am 14. I live with my family in my grandmother's house. It is very close, ... just around the corner. My Grandmother is a very kind and strong woman, but she is getting old now. My father works in the factory and my mother works as a housekeeper. She cleans people's houses. I have one sister. She is older than me. She recently got pregnant. It's a painful story. I actually don't like to talk about it. But I'm trying to help here where possible. She definitely needs our support.

You know ... living in my neighborhood, ... it's not always easy. In this area we don't even have clean water and the school is far away. It takes me 2 hours in bus to arrive at school. And sometimes the bus doesn't show up. The teacher often punishes me for being late or not showing up. But what can I do? It's so unfair! School is very complicated.

Interviewer: But you like going to school?

Fredrick: Sure, when things go well, I really enjoy school because I learn a lot. At school I play soccer. I love it. It's the best. I am a member of the football team, and our gym teacher is a really cool guy. You know, he understands us. And when we have a problem, he's always ready to help.

Ooo, and did you know I know all the world cup winners from 1950 till 2022. I can tell you later, if you like. Football is the best! I hope to be a pro football player one day.

Interviewer: Sounds cool Fredrick. And when you are not at school, what do you do?

Fredrick: After school I go to the food bank in the neighborhood to pick up some food for my family. They are good people that help us a lot. But most of the time I play football with my friends. We are lucky that there is a lot of space to play around here.

Mich: Hey Fredrick come oooooonnn!

Fredrick: (laughs) Ha ha, he is one of my best friends, always joking around. He is a really good goalkeeper.

Interviewer: You are definitely a football lover. But another question. What about safety? Do you feel safe in this neighborhood?

Fredrick: Well, ... it depends. You know, at night, it's quite dangerous. I wish we could stay outside longer, but there are some guys hanging around at night. They do kind of weird stuff. They sell drugs. And sometimes, without a reason they start harassing us. Do you see that building over there, ... on the other side of the square? That's where they hang out every night, ... sometimes even during the day. I hate it!

Let me share a secret with you, they want us to work for them. You know... with their weird stuff. Selling... delivering packages... Can you imagine!?! Most of them carry knives and one day a friend of mine saw them putting boxes in the car of a man with a gun. I do not like them at all, so I stay away.

Mich: Hey Fredrick! Come back to continue the game.

Fredrick: Anyway. I have to go and score some goals. See ya!

Interviewer: Thank you Fredrick, take care!



## Inside the City of Rights

Mayor: Hello! Welcome to the City of Rights! My name is Mo and I'm the proud Mayor of this beautiful city. Today, especially for your visit, I will be your personal tour guide. I am sure you will find it a very exciting. You will love our city; we have everything you can dream of. Are you ready? Let's go!

This building in front of us is the City Hall! Over here I have my office. People come here to arrange all types of documents, ... when they get married or to register newborn babies. You can recognize the building by the flag of Children's Rights, the one with a lot of colors. For our citizens, children's rights are very important. We believe a city must take care for all its children.

Look, over here you can see the Social Service building, right behind the City Hall. This is the place where our social workers are busy helping children and their parents. You see, unfortunately, anyone can get in a bad situation not knowing what to do. Luckily, we have some fantastic social workers in the City of Rights. They listen to the children to understand their problems. Together they discuss potential solutions. When they find one, the social worker will help the child until everything is fixed.

On your left, you can see some containers. This is the place where refugees can temporarily stay when they arrive by sea and don't have a place to stay. The social workers write down all their personal information and investigate if they can get asylum here. Asylum means that they get a document that proves that they can stay in our city. Some of them already stayed in another refugee camp, right across the water. Yeah, I know what you are thinking. It's sad to see people living in tents there, at least here we have some containers. It's all the result of those stupid wars and the repression of people in some countries in the world. But let's hope they quickly find a more permanent solution.

Be careful, step aside, he is in a hurry... If you look across the street, you can see the city's hospital. People don't like to come here, so we try our best to make it as comfortable as possible. Do you know there is one floor specifically dedicated to children? The hallways are full of colors, and even our doctors and nurses are well-trained to work with children. To cheer up the sick children we even have a crew of very funny clowns. Have you ever visited such a nice hospital before?

Let's continue our tour! On your left, you see the police station. It's the police's job to make sure that the citizens of the City of Rights follow the law and do not harm others. You can recognize the police by their dark blue uniforms with a blue hat. When people do bad things, they have to go to jail. However, it's our task to make sure that even the prisoners are treated with dignity and respect.

Wow, time flies! We are already halfway our city tour. Is everybody still having fun? We are now entering the slum area of the City of Rights. This is one of the poorest neighborhoods of the city. There is no running water or electricity. And to go to school, children have to make a long bus ride... As a mayor I feel a bit sad about this. I am trying to arrange water and electricity for this neighborhood, but it is quite a challenge as I need the help of different private companies.

I'm sorry I have to talk a bit harder now. Next to this neighborhood, there is a big factory. Unfortunately, we did not find a so-

lution yet to reduce the factory's emissions. I have to admit that the air over here is not very healthy to breath. I can't close the factory because in that case a lot of factory workers would lose their job. I need to find another solution, but let's not stay here any longer.

I'll guide you to a much greener and quieter area of the city. On your left, you can find two religious' buildings. Can you recognize them? Yes, correct! One is called a church and belongs to the Christians. The one with the small tower, is a mosque. This is a place of prayer for Muslims. In our city are people of different religions. They believe in other Gods. We respect all of them and we expect them to respect each other as well. Have you ever been inside one of those buildings? You should definitely do so; they are so pretty!

Moooving on, to one of my favorite places in the City of rights. On your right, I present to you ... the playground! What do you like about the playground? Right next to the swing and the slide, you can find the football field! Every Monday, Wednesday and Saturday evening the football team trains here.

The building you see right behind the football field is the school. Children from 3 until 18 years can come here and learn to read and write. They have classes in mathematics, science, art and a lot of other interesting topics. The teachers want the children to learn and to discover their talents. Did you know that every child has different talents, without exception! Have you already discovered yours? At school children can also spend time with their friends and play.

Now, I see you were already looking across the street to the big grey buildings. They have special shapes, right? The building on the left is the Court. It's the one with the statue that holds the sword in one hand and the scale in the other. Any idea what a Court does? Here you can find judges and lawyers who hear and decide legal cases. When there is a conflict or fight between two parties, the judge uses the law to decide who is right and who is wrong. Sometimes they send people that did bad stuff to prison. Inside our court, there is also a juvenile or children's court. Here the judge deals with issues affecting children. For example, if you need protection, or if your parents' divorce.

The big round building with a lot of windows is our beautiful Parliament. In this building our ministers discuss all the city's matters. In parliament you have a lot of people that were elected during the elections to represent the people. This is how I have been elected by the people of the city to be their mayor. If you have an idea yourself to improve the City of Rights, you can join the meetings and share your ideas.

To end this city tour through our magnificent city, I'll show you our central square. People like to hang out here, watch the pigeons drink from the fountain, read their newspaper on a bench and eat a delicious sandwich from the bakery. Did you know the fountain has been placed here about 250 years ago. In those days there was no hospital and there were no social workers. The ruler of those days did not organize elections and decided everything by himself, without listening to the people. Luckily, we have advanced and became a better city. But there is still a lot of work to do to make sure that everybody can be happy and safe. The children's rights help us to take the right decisions.

So, this is the end of the tour, thanks a lot for coming and feel free to enjoy the sun on our beautiful central square. Enjoy your time in the City of Rights, and I hope to see you again very soon!



## Ibrahim's Diary

Dear diary,

Once upon a time, there was... my home. It was in a small village, ... a distant place with a few small houses from stone. They were built far away from each other. A village with a lot of space. This is where I grew up with my family. I called our home "the castle". Because that's what it was for me. A castle where I was happy and felt safe. I had everything I needed. I felt happy there because it was my place, my spot, ... my home.

My family was not rich but growing up I never felt I missed anything. My father always said: "Don't ask for anything more than you have, be grateful, pray and you will get what you deserve". In those days Father's words were nice. We were safe and sound in your home. Everything was taken care of.

But now ... now I'm sitting here under these tents and even dad can do nothing else but wait...

There was a storm yesterday. The water was coming inside our tent. We've spent all night trying to keep our stuff dry. In the middle of the night my dad went out searching for a second broom to keep the water out. Instead he found a "homeless" family whose tent was ripped by the strong winds and the rain. It was a young mother with her two children, Aziz and Abdullah. Their clothes were soaked, and they were walking barefoot in search of a place to find shelter. Of course, we kept them in our tent. Aziz was crying, he was hungry and upset, he said that the previous night some men came into their tent and stole all their stuff. So typical! I've heard this so many times, I'm sick of it! There should be a way to be safe, to keep us safe!

Dad is queuing up in the food distribution line again. He is already waiting for 4 hours now ... Hopefully he will come back with food this time. I hope there won't be fights like last Thursday. But I think that's inevitable. The camp grows bigger every day. New slum areas are popping up almost every month. They say we are over 10.000 now, ... for a camp built to shelter 3.000 people. Why am I even writing all this? Nothing will change... I think no one cares.

It's Monday today. I have school at 2. If you can call it "school", ... a tent with one teacher trying to teach all of us the basic English needed to survive in a foreign country. It's the only thing that keeps me going, though. Fortunately, I made some friends there and we about our dreams and how our lives will be in the safe countries we are trying to reach. Abdullrahman left yesterday during the storm. His family realized that they wouldn't leave the camp soon and they decided to follow a group of people who left secretly. I really hope everything goes well with them...

Home... I miss my home. I miss my castle. I miss everything about it. I miss my room, my bed, my friends, my school... And most of all, I miss feeling safe, and I miss feeling normal. Home, ... I need a home.



## Rashan's Dreams for Priya

Teacher: ... And don't forget the project assignment for next week.

Rashan: Sorry guys I have to take this, I'll find you in the yard in a couple of minutes! Hey Priya!

Priya: Hi Bro! Are you on a break?

Rashan: Yeah, are you ok?

Priya: Yeah, just a bit bored... I finished cooking and now I am about to start cleaning. What about you? Which class do you have now?

Rashan: We just finished geography and next is mathematics! We have an interesting project for next week, I'll tell you all about it when I get home ok? Must go now!

Priya: Oh, that sounds great! I wish I was there too! But anyway... talk to you later! Bye!

Rashan: Bye!

Seth: Come on! You are going to miss the break! What happened man? You look a bit troubled.

Rashan: It's my sister...

Seth: What about her?

Rashan: She stays at home as my father doesn't think she should go to school. And she is sad about it... I mean... she really likes to learn stuff. She really wants to come to school, ... let me tell you, ... she would be the best student around here!

Seth: Wow that's weird! Why does your father think that?

Rashan: Well unfortunately, in the country where he grew up, it's kind of normal. A lot of girls are not allowed to go to school. The local tradition says that they should work at home, and they usually get married young to start their own family. But here, it doesn't feel normal at all...

Seth: No, it's not! You should talk to your father. Maybe he will listen to your opinion... I remember when my sister wanted to go to art school, my parents were not convinced about it. But now they see she's really happy achieving her dreams, so they came around. They are even proud when they see her artworks.

Rashan: I don't know, maybe it's already too late...

Seth: Ughhh what's now? Mathematics??? Hate it!

Rashan: Yeah, not a fan either. Priya loves it though... I try to teach her what I've learned tonight.

Seth: Come on everybody, please be seated!!! Let's start today's class...



## Fredrick & The Street Dragons

Frederick: Hey Mich, where are the others? Weren't we going to play football?

Mich: Hey Fredrick, I tried to find them, but I couldn't. I went to K's house and his mother told me he cannot come. She said it's too late and dangerous for us to be out here. You know here, ... danger on the streets, danger on the internet, danger everywhere. Danger is definitely her favorite word. She told me to go home as well...

Frederick: Ohhh. Same old story. Probably because yesterday, we were playing until nine. Some guys of 'the Street Dragons' were hanging around on the street again. You can imagine what happened.... I hate them!

Mich: You are right. All of us do Fredrick! Because of them we can't play football at night! I hope they get lost.

Frederick: Yesterday was different... They didn't come to us like they usually do. They were fighting each other.

Mich: Really? Why? What happened?

Frederick: They started beating up a guy. One of them broke a bottle and stabbed him with the broken glass. They called him a traitor. He was bleeding when he ran away. You still can see the blood on the pavement in front of the old building. We were all paralyzed by fear. Their leader yelled at us: "This is what happens when you get in our way."

Mich: What?! Are you kidding me?

Frederick: Yes man! It was freaky. We didn't know what to do! K's mother saw it all happen and she called the police. But when they heard the sirens approaching, the gang ran away. Ooo no, maybe the Dragons think that we called the police. Can you imagine what they would do?

Mich: Wow do you think so! Ah...Fredrick, I hate it, I really hate it. Why can't we just be outside and play. What can we do!? We can't stay home forever!?

Frederick: I know Mich. I don't think we can do a lot. Maybe we should stay home for a few days and hope the Street Dragons will calm down, ... maybe everything will go back to normal!

Mich: Let's go home....

Frederick: See you tomorrow at school.



## Anna Raises Her Voice

Slam poet on the street: "Warrior, activist, hip-hopper with a message. I'm taking action, I don't understand why the world is so messy. Climate is changing, people are bombed. Can we tolerate this, no we don't. Raise your voices, ... shout out strong. We need change as things go wrong!"

Anna: "Hey, what are you doing? That's really cool!"

Slam poet: Oh...thanks... it is just a slam I made..." Thanks for appreciating it. That motivates me to keep on going.

Anna: "I like it, also the message you're telling with it. So why are you making slam poetry?"

Slam poet: Actually, it is a form of expression that works well when I really need to ventilate my story. Sometimes I feel so frustrated watching all the bad news in the world. Writing about my feelings and opinions in my slams helps. Performing them here at the square feels like an outlet."

Anna: "What things are you venting about? You spoke about climate change, right? I am really worried about the climate crisis too... It's real and we should really act now. I am actually on my way to the climate march in the city center. Look there are some other activists heading that way. "

Slam poet: Cool, I'll maybe I'll join later. You know, I also get my inspiration from the news. But my poetry is also inspired by what is happening in my personal life. It is my way of making my voice heard."

Anna: "Yeah, I understand. Personally, I'm more a protester. I like to march the streets with friends. Together our voices sound louder! If we are many the authorities can't ignore us. Yeah, in my opinion, the only thing you can do as a 'normal person' to put pressure on those in power is to demonstrate. And if you are not heard, then you just shout louder."

Slam poet: "But I think it is unfortunate that media always focus on the riots and incidents during the demonstrations. Then, the message gets lost and that's a pity.

Anna: "You're right, media always focusses on what goes wrong."

Slam poet: Slam poetry is all about telling your story and showing your passion. This way you can share your message with the world, and there are no riots in slam poetry."

Anna: "Yeah, that's right! I think everyone should be allowed give their opinion. Every voice should be heard...Maybe...I have an idea... I can ask my friends if you can do your slam on the stage of the climate demonstration. I'm sure they would love it! What do you think?

Slam poet: "Warrior, activist, hip-hopper with a message. I'm taking action, I don't understand why the world is so messy. Climate is changing, people are bombed. Can we tolerate this, no we don't. Raise your voices, ... shout out strong. We need change as things go wrong."

## GLOSSARY

<b>Article</b>	In the context of the United Nations Convention on the Rights of the Child (UNCRC), an article refers to one of the 54 provisions that make up the Convention. Each article outlines a specific right or protection that children are entitled to, as well as the obligations of duty-bearers to respect, protect, and fulfill that right.
<b>Children's ombudsman</b>	In each country, you can find a specific person in charge of the protection and promotion of the rights of children and young people - the children's ombudsman.
<b>Children's rights</b>	The rights that all children are entitled to, as recognized by the United Nations Convention on the Rights of the Child (UNCRC). These rights include the right to life, health, education, protection, and participation.
<b>Duty-bearers</b>	In the context of the United Nations Convention on the Rights of the Child (UNCRC), a duty-bearer is any individual or entity that has a legal or moral obligation to respect, protect, and fulfill the rights of children. Duty-bearers can include parents, guardians, caregivers, teachers, health workers, social workers, police officers, judges, government officials, and others who have a role in promoting and protecting children's rights.
<b>General comment</b>	The Committee writes these documents to explain in more detail specific rights of children, adolescents, and teenagers. These documents also explain how governments and other actors, such as non-governmental organisations, academics and human rights defenders can realise these rights. Children, adolescents and teenagers are invited to share their views on the topics of general comments.
<b>General Committee on Children's Rights</b>	The main way the Convention is enforced is through ongoing monitoring by this independent team of 18 experts. These experts have their background in the field of children's rights and are from different countries.
<b>Government Parties</b>	Countries that ratify treaties
<b>Inalienable</b>	This means human rights are the same for every man, woman and child across the world, no matter what their circumstances.
<b>Indivisible and interdependent</b>	All of the articles in the UNCRC are equally important. Nobody can decide that some are more important than others. Taking away one right has a negative impact on all the other rights.
<b>OPAC</b>	an Optional Protocol on the involvement of children in armed conflict
<b>OPCP</b>	an Optional Protocol on a communications procedure
<b>OPSC</b>	an Optional Protocol on the sale of children, child prostitution and child pornography
<b>Optional protocols</b>	<p>These are additional treaties that can further address something in the additional treaty or address something that the original treaty doesn't mention, such as an issue that didn't exist when it was first adopted (Cypcs.org.uk, 2022).</p> <p>The UNCRC has three Optional Protocols:</p> <ul style="list-style-type: none"><li>• an Optional Protocol on the sale of children, child prostitution and child pornography (OPSC),</li><li>• an Optional Protocol on the involvement of children in armed conflict (OPAC),</li><li>• an Optional Protocol on a communications procedure (OPCP).</li></ul>

<b>Rights-holders</b>	Under the UNCRC, a rights-holder is a child who is entitled to the full range of rights and protections enshrined in the Convention. The UNCRC recognizes that every child has the inherent right to life, survival, development, protection, and participation, and outlines specific provisions and standards for the realization of these rights. As a rights-holder under the UNCRC, a child has the right to be treated with dignity, respect, and non-discrimination, and to have their best interests taken into account in all decisions that affect them.
<b>The right to provision</b>	This category includes the rights to adequate housing, food, and education, but also to play, leisure, arts and recreation provision, provided by out of school care services.
<b>The right to protection</b>	These rights protect children against exploitation and abuse and allow intervention when either occur.
<b>The right to participation</b>	This category of rights enables children to take part in decisions that involve or affect them. They have the right to freely express their thoughts, views and opinions. Their voices must be taken seriously into account.
<b>To ratify</b>	To ratify is to give formal approval or consent to a legally binding agreement or treaty, making it legally valid and enforceable. When a state ratifies a treaty or agreement, it indicates its intention to be bound by the terms and obligations set out in that agreement.
<b>UNCRC</b>	This is an abbreviation for the United Nations Convention on the Rights of the Child.
<b>Universal</b>	All humans have the same set of rights that should be upheld, regardless of race, ethnic background, colour, sex, gender identity, sexual orientation, marital status, age, disability, language, religion, political association, national or social origin.
<b>3 P's</b>	The 54 articles of the United Nations Convention on the Rights of the Child are artificially divided into three categories, also called the 3 P's: provision, protection and participation.