Contents

HOW TO USE Compasito

"No child can learn about human rights in an environment that does not itself respect and promote a culture of human rights. The most important contribution a facilitator can make to a child's understanding of human rights is to create that environment."

Getting started with Compasito

This chapter is intended to support you, the facilitator, with practical information about using Compasito. However, do not let so many 'how-to's and 'should's discourage you. No-one knows your context and your children better than you do. Take the information and advice that is helpful to you and run the activities with your group. When you have questions, you may find some helpful answers here. If you create an environment that respects and promotes the human rights of a child, that child is learning about human rights!

Unlike lesson plans for use in a school curriculum, Compasito was designed to be as adaptable as possible to the many settings where children can learn about human rights, from summer camps and out-of-school programmes to youth groups and field trips, as well as the formal school classroom. Although many Compasito activities require some preparation, they can be run almost anywhere and anytime. Finding the moment when children are most receptive to human rights learning – which could be when a conflict occurs in the group, but also when the group is feeling celebratory – is part of the art of facilitation: your art!

This chapter covers the following topics:

- The goal of Compasito
- Experiential learning
- Facilitation
- Thinking and leaning styles
- Children' developmental levels
- What is in a Compasito activity?
- The Convention on the Rights of the Child as a foundation
- Selecting activities
- Adapting activities
- Tips for promoting participation
- Tips for facilitation
- Practising human rights education

You will also find further discussion of human rights education in Chapter II, Section 1, p. 25.

The goal of Compasito

Compasito seeks to develop in children the knowledge, skills, values and attitudes they need to participate in their society, knowing and protecting their rights and the rights of others. In this way children can actively contribute to building a culture of human rights.

To accomplish this goal, Compasito learning activities are designed to

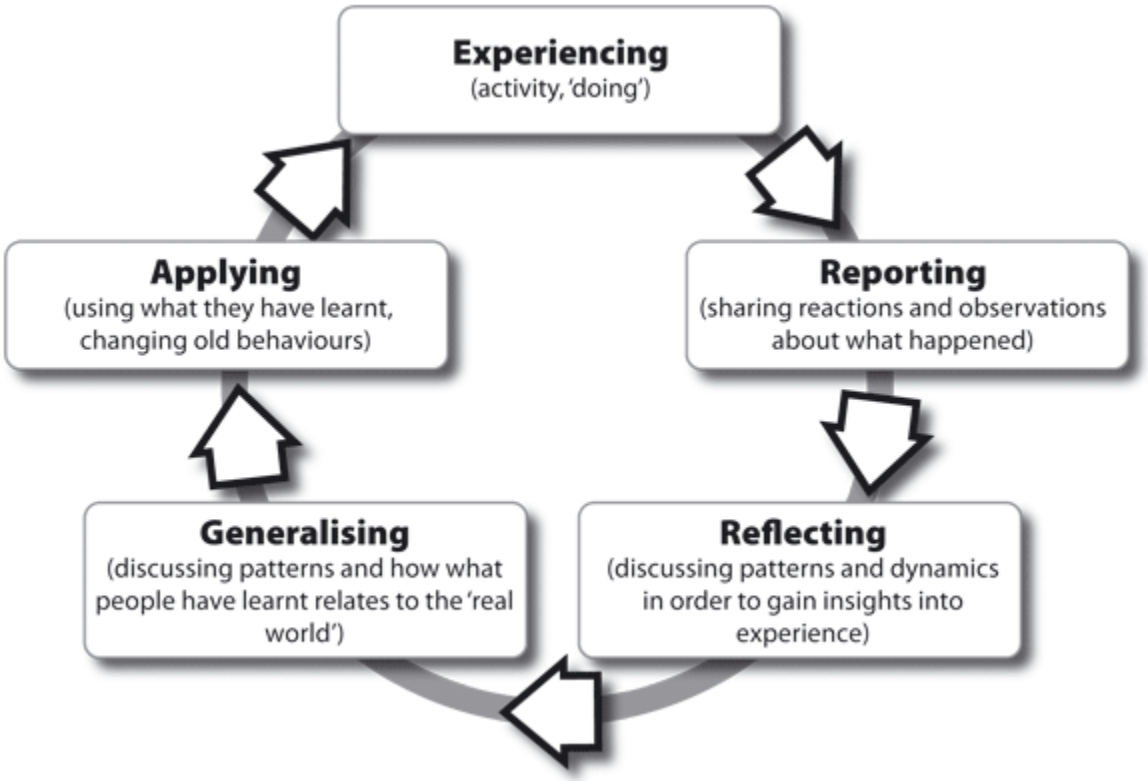
- start from what children already know as a basis for exploring new ideas and perspectives;
- encourage children to participate actively in discussion and to learn from each other as much as possible;
- inspire and enable children to put their learning into simple but meaningful and appropriate action in support of justice, equality and human rights;

- reflect the core values of the Convention on the Rights of the Child (CRC) and encourage a culture of human rights among children.

Attitudes and values related to communication, critical thinking, advocacy, responsibility, tolerance and respect for others cannot be taught; they must be learned through experience. For this reason the activities in Compasito promote cooperation, participation and active learning. They aim at a holistic engagement of the child's head, heart and hands. Only a child who understands that human rights evolve from basic human needs and feels empathy for other human beings will take personal responsibility to protect the human rights of others.

Experiential learning

How do we create that understanding and empathy in a child? Human rights education is about education for change, both personal and social. To accomplish this change, the activities of Compasito are based on a learning cycle with five phases:



Although all these phases may not always be obvious or occur in this order, they are implicitly present in every Compasito activity.

This methodology of experiential learning permits children to develop and change knowledge, skills, attitudes and values in a safe environment that is both challenging and fun. Because it validates the child's experience and encourages children to take responsibility for their own learning, experiential learning enhances participation, self-reliance and self-confidence. Each phase of this cycle honours children's lived experience while challenging them to articulate, observe, reflect, question and draw conclusions.

Experiencing

Phase 1 does not aim to generate 'right answers', but to stimulate each child's own opinions, theories and feelings. In most cases these responses are drawn from the child's previous experience rather than school learning. For example, in the activity 'Once Upon a Time…', p. 125, children grasp gender stereotypes from hearing a well-known story with the sex roles

reversed. In 'World Summer Camp', p. 205, children confront their unconscious prejudices through the familiar process of selecting playmates.

Reporting

Phase 2 encourages children to articulate their feelings and reactions. For example, in the 'Debriefing and evaluation' section of each Compasito activity, children respond to questions such as "How was this activity for you?", "How did you feel during this experience?" or "What happened during this game?" Such open-ended questions invite a wide range of personal opinions in a non-judgmental context.

The importance of the debriefing stage cannot be overstated. Without adequate time to discuss children's responses and explicitly make a link to human rights, an activity is at best just a game, a period of fun that can be quickly forgotten. At worst, it can reinforce negative attitudes and stereotypes, mislead or confuse children, or even arouse and not deal with painful emotions. If you do not have time for a thorough debriefing, do not run an activity.

Reflecting

Phase 3 moves children beyond the experience of the activity to its conceptual implications. For example, the discussion that follows a very active game such as 'The Invisibles are Coming', p. 171, leads children to consider that the game can be seen as a metaphor for xenophobia. In the activity 'Cookie Monster', p. 95, for example, children experience the value of working cooperatively, but the subsequent discussion asks them to articulate this discovery. Asking questions such as "Have you experienced something like this in your life?" or "Do you know someone like this?" helps children make these connections.

Generalising

Phase 4 connects the experience of the activity to the 'real world' in general and especially to the way human rights are experienced in everyday life. For example, after a simulation activity such as 'Blindfolded', p. 67, or 'Silent Speaker', p. 160, children discuss how physical disabilities can limit a child's enjoyment of human rights. Phases 3 and 4 are especially effective in eliciting independent thinking and creating opportunities for children to learn from each other. Learning is highly individualized, however: not every child will derive the same learning from participating in the same activity and discussion, and these differences responses need to be respected.

Applying

In Phase 5 children explore what they themselves can do to address human rights issues. Taking action is not only a logical outcome of the learning process, but also a significant means of reinforcing new knowledge, skills and attitudes which form the basis for the next round of the cycle. It is also a key element in developing active citizenship in a democracy: individuals can make a difference, even as children. For example, the activity 'A Constitution for Our Group', p. 56, leads the group to develop its own rights and responsibilities, to refer to them to resolve conflicts and to revise them democratically as needed, and 'Every Vote Counts', p. 103, challenges children to find democratic methods for making group decisions.

Although the activities in Compasito are intended to engage children and be fun, they are also purposeful, offering children a chance to apply what they have learned to their social environments. Most activities have a section of 'Ideas for action'. Such action might be individual and find expression only in the child's private life, such as a new attitude toward siblings. Action might also be collective and result in developing new classroom rules or ways of handling playground conflicts. The Internet also offers new and simple ways for children to 'take action' on global human rights issues. For example, check the websites of human rights and environmental non-governmental organisations for action ideas.

Whatever its level and type, however, the action that children take should be voluntary and self-directed. The facilitator can encourage and assist children to find an appropriate action to achieve their goals. However, the motivation to take action must come from children themselves. Otherwise children are not learning to become active citizens but to follow the directions of an authority figure.

Even in a small group there may be great differences in children's readiness and willingness to take action. Not everyone who wants to do something will want to take the same action. The facilitator needs to help children find a range of options for action that meet the diversity of their abilities and interests.

The facilitator also plays a crucial role in stimulating children to think through their experiences and especially to relate their concerns to human rights. For example, children may decide independently that their school should be more welcoming to newcomers, but they may need the facilitator to connect their action to the human rights principle of non-discrimination.

Facilitation

Compasito uses the word facilitator for the people who prepare, present and coordinate the activities and create an environment where children can learn, experience and experiment with human rights. The facilitator sets the stage, creating a setting where human rights are respected but the children are the main actors on this stage. There is, however, no perfect environment for human rights education. Even situations where children violate each other's rights can become learning experiences. The success of any activity, however, depends principally on the tact, skill and experience of the facilitator.

Many people who work with children are unfamiliar with facilitation and find it challenging and even uncomfortable. They take for granted their traditional role as 'leader' or 'teacher'. Most children are also conditioned to depend on an adult to impart information; however, children accept responsibility for their own learning more readily than adults give up their role as authority and expert. Facilitation is not difficult, however, and most facilitators 'learn by doing', provided they understand and accept the shift to a child-centred, experiential approach to learning.

The art of facilitation requires not only a shift in focus, but also a high degree of self-awareness. Because children are powerfully influenced by the behaviour of adults in their lives, facilitators must take care to model the human rights values they wish to convey. An activity on gender stereotyping, for example, will be useless if the facilitator habitually displays gender bias. For this reason, facilitators must recognize, acknowledge and conscientiously address their own prejudices and biases, even more so if they are directed against children in the group.

Children's developmental levels

The activities in Compasito are developed for children between the ages of six and thirteen, although many can be easily adapted to younger and older children as well as adults. Childhood is the ideal time to introduce human rights education, for although young children already hold strong values and attitudes, they are also receptive to new perspectives and experiences. Developing values like respect for others and tolerance of difference or skills like empathy and critical thinking requires years. It is never too early to begin!

At the same time children are still very dependent on the guidance and support of adults, especially their families, caregivers and teachers, as well as their peers. Some of the human rights values and attitudes that Compasito endorses may clash with those children encounter in other parts of their lives. Explaining the goals and methods of Compasito to parents, teachers or community leaders can help prevent potential conflict. Facilitators need to be sensitive to such potential conflicts both within the child and with the child's home, school or community environment. In every case, a child at any level of development should not be made the focal point of such conflict.

While each child is unique, the lists below summarize the main characteristics of these age groups. A skilled facilitator needs to understand the developmental level of the group and select and/or adapt activities to match their physical, cognitive, emotional and social development.

6 to 7 years olds:

Physical development

- enjoy outdoor activities with brief but energetic spurts of activity
- prefer simple manual tasks, especially combined with developing a particular physical skill

Cognitive and emotional development

- like to talk but have a short attention span and have difficulties listening to others
- are very curious
- learn best through physical experiences

- have difficulty making decisions
- can read and write, but these skills are still in the emergent stages
- are highly imaginative and easily become involved in role games and fantasy play
- like stories about friendship and superheroes
- enjoy cartoon figures

Social development

- are very competitive
- sometimes find cooperation difficult

8 to 10 years olds

Physical development

- seem to have endless physical energy

Cognitive and emotional development

- like to learn new things, but not necessarily in-depth
- become more aware of differences and inequalities among others
- enjoy problem solving
- enjoy question-answer games
- can be very frustrated if their work does not meet their expectations

Social development

- enjoy more independence but still need support
- like to talk and discuss things with peers
- can be very critical of both self and others
- are better able to cooperate
- like to belong to a group
- start to idolize real heroes, TV stars and sport figures instead of cartoon figures.

11 to 13 years olds

Physical development

- mature a lot physically although these changes vary greatly among children and may cause self-consciousness and uncomfortable feelings

Cognitive and emotional development

- mature greatly in their ability to think in a more abstract way
- enjoy arguing and discussing
- find some games predictable and boring; prefer complex activities that involve creating unique strategies and products
- tend toward perfectionism in what they do
- begin to perceive that a story or event can be seen from more than one perspective
- show an increasing interest in social and current events

Social development

- have a growing interest in a wider social and physical environment
- enjoy testing the limits of self and others
- can combine playfulness and seriousness at the same time
- get more concerned about how they appear to others
- like to learn from role models
- start developing more advanced play in groups and teams
- like to cooperate for common goals
- are strongly influenced by attitudes and behaviour of peers.

Tips for facilitation

Every facilitator needs a repertoire of short techniques and activities for special purposes. These are often helpful to motivate the group, to engage the children in a process, to draw their attention, to break tension or resistance, to gain their confidence and interest or simply to break the ice or to have a bit of fun!

Here are a few proven favorites. A treasury of others can be found on the Internet at sites such as Salto-Youth Support Centre: www.salto-youth.net

Icebreakers / Warm-ups / Starters

For getting a group started and building solidarity.

- Group Still Life: Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.
- Me Too!1: Explain that children must locate others who share the same characteristic. Then call out some categories (e.g. birth month; number of siblings; kind of shoe fastening). Under the right circumstances, use more sensitive categories (e.g. religion, language spoken, skin colour).
- Musical Chairs: Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. “I am X and am left-handed,” “I am X and I have a cat” or “I am X and I dislike eating ___”). Try to get a chair for yourself. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way.
- Portraits: Divide children into pairs and give each plain paper and a pen. Explain that each person is to draw a quick sketch of the other and to ask some questions (e.g. name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make their portraits and names as large as possible. Then ask each child to show his or her portrait and introduce the ‘original’ to the group. To facilitate learning names, hang the portraits where everyone can see.
- Teamwork: Divide children into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces themselves to the others and explains their name.

Energizers

For raising or refocusing the group’s energy.

- The Chain: Ask children to stand in a circle with their eyes closed. Move them around, attaching their hands to each other so that they make a knot. Then tell them to open their eyes and try to untangle themselves without letting go of their hands.
- Fireworks: Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are Catherine Wheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.

- Group Sit: Ask children to stand in a circle toe-to-toe. Then ask them to sit down without breaking the connection of their toes. If culturally appropriate, the children could also stand in a circle behind each other with their hands on the shoulders of the child in front. In this way, when they sit down, each one sits on the knees of the child behind them. Of course, neither version is suitable for groups in which any child has physical disabilities.
- The Rain Forest: Stand in the centre of children and ask them to mimic you, making different sounds and gestures for aspects of the forest (e.g. birds, insects, leaves rustling, wind blowing, animals calling) by snapping fingers, slapping sides, clapping hands, and imitating animals. The results sound like a rain forest.
- Silent Calendar: Ask the whole group to line up in order of the day and month they were born. However, they cannot use words to accomplish this. You could do the same with shoe sizes, number of hours spent watching TV per week, or any other interesting personal data.
- The Storm: Assign different sounds and gestures to small groups of children (e.g. wind, rain, lightning, thunder). Then narrate the soft beginnings of the storm, conducting the various sounds like an orchestra (e.g. "And then the lightning flashes! And the thunder roars!") to the conclusion of the storm.
- Three Circles: Ask the children to stand in a circle, and silently to choose one other child in their mind, without telling anyone whom they chose. Explain that when you say, "Go", they will have to run three times around the child they chose. The result will be a complete chaos, but very funny, as everyone is running after someone and being run after at the same time.
- To the Lifeboats! – First demonstrate a 'lifeboat': two people hold hands to form the boat; passengers stand inside the circle of their hands. Then explain that everyone is going on a voyage: "At first the sea is calm and everyone is enjoying the trip. Then, suddenly, the ship hits a rock. Everyone must get into a lifeboat in groups of three (or one, or four, etc.)." Children then scramble to form 'lifeboats' and take in the proper number of passages. Usually someone 'drowns.' Then tell children to get back on the ship and take up the narrative again. "Now the ship continues peacefully ... but suddenly a hurricane begins. The ship is sinking. Everyone to the lifeboats in groups of two." Continue like this through several 'shipwrecks'.

Evaluation and reflection opportunities

For ending a day or a session.

- Ball Toss: Children toss a ball from one to another. Each person who catches the ball states one thing she or he learned or can use from the activity.
- Collective Summary: Pose a summarizing question (e.g. " What will you especially remember from today's activity?" or an open-ended statement (e.g. "Try to think of a word or phrase that sums up your feelings at the end of today" or "I still wonder..."). Ask children to respond in turn.
- Group Bulletin Board: Each child in turn adds one word or picture to a group display and explains why it represents something important he or she is feeling or has learned.
- Releasing the Dove of Peace: The facilitator mimes holding a significant object (e.g. bird, newborn baby) and invites each child to say something to it as it is passed from one child to another. After the 'object' has been passed to everyone, they draw into a tight circle and collectively let it go.

Activities

A Body of Knowledge

I didn't know how much I knew!

Themes	Discrimination, Education and leisure, Health and welfare
Level of complexity	Level 1
Age	7-13 years
Duration	2 x 60-minute sessions
Group size	4 – 30 children
Type of activity	Making a collage, discussion
Overview	Children fill a body outline with knowledge and skills related to the different parts of the body. They discuss how to gain this knowledge, and what happens if you lack the opportunity or right, or if parts of your body are not developed as they should be.
Objectives	• To discover one's own and others' abilities and knowledge • To raise awareness of ways and places of learning • To discuss the right to education • To become aware of differently-abled people
Preparation	• Collect magazines.
Materials	• Large sheets of paper • Markers • Magazines for cutting out pictures • Scissors, glue and other materials for making a collage

Instructions

Session 1:

1. Introduce the topic by reminding the children that they have a human right to be able to learn and develop as much as possible. Observe that they already have a lot of knowledge and skills that they probably don't think about. Ask them, for example, to name some things that they know how to do that they didn't know when they were five or six years old (e.g. read, write, count money, tell time). Explain that this activity will look at the right to learn and develop.
2. Divide the children into groups of four and give each group a sheet of paper large enough to draw the outline of one of the children on it, and materials for making a collage. Explain the activity.
    - Each group will draw a life-size outline of a child.
    - Then think about what you know and what you can do best. For each thing you know or can do, think of which part of your body you need for that. Include physical (e.g. singing, riding a bicycle), mental (e.g. doing maths, remembering jokes) and personality skills (e.g. being a friend, keeping a secret).
    - Then make this knowledge or ability visible: draw, paint, write or paste representations of these things on a part of the body you would use. For example, if you are good at soccer, you might draw a soccer ball on the figure's foot (or head?); if you read well, you might cut out a book and place it near the eyes or head of the figure; if you are a good singer, you might show musical notes coming from the figure's mouth).
    - Also think of other things you know and can do, not just what you do best.
3. Let the children work on this task until their figure is more or less completely covered with drawings / pictures / slogans, etc.
4. Bring the children together and ask each group to 'introduce' their 'child' to the others, explaining some of the skills and knowledge they have included. If possible leave these figures on the wall until the next session.

Session 2:

1. Ask the children to collect their figures and return to their original small groups. Give these instructions:

- Think again about the knowledge and abilities you illustrated on your child. How did you get that knowledge and ability? What place or person, institution or situation helped you learn those things? For example, you might have learnt to knit or play cards from a grandparent, you might have learnt a game from children in your neighbourhood, or you might have learnt about the history of your country in school.
- When you can identify where you got certain knowledge or skills, draw an arrow from the representation of that skill out to the margin of the paper and write down the name of the source of learning.

2. Bring the children together again and ask them to present their results to the whole group. List the sources of learning as they are mentioned, checking items each time they are mentioned.

Debriefing and Evaluation

1. Debrief the activity by asking question such as these:
   - Was it easy to find things you are able to do?
   - Are there big differences between the collages?
   - Did you forget any important ability on the collage?
   - Do you always remember where you learnt the skills / abilities?
   - Was it always only one place / person who taught you this?
   - Why do you think you were asked to remember how you gained your knowledge or skills?
2. Relate the activity to human rights by asking questions such as these:
   - Do you think that all children can learn the things you have mentioned? Why or why not?
   - What people and institutions do children need to be able to learn these things?
   - Are certain people and institutions more important than others (e.g. is a school more important than a sports club)?
   - What happens if some of these sources of learning are missing?
     - For example, what if there were no school? How can children learn to write and read? What happens if they don't learn these skills? Is it important? How will it affect the rest of their lives?
     - For example, if there were no other children to play with, no family members to learn from, or no youth groups or clubs?
     - For example, if a child is disabled and cannot participate in schools and clubs or play with other children?
   - You related different part of your body to different knowledge and skills. What happens if a child has a disability and cannot use this part of the body? Are there alternative ways to do things and learn things? How could a child with a disability develop other abilities?
   - Do you know someone who has limited possibilities to learn? How do you think this person copes? Do you support this person?
   - Why do you think children have a human right to learn and develop?

Suggestions for follow-up

- Pin the collages to a wall so that the children and others can see them.
- The activities 'Blindfolded', p. 67, and 'Silent Speaker', p. 160, encourage children to consider how they might cope with a disability. 'Dear Diary', p. 99, asks children to consider the same experience through the eyes of three different children, one with a learning disability and another with a chronic illness.

Ideas for action

- Invite someone with a learning disability or an NGO dealing with this target group to discuss learning disabilities and alternative learning strategies with the children.
- Introduce the concept of learning styles with the children (See Chapter III., p. 37), emphasizing that there are many different kinds of intelligence and ways to learn. Encourage the children to define their own learning styles and those ways which are easier or more challenging for them. Try to develop strategies with the children for how to support each other's learning.

Tips for the facilitator

- This activity could also be run with the children working on individual figures or working in pairs.

- Encourage children to give their ‘person’ a name, and to write his or her name on their collage as well as the names of all the members of the group.
- Some children may have difficulty in remembering how they learnt something, especially if they learnt it from a person outside the formal education system. Remind them that they learn a lot from each other as well as family members and other adults in their lives. Help them see that contact with other children is an important source of learning that a disabled child might be denied. It is not necessary to attribute every skill the children have listed! The goal is to enable the children to recognize the importance of many sources of learning and development.
- In the debriefing, help children make the connection between the way they gained knowledge or skills and what happens when a child does not have access to such places, institutions, people or situations.
- Emphasize that everyone has an equal right to learn, although they may not all learn in the same way.

A Human Rights Calendar

Every day of the year is a human rights day!

Themes	General human rights
Level of complexity	Level 2
Age	8-13 years
Duration	120 minutes to create the calendar; additional sessions each month
Group size	2-24 children
Type of activity	Drawing, painting, cutting, presenting information graphically
Overview	Making a group calendar to mark important human right dates
Objectives	• To raise general awareness of the many facets of human rights • To raise awareness of divisions of time (e.g. months, weeks, days of the week) and the time of special occasions • To enhance planning skills • To develop imagination about creating celebrations
Preparation	• Prepare one calendar page for each month with days of the week written in columns. • Prepare and copy a list of Special Days to Remember for each group. • A paper square marked 'BIRTHDAY!' for each child and adult member of the group.
Materials	• 12 sheets of A4 paper, if possible laminated in plastic or mounted on cardboard • Copies of a handout of special days to remember • Pens, markers or coloured pencils for each group • Sticky tape, glue or Velcro • A paper square marked 'BIRTHDAY!' for each child and facilitator • Optional: additional art supplies, a small calendar, a child-friendly copy of CRC (see Handout)

Source: Adapted from Compass: A Manual on Human rights education with Young People (Council of Europe, 2002), p. 263.

Instructions

1. Explain to the children that they are going to make a calendar that will help them know when special days are coming up, especially those that relate to human rights.
2. Discuss with the children what human rights are and explain (if they don't know already) that there are also children's rights. Ask the children for examples of children's rights and give examples of your own if necessary.
3. Ask the children if they know of any special days that can be linked to children's or human rights. Ask for other holidays and ask them to relate them to children's or human rights (e.g. religious holidays can be linked to Freedom of Thought, Conscience and Belief; national holidays to right to nationality; cultural holidays to right to culture). List all these. Motivate the children to be creative and think of some days that can be linked to human rights. Encourage them to guess. Then distribute the list of 'special days to remember'. Add other holidays mentioned in the discussion. Discuss how these holidays could be celebrated to show their importance to human rights.

   Divide the children into four groups and assign each group three months to work on. Give each group three calendar sheets, colouring materials, coloured paper and other supplies needed to complete their calendars.

4. Explain the instructions:
   - First put in the dates of each month.
   - Then write in the names of important holidays that come in that month and decorate the square(s) to make the holiday stand out. The decoration should be linked to the theme of the holiday and/or the human right(s) concerned. When a holiday lasts for more than one day, mark every day of that holiday. Include school holidays.
   - Then make a cover that reads 'HOLIDAY' for these special days so that uncovering them can be a surprise; attach this cover with Velcro or sticky tape.
5. When the pages are complete, put them on the wall or on the floor so everyone can see them. Explain that some very important holidays have been left out.

6. Give every child one square that says 'BIRTHDAY!' Ask each child to go to the calendar page for his or her birthday, write '_____'s Birthday' on the correct day of the calendar and cover it with the square marked 'BIRTHDAY)!' (hinged with sticky tape so it can be lifted and removed). When this task is completed, ask why birthdays are related to human rights and explain that everyone has a human right to life and to a name.

Debriefing and Evaluation

1. Discuss the activity using questions such as these:
    - Did you enjoy this activity?
    - What did you learn about the calendar? About human rights?
    - Which of these special days do you look forward to? Why?
2. Point out that although we celebrate these special days, we enjoy human rights every day. Ask questions such as these:
    - What are some human rights you enjoy every day? What human right(s) are you enjoying this minute?
    - Does every child have these rights? Does every child have the opportunity to enjoy them?
    - What can we do to make sure that every child's rights are protected? Whose job is this?
3. At the beginning of every month, turn to the new calendar page.
    - Remove the covers to reveal the events coming up.
    - Explain the meaning of the holiday, drawing a connection to human rights.
    - Plan together how to celebrate each one.

Suggestions for follow-up

During the week of a special human rights day, choose an activity from Compasito that addresses issues related to a particular holiday. Use the thematic chart on p. 58 to help with this selection.

Ideas for action

- Ask the children to plan how to celebrate special days, including birthdays.
- The children may want to make a celebration of some holidays, such as Human Rights Day or Children's Rights Day in the whole community.

Tips for the facilitator

- Do not reproduce the whole list of special days but select days of relevance to your group, even if the children are not yet familiar with that holiday. The days marked with a star have particular importance to children and/or human rights.
- Move around among the groups while they work on the calendar to make sure the children understand the meaning of each holiday they are working on.
- If you include national or local cultural and religious holidays, be sure to include all those celebrated by the families and communities of children in the group. When in doubt, ask the children to bring a list from home.
- To be sure that each child's birthday is celebrated equally, develop a group ritual with the same privileges, recognition or treats for every birthday child. Depending on the local culture, you may want to use a child's name day rather than their birthday.
- Look for ways to make the calendar lively and decorative. Encourage use of appropriate symbols for each holiday and names in other languages where appropriate.
- Adaptations:
    - For younger children:
        - Let them copy days of the month from a calendar. Call attention to the fact that different months have 28/29, 30 or 31 days and for that reason months don't always start on the same weekday.
        - Give them a calendar with the days added and ask them to add only the special days.
    - For older children: give them copies of the child-friendly version of the CRC and/or UDHR and let them try to connect the holidays on their pages with specific articles of the document.

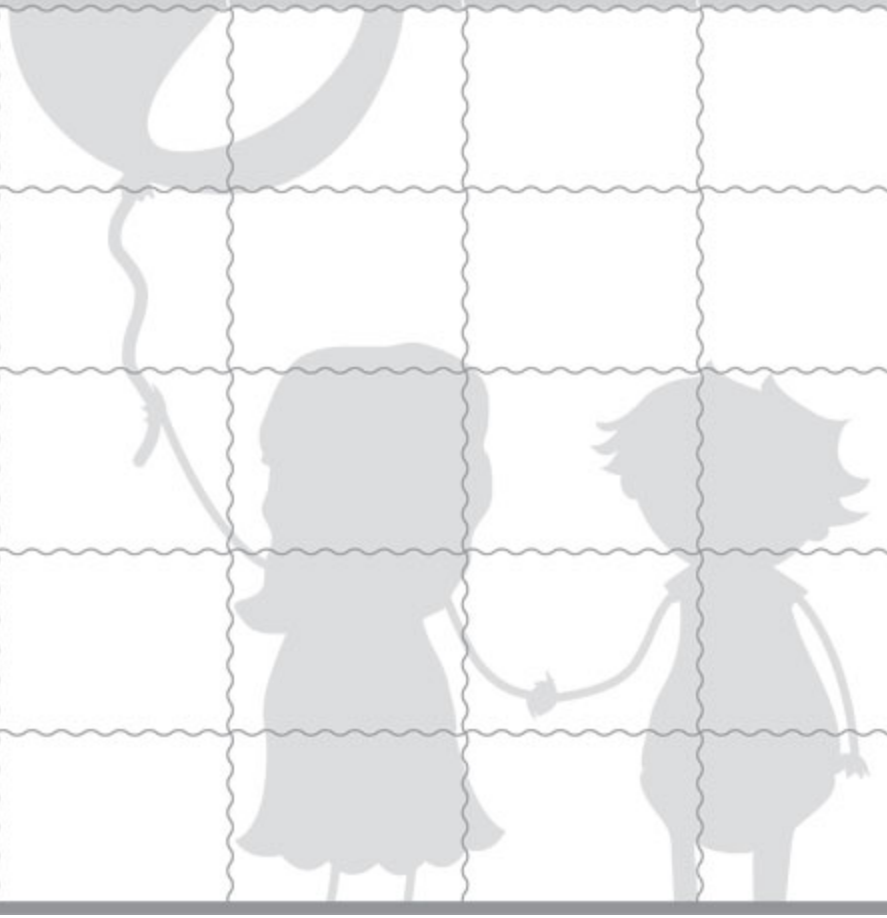
HANDOUT: SUGGESTED DAYS TO REMEMBER

January 1	World Peace Day
March 8	International Women's Day
March 21	World Forest Day
March 22	World Water Day
April 7	World Health Day
April 22	Earth Day
May 1	International Workers Day
May 8	World Red Cross and Red Crescent Day
May 9	Europe Day
May 15	International Day of Families
June 1	World Children's Day*
June 5	World Environment Day
June 21	World Peace and Prayer Day
August 7	Education Day
September 8	International Literacy Day
October 1	International Music Day
October 5	World Teachers' Day
October 16	World Food Day
October 25	United Nations Day
November 9	Day against Racism
November 16	International Day for Tolerance
November 20	Universal Children's Day
December 3	International Day of Disabled Persons
December 10	Human Rights Day*

**Children are celebrated on both June 1, International Children's Day, and November 20, Universal Children's Day, the day observed by the UN and UNESCO. In addition many countries observe their own Children's Day.*

HANDOUT: SUGGESTED DAYS TO REMEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Boys Don't Cry!

And Girls Are Smarter...

Themes	Discrimination, Gender equality, General human rights
Level of complexity	Level 2
Age	8-13 years
Duration	90 minutes
Group size	8-20 children
Type of activity	Discussion, and statement exercise theatrical presentations
Overview	Children discuss and present their sketch on provocative statements
Objectives	• To discuss gender stereotypes and gender equality • To promote tolerance • To illustrate how stereotypes create discrimination
Preparation	• Choose 3 statements from the list or create new ones. • Prepare 4 signs: I agree / I don't know / I am still thinking / I disagree. • Place each in corners of the room. • Choose additional statements to use for the sketch and write out on separate slips of paper.
Materials	• Papers for signs, slips of paper for statements

Instructions

Part 1: Taking a Position

1. Explain the first part of the activity to the children:
2. The room has been divided into four corners. Each corner is marked with a chart: I agree / I don't know / I am still thinking / I disagree.
3. You will read out three different statements, one by one. The children take a position in a corner according to if they agree, disagree, have no opinion, or need more time to think.
4. Read out the first statement and wait till the children have chosen a position. Then ask children from different corners why they choose this position. Invite children to change positions if they change their mind after hearing others' reasons. Repeat this process for all three statements.
5. Bring children back into one group and discuss this part of the activity:
6. Did anything about this activity surprise you?
7. Why do you think people had different opinions about these statements?
8. Did anyone's reasons lead you to change your position? Why?
9. How can we know which position is 'right'?

Part 2: Acting out a Position

1. Divide the children into small groups of no more than five and give each group a different statement. Explain that each group has about fifteen minutes to read their statement, discuss it, and create a short sketch (a mini play) that gives a message about this statement.
2. Ask each group to present their sketch. After each presentation, ask the audience what message they think the presentation was intended to give. Then ask the presenting group what message they wanted to make.

Debriefing and Evaluation

1. Discuss the effects of gender stereotypes, asking questions such as these:
    - What was similar about these statements? Do you know of 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?
    - Can you think of other ideas about how boys or girls are supposed to be or what they are supposed to do? Do similar ideas exist in other parts of our country? Of Europe? Of the world?

- What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently? Have you ever been in a situation like that? How did you feel? What did you do?
- Do ideas about how males and females are expected to be affect adults as well as children?

2. Relate gender stereotypes to discrimination, asking questions such as these:
   - 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?

Suggestions for follow-up

- The activity 'What a Wonderful World', p. 182, focuses on appearances and realities.
- The activity 'Once Upon a Time...', p. 125, also deals with gender stereotypes.

Ideas for action

Develop with the children a kind of personal 'code of conduct' for how people in the group should behave towards each other and how to ensure that girls and boys are treated equally. Mount it on the wall and refer to it when conflicts occur within the group.

Tips for the facilitator

- Be careful not to 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 children as a facilitator for the group.
- Choose statements that show how, although girls and boys are physically different, they have equal rights. Choose statements controversial enough to elicit differences of opinions.
- Avoid polarising girls and boys. Depending on the group, you might create single-sex groups or sex-balanced groups for the sketches.
- Parents' attitudes strongly influence those of children. You may hear both positive and negative reactions from parents about this activity.

Adaptations:

- To shorten the activity run only the part most relevant to your group.
- Rather than creating a sketch, ask the children to make a visual presentation (e.g. a drawing, cartoons, a collage with pictures from magazines, etc).

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. Boys help their fathers.
- It is better to be a girl then a boy.
- When something goes wrong, boys are always blamed first.
- Boys can say 'dirty words', but girls can't.
- Girls are smarter then 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 then girls.
- Girls are better liars then boys.

Bullying Scenes

Every bully is a coward in disguise!

Themes	Discrimination, Violence
Level of complexity	Level 2
Age	7 - 13 years
Duration	60 minutes
Group size	5 - 20 children
Type of activity	Discussion with some movement.
Overview	Children discuss bullying and then position themselves to show how they would respond to different bullying scenarios..
Objectives	• To deepen understanding of different kinds of bullying • To identify strategies, people and organisations that can support children being bullied • To analyse different responses to bullying
Preparation	Mark the four corners of the room as numbers 1–4. Children should be able to move freely from one corner to another.
Materials	• A space that allows the children to sit in circle. • Coloured Paper • Markers • Scissors

Instructions

1. Introduce the topic of bullying asking questions such as these:
    - What is bullying?
    - What are the different ways people bully?
    - Why do you think people bully?
    - How does bullying affect people who are bullied? People who bully? The whole community?
2. Ask each child to trace their hand on a coloured piece of paper and cut it out. They should think of one person for each finger whom they can turn to for support if they are being bullied (e.g. friend, parent, teacher, school administrator, police, counselour, sibling). Ask children to explain the supporters they have named.
3. Explain that now you will look at different ways people can respond to situations involving bullying. Demonstrate how it will work:
    - The facilitator will read a description of bullying. For each situation three possible responses are given. A fourth response is always open if you think of a different response.
    - Each corner of the room is numbered. After you hear 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 children time to choose their response and go to the corresponding corner of the room. Once the children have taken a position, ask a few in each position why they chose that response and some of its advantages and disadvantages. Allow those children who chose the open corner to explain how they would respond.

Debriefing and evaluation

1. After responding to five or six bullying scenes, debrief the activity by asking question such as these:
    - How did you feel about the activity?
    - Were some of the scenes difficult to respond to? Which ones and why?
    - Can you relate to 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 of the reasons that people bully others? Are they fair?
    - What should you do if you're being bullied and the person you turn to for help and support doesn't do anything about it?
    - Is some bullying more often accepted by children and adults? Why or why not?
    - Who is responsible to help and support children when they are bullied?
    - Can adults experience bullying too? Give some examples.

- Who is responsible to help adults when they are bullied?
- What can be done to help people who bully change their behavior?
- What happens if no one stops people who bully? To the bully? To the community?

2. Relate the activity to human rights by asking questions such as these:
   - Does anyone have the right to bully anyone else? Why or why not?
   - Which human rights can be violated when someone is being bullied?
   - How does ending bullying improve the human rights environment for everyone?
3. At the end of the debriefing, ask the children to look back at their 'hands of support' and add any other person or organisation they can think of whom they could turn to for support when being bullied. Display the 'hands of support' somewhere in the room so that the children can refer to them in the future.

Suggestions for follow-up

You may like to focus further on violence by running the activity 'Picturing Ways Out of Violence', p. 133. The activity 'Words that Wound' p. 202 also focuses on verbal bullying and can be run before or after this activity.

Ideas for action

Discuss ways in which the group can create a 'No Bullying' campaign and ask members of the community to join in the initiative. For example, you might like to organize an exhibition, invite a professional from a child support organization to talk to the children, and/or identify an adult in the school to be the key person people can turn to for help.

Create a theatre performance that shows how children can respond when they're bullied and perform it for other groups of children.

Find out if there is a local children's hotline/helpline that children who are being bullied can call. Find out which services children can turn to for support in the local community. Give this information to children during the activity, and if possible invite someone from that agency to speak to the group.

Tips for the facilitator

Introduce a magic stick / talking stick or pretend microphone so that people wanting to speak must wait their turn.

Some form of bullying probably exists among children in the group. Bullying affects all children to varying degrees and can take different forms. Be sensitive to the situations that may already exist in the group and try not to focus on any personal situation.

Adaptations

Write your own bullying scenes that the children in your group can relate to instead of using those that are provided.

Divide children into small groups, give each a bullying situation, and ask them to role play both the bullying and their response. Discuss and debrief eah role play, asking other groups for alternative responses.

HANDOUT: BULLYING SCENES

Your friends start calling you names, 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 act like that.
2. Start calling them names in return and threaten them..
3. Speak to your parents or teacher and tell them what is happening.
4. Something else (Open corner).

A group of kids in your class are spreading hurtful rumours about you by sending sms messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What should you do?

1. Nothing. No-one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about the other kids.
3. Tell everyone the rumours are unture.
4. Something else (Open corner).

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she / he will just hurt you more. What should you do?

1. Tell your parents or teachers about what is happening.
2. Ask your friends at school to help you in fighting her / him.
3. Tell her / him that it hurts and to stop doing it.
4. Something else (Open corner).

Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says that there's no point in even trying to teach you because you can't learn. Other children have started calling you names too. What should you do?

1. Go straight to the headmaster and tell them what is happening.
2. Start missing class because you don't like going to school.
3. Ask your parents if you can change class or change school.
4. Something else (Open corner).

You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What should you do?

1. Tell the camp leaders what is happening without letting your friend know.
2. Help your friend in taking things from the younger children in case he/she starts to take things from you.
3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone.
4. Something else (Open corner).

A groups of older kids from another school like to pick on younger from your primary school. They wait to catch a child walking home or waiting for the bus alone, surround him or her, and take money, food, or toys. They also throw rocks and threaten to do worse. What should you do?

1. Be very careful to go to and from school in groups
2. Tell adults in your school what is happening and ask for help.

3. Carry rocks or a knife to protect yourself.
4. Something else (Open corner).

A new boy in your class is refugee. Your friends always say racist things to him, make fun of his English and tell him to go back home. What should you do?

1. Join in, he's 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. Offer to give him English lessons when you're not playing if your friends to help him fit in.
4. Something else (Open corner)

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What should you do?

1. Nothing, he / she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him / her about why he / she was crying.
3. Tell you friend that you won't tease him / her in front of anyone anymore but that he / she really is stupid and he / she should get some extra lessons.
4. Something else (Open corner).

You have an older step-brother who's very fond of you. He often wants to kiss you, and hug you, but although you like him, it makes you feel uncomfortable. What should you do?

1. Tell one of your parents, or another brother / sister.
2. Fight against it, and hit him whenever he does it.
3. Avoid him, and try to keep your distance.
4. Something else (Open corner).

Picture Games

A picture says a thousand words – and more!

Themes	Discrimination, General human rights, Media and Internet
Level of complexity	Level 2
Age	8-13 years
Duration	30 minutes
Group size	2-20 children
Type of activity	Playing with pictures
Overview	Children work with images to explore stereotypes, different perspectives, and how images inform and misinform.
Objectives	• To raise awareness of human rights in everyday life • To develop 'visual literacy', listening and communication skills • To promote empathy and respect for human dignity

Source: Adapted from Compass: A Manual on Human rights education with Young People (Council of Europe, 2002), p. 192.

In this activity you will find three different ideas on how to work with pictures on various human rights themes. Try the one that suits your group of children best.

a. Part of the Picture

Overview	Children draw conclusions about only part of a picture, then see the whole picture.
Preparation	• Find pictures that tell a simple story concerning poverty or an adequate standard of living. Mount pictures on cardboard and cut them into two parts so that the separate pieces suggest a different situation from the whole picture. • Put the picture sets in separate envelopes, one set per child.
Materials	• Pictures • Cardboard and glue • Envelopes • Cartoon book downloaded from COE website

Instructions

1. Divide children into pairs. Give each pair two envelopes containing a picture set.
2. Explain the activity:
    - One child opens an envelope and gives the partner one piece of the picture inside.
    - Let your partner say what they think is going on in the picture (e.g. who is in the picture, what is happening).
    - Ask your partner if the picture relates to a human right.
    - Then give your partner the second piece and ask them what they think is happening now that they have the full picture.
    - Does the complete picture relate to a human right?
    - Reverse roles.

Debriefing and Evaluation

1. Debrief the activity by asking question such as these:
    - Did anything in this activity surprise you?
    - How did the picture change when you got the second piece?
    - What rights is the complete picture is conveying?
2. Relate the activity to perception by asking question such as these?
    - Can you think of other situations where it's easy to get the wrong idea because you see or hear only part of the situation?
    - How often do people accept what they see and forget that it may not be the 'whole story'?

Tips for the facilitator

- You can use this activity as an icebreaker.
- Variations:
  - Develop the activity further by having one pair swap pictures with another pair and repeating the activity. Do people find it easier the second time round? Or is it more challenging? Why?
  - Give the same pictures to two pairs. Then ask them to join in a group of four to compare their answers.
  - Use newspaper photographs, evaluating the picture and then reading the article illustrated by the photograph.

b. Captions

Overview	Children make captions for a group of pictures, then compare their different impressions.
Preparation	• Select and number 8-10 interesting pictures • Make a work sheet divided into as many strips as you have pictures
Materials	• Numbered pictures • Work sheet, paper and a pen for each pair • Glue or tape and scissors for each pair

Instructions

1. Lay the pictures out on a table. Divide the children into pairs and ask them to write captions for each of the pictures. Encourage them to write neatly because others will read what they write.
2. When everyone has finished, hold up the pictures in turn and ask volunteers to read out their captions.
3. Mount each picture on a sheet of paper or bulletin board and ask the children to glue or tape their captions under the picture to make a 'poster'.

Debriefing and Evaluation

1. Debrief the activity by asking questions such as these:
   - Was it difficult to write the captions? Why or why not?
   - What makes a good caption?
   - If a picture is worth a thousand words, why do they need captions?
2. Relate the activity to diversity by asking questions such as these:
   - Were there big differences in the way people interpreted the picture? Why?
   - Did you think any of your captions were wrong?
   - Why is it good to have different interpretations of the same thing?

Tips for the facilitator

- Look for pictures that are both interesting and diverse, perhaps also ambiguous about what is going on.
- Use coloured paper and pens to make the posters more attractive.

c. Speech Bubbles

Overview	Children analyse pictures and give the characters cartoon speech bubbles, then they compare their impressions.
Preparation	• Copy pictures: 2 or more pairs should get the same picture. You can use the illustrations of the human rights themes in Chapter V.. • Make a work sheet with these questions: Who? What? Where? When? How?
Materials	• Work sheet, paper and pen for each pair • Glue

Instructions

1. Divide the children into pairs. Give each pair a picture, worksheet, paper, pen and glue.
2. Give the children these instructions:

- Look at the picture and answer these questions about it on the worksheet: Who? What? Where? When? How?
- Then glue the picture onto the worksheet.
- Make speech bubbles for the characters in the picture to say something, and write in what they are saying.

3. Ask the pairs to post their pictures on the wall, placing the same pictures side by side for comparison. Ask the children to look at all the pictures and read their speech bubbles.

Debriefing and Evaluation

1. Debrief the activity by asking question such as these:
   - How hard was it to answer the questions about the pictures? To write speech bubbles?
   - How did your analysis of the same picture compare with the analysis of the other pair?
   - What stereotypes did people find in the pictures? In the speech bubbles?

Tips for facilitators

In addition to pictures of people, use some with animals. This can be effective in discussing stereotypes. Start out by pointing out how often animals are cast as stereotypes in cartoons and then get the group to look for examples of stereotyping in their pictures and speech bubbles.

Puppets Tell the Story

..but you create the happy ending!

Themes	General human rights
Level of complexity	Level 2
Age	8 – 13 years
Duration	120 min.
Group size	8 – 24 children
Type of activity	Dramatisation of a story with puppets, discussion
Overview	Children create a puppet show based on a familiar story with a human rights violation; the group creates a new conclusion that responds to the violation.
Objectives	• To recognize human rights themes in familiar stories • To practise finding solutions for human rights violations • To have fun and work together
Preparation	• Prepare a model puppet to use as a demonstration.
Materials	• Puppets, dolls or materials for making puppets • Puppet theatre or a piece of material to make a stage

Instructions

1. Arouse the children's interest by asking them to think of characters from stories they know who have experienced injustice or unfairness. Help them recognize that these personalities and stories often reflect a somewhat exaggerated version of real-life situations. Suggest some sources for stories (e.g. a folk or fairy tale, a scene from a children's book, an episode from the media, such as TV or films).
2. After the children have given several suggestions, divide them into small groups of three or four. Ask each person in the group to suggest a story they know, retelling it if others don't know it. Encourage the group to name the right(s) violated when each story has finished.
3. When they have had time to tell their stories together, ask them to select one story to present to the group as a puppet show. Explain that they have thirty minutes to create their puppets and rehearse their presentation. Every child in the group should have at least one role in the presentation. Demonstrate how to construct the puppet, depending on the method you have chosen.
4. Invite each group in turn to present their puppet show. When they reach the point where a human rights violation happens, you or the presenters should shout, "Freeze!" The action stops and children discuss:
5. What human right is being violated?
6. How can we change the action to respond to the violation and protect the character(s)?
7. Ask the presenting group to improvise the ending of their play using one or more of the endings recommended in the discussion.

Debriefing and Evaluation

1. Debrief the activity by asking questions such as these of each group:
    - How do you feel about your play?
    - How did your group choose this story to perform?
    - How did your group work together as a team?
    - What method did you use to decide on a story? To assign roles?
    - How did you feel while playing your role?
2. Relate the activity to human rights by asking question such as these:
    - Have you ever experienced or observed situations like those in the presentation?
    - What is the link between these situations and human rights? Were any rights violated? Were any rights defended or enjoyed?
    - Was the rights violation(s) in the presentation solved? How? Were there other possible ways of solving the problems?
    - What could you do in real life to address a problem like this?

Suggestions for follow-up

- The stories, and especially attempts to find solutions, may raise questions about human rights where children need and want more information. Help them find answers to their questions, especially in the CRC. Consider inviting speakers from relevant organisations to talk about their work and suggest ways that children can support it.

Ideas for action

Perform the plays for other children, parents or other members of the community. Ask the children to explain to the audience the human rights context of their plays and the violation it represents.

Tips for the facilitator

- Rather than being general, the topic of the stories can be focused on a particular problem or theme being addressed by the group (e.g. bullying, gender discrimination, or verbal abuse).
- The facilitator must be aware of the human rights issues in the stories in order to help the children make the link between the story and human rights.
- The facilitator should not intervene in the group work unless the group is facing difficulties in creating a presentation from a story.
- Younger children may need help in thinking of appropriate solutions. Where several solutions are offered, the children may need to help in deciding which to choose. Help them weigh up the advantages of each and possibly play though several different endings.
- If the children choose a long work such as a novel or film, help them select a single scene to present.
- This activity could easily be run over two or three days.
- If you do not have a puppet theatre, use a large blanket, behind which the children can sit to perform their puppet play.
- Puppets can be made in a variety of ways: use existing puppets, dolls or action figures; decorate socks; make paper cut-outs mounted on a stick; decorate paper tissue tubes or paper cups. Don't spend too much time on the puppets. The presentation is what matters.
- Suggested children's classics: Cinderella, Peter Pan, Hansel and Gretel, The Three Bears, Little Red Riding Hood, The Ugly Duckling.
- Suggested stories in other Compasito activities: 'Dear Diary', p. 99; 'Modern Fairytale', p. 113; 'Once Upon a Time...', p. 125; 'Zabderfilio', p. 209.

Variations

- With older children, encourage the creation of stories that involve issues based on the children's personal experiences, or problems being addressed by the group (e.g. bullying, discrimination, violence, or conflict management).
- Ask the children to change some feature of a familiar story (e.g. to make the wolf in 'Little Red Riding Hood' the victim of hurtful gossip; reverse gender roles, as in the activity 'Once Upon a Time...', p. 125).

Further information

This activity could also be done with families at home.

Sailing to a New Land

What will you throw overboard?

Themes	General human rights
Level of complexity	Level 1
Age	8 – 13 years
Duration	45 minutes
Group size	8 – 20 children
Overview	The children imagine they are sailing to a new continent, but to get there they must choose to cast non-essentials overboard.
Type of activity	Prioritising, discussion
Objectives	• To evaluate what is essential for survival and development • To separate wants from needs • To connect human needs and human rights
Preparation	• Copy and cut out a set of Wants and Needs cards for each group; place in an envelope.
Materials	• Envelopes • Copies of Wants and Needs cards • Glue or sticky tape and sheets of paper

Adapted from the activity Wants and Needs, developed by Centre for Global Education, York St John University, published in Our World Our Rights, Amnesty International, London, 1995. Origin: Pam Pointon, Homerton College, Cambridge

Instructions

1. Ask the children to imagine that they are about to set sail to a new continent. There are no people living there now, so when they arrive, they will be pioneers establishing a new country.
2. Divide the children into small groups and give each group an envelope with all the Wants and Needs cards in, explaining that these are the things they are packing to take with them for life in the new country. Ask each group to open the envelope, spread out all their cards and examine them.

   Variation: Provide a few blank cards and give the children an opportunity to add some additional things they think the might need or like to have.

3. Explain that the boat is setting sail now and begin a narrative like this:

   At first the trip is very pleasant. The sun is shining and the sea is peaceful. However, a big storm comes up suddenly, and the ship is rocking. In fact, it's about to sink! You must throw three of your cards overboard to keep the boat afloat.

   Ask every group to decide what to give up. Explain that they won't be able to get these things back later. Collect the cards which have been 'thrown overboard', and put them together in one pile.

4. Return to the narrative:

   At last the storm is over. Everyone is very relieved. However, a weather report comes that a Category 5 hurricane is heading straight for the ship. If you are going to survive the hurricane, you must throw overboard another three cards! Remember: don't throw away what you may need to survive in your new country.

   As before, collect these cards and keep them in a separate pile.

5. Return to the narrative:

That was a very close shave! However, we are almost at the new continent. Everyone is very excited. But just as we sight land on the horizon, a giant whale crashes into the boat and makes a hole in the side. You must make the ship even lighter! Throw away three more cards.

Collect and put these cards into a pile.

6. Announce that finally they have reached the new continent safely and are ready to build a new country. Ask each group to glue their remaining cards onto a piece of paper so that everyone can remember what they are bringing to the new continent. Have you got all the things 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 to the new land. After each description, ask the whole group, "Are they missing anything they will need to survive? To grow and develop?"

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:
    - What did you like about this activity?
    - How did you decide what you could do without? What was essential?
    - Were some decisions difficult? Which ones?
    - Were there any disagreements as a group on what to keep and what to throw overboard? How did you solve these disagreements?
    - Do all people have the same needs? Who may have different needs?
    - What do you think about your final choices? Will you be able to survive in the new country? Will you be able to grow and develop well?
    - How did your group decide what to throw away?
    - Did the final result surprise you?
    - If you had to do this activity a second time, would you throw away any different things?
2. Emphasise that human rights are based on human needs: the things that every human being needs to survive, grow and develop well and live a life of dignity. Ask questions such as these:
    - Did you have what you need to survive?
    - Did you have what you need to grow and develop?
    - What things did you want to have but decide were not essential?
3. 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 well and develop. It is not enough for anyone just to stay alive. Ask:
    - Which cards represent things we might want but don't have to have for survival?
    - Which cards represent things we have to have for physical survival?
    - Which cards represent things we might need to grow and develop well?
    - What would happen in this new country if you didn't have _____? (Choose several different examples from the cards.)

Suggestions for follow-up

- This activity is an excellent follow-up to 'Rabbit's Rights', p. 141, which introduces human needs as a basis for human rights.
- Follow-up activities can include 'A Constitution for Our Group', p. 56 which discusses democratic rule making with the children.

Tips for the facilitator

- It is very important that the children do not assume from this activity that some human rights are less important than others and can be eliminated. In the debriefing emphasise the interdependence of rights.
- Emphasise that the things they discard cannot be regained and that the things they keep are needed to build a new country, not just survive until they are 'rescued'.
- Some items are intentionally ambiguous to stimulate debate about what defines an essential item (e.g. a mobile phone might be seen as a luxury by some and a necessity for communication by others).
- Young children may have difficulty distinguishing what they want from what they need. Help them by emphasizing what they will require to survive in a new country.

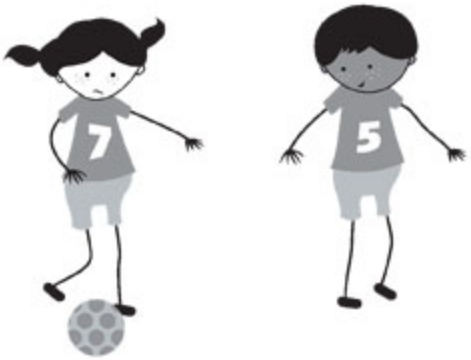
Variations

- In the debriefing compare the cards ‘thrown overboard’ in each crisis. Ask the children what differences they see in people’s choices.

clean environment

mobile telephone

coke and hamburger



opportunities to rest and play

television and newspaper

opportunities to practise my religion

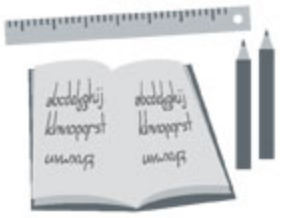
comfortable home

fashionable clothes

holiday at the beach

nutritious food

protection from abuse



education

doctors

bicycle

sweets

jewellery

mp3 player or discman

warm clothes

parents

toys and games

medicine and immunisation against disease

democratic elections and rules

watch

opportunities to practise my culture and language

Take a Step Forward

We are all equal – but some are more equal than others.

Themes	General human rights, Discrimination, Poverty and social exclusion
Complexity	Level 2
Age	10 – 13 years
Group size	10 – 30 children
Type of activity	Role play, simulation, discussion
Time	60 minutes
Overview	Children imagine being someone else and consider inequality as a source of discrimination and exclusion
Objectives	• To promote empathy with others who are different • To raise awareness about the inequality of opportunities in society • To foster an understanding of possible consequences of belonging to minority groups
Preparation	• Adapt the roles and 'situations' to your group. Make a role card for every child. • Copy the sheet of roles, cut out the strips and fold them over.
Materials	Role cards List of situations Optional: art materials to make name tags and/or pictures

Source: Adapted from Compass: A Manual on Human rights education with Young People (Council of Europe, 2002), p. 217.

Instructions

1. Introduce the activity by asking the children if they have ever imagined being someone else. Ask for examples. Explain that in this activity they will also imagine that they are someone else, another child who may be quite different from themselves.
2. Explain that everyone will take a slip of paper with their new identity. They should read it silently and not let anyone know who they are. If a child does not understand the meaning of a word in his/her role card, they should silently raise their hand and wait for the facilitator to come and explain.
3. Discourage questions at this point. Explain that even if they don't know much about a person like this, they should just use their imagination. To help children get into role, ask them to do a few specific things to make the role seem real to them. For example:
    - Give yourself a name. Make a name tag with this name to remind you of who you are imagining yourself to be.
    - Draw a picture of yourself
    - Draw a picture of your house, room, or street.
    - Walk around the room pretending to be this person.
4. To further enhance their imagination, play some quiet music and ask the children to sit down and close their eyes and imagine in silence as you read out a few questions such as these:
    - Where were you born? What was it like when you were little? What was you family like when you were little? Is it different now?
    - What is your everyday life like now? Where do you live? Where do you go to school?
    - What do you do in the morning? In the afternoon? In the evening?
    - What kind of games do you like playing? Who do you play with?
    - What sort of work do your parents do? How much money do they earn each month? Do you have a good standard of living?
    - What do you do in your holidays? Do you have a pet?
    - What makes you happy? What are you afraid of?
5. Ask the children to remain absolutely silent as they line up beside each other, as if on a starting line. When they have lined up, explain that you are going to describe some things that might happen to a child. If the statement would be true for the person they are imagining themselves to be, then they should take a step forward. Otherwise they should not move.
6. Read out the situations one at a time. Pause between each statement to allow the children time to step forward. Invite them to look around to see where others are.

7. At the end of the activity, invite everyone to sit down in his or her final position. Ask each child in turn to describe their assigned role. After the children have identified themselves, ask them to observe where they are at the end of the activity.
8. Before beginning the debriefing questions, make a clear ending to the role-play. Ask the children to close their eyes and become themselves again. Explain that you will count to three and then they should each shout out their own name. In this way, you conclude the activity and ensure that the children don't stay caught up in the role.

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:
    - What happened in this activity?
    - How easy or difficult was it to play your role?
    - What did you imagine the person you were playing was like? Do you know anyone like that?
    - How did you feel, imagining yourself as that person? Was it a person like you at all? Do you know anyone like that person?
2. Relate the activity to issues of discrimination and social and economic inequality asking questions like these:
    - How did people feel stepping forward – or not?
    - If you stepped forward often, when did you begin to notice that others were not moving as fast as you were?
    - Did the person you were imagining move ahead or not? Why?
    - Did you feel that something was unfair?
    - Is what happened in this the activity anything like the real world? How?
    - What gives some people in our community more opportunities than others? Fewer opportunities?

Suggestions for follow-up

The concept of the stereotypes is not easy for many young children to grasp. Reinforce the learning of this activity with others that also develop this idea, such as 'Picture Games', p. 130; 'Who's Behind Me', p. 195; 'World Summer Camp', p. 205; and 'Zabderfilio', p. 209.

Ideas for action

Discuss with the children who in their community has more or fewer opportunities. What first steps could be taken to make opportunities more equal for everyone? Are there inequalities in the group or community that the children can address?

Tips for the facilitator

- Make your own role cards! Those offered here are meant to serve as samples. The closer your role cards reflect the world in which your children live, the more they will learn from the activity.
- Also adapt the roles to avoid embarrassing any child whose personal situation may too closely mirror that of one of the roles.
- Because the facilitator cannot always be aware of every child's personal life situation, a child may be very disturbed or emotionally caught up in one of the roles. The facilitator needs to be very sensitive in this exercise, and to pay particular attention to children who don't manage to drop the role afterwards or who display unusual behaviour. In such a case, the facilitator should try to speak to the child individually.
- It is very important that the children keep silent as they receive their role, imagine the life of the person they will represent, and move forward according to the life of this person. Not only is suspense created about the children's identities, but keeping silent helps maintain the concentration on the role and avoid distractions, and acting out of roles.
- Make sure every child gets a chance to speak during the debriefing. This activity can call up strong emotions, and the more the children can express themselves and their feelings, the more sense they will get out of it. Spend more time on the debriefing if needed.
- This activity can easily be run outside or in a large room. Keep the children in their final positions when they reveal their roles, as young children need visual reinforcement to recognize the disparity and associate it with the person's role. However, to make sure that the children can hear each other in the debriefing discussion, either draw them into a circle or move inside.

- The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end. To enhance the impact, choose roles that reflect the realities of the children's own lives. Adjust the roles so that only a few of people can take steps forward (i.e. can answer, "Yes").
- During the Debriefing and Evaluation especially explore how the children knew about lives of the person whose role they had to play. Was it through personal experience or through other sources of information (e.g. other children, adults, books, media, jokes)? Challenge them to question whether their sources of information were reliable. In this way you can introduce how stereotypes and prejudice work.
- Children are generally aware that others have materially more or less than they. However, children are often unable to realize their own privileges. This activity can help the children to put their lives into a larger perspective.

HANDOUT: ROLE CARDS

Note to facilitator: Make your own cards! The closer they reflect the experiences of your children, the more effective they will be! These are intended only as samples.

You are eight. You and your two brothers live in a nice house with a big garden and a swimming pool. Your father is the manager of a bank in your town. Your mother takes care of the house and family.	You were born in this town, but your parents moved here from Asia. They run a nice restaurant, and you live in rooms above the restaurant with your sister. You and she help in the restaurant after school. You are thirteen.
You are ten years old. You live in a farmhouse in the country. Your father is a farmer and your mother takes care of the cows, geese and chickens. You have three brothers and one sister.	You are an only child. You live alone with your mother in an apartment in the city. Your mother works in a factory. You are very good at music and dancing. You are nine.
You are a Roma child of twelve. You live at the edge of a small village in a small house where there is no bathroom. You have six brothers and sisters.	You were born with a disability and have to use a wheelchair. You live in an apartment in the city with your parents and two sisters. Both your parents are teachers. You are twelve.
You are eleven. You have lived in an orphanage since you were a baby. You don't know who your parents were.	You are nine years old and have an identical twin. You live in an apartment in the city with your mother, who works in a department store. Your father is in jail.
You are nine years old and an only child. You live in an apartment house in a town with your parents. Your father is a construction worker and your mother delivers mail. You are very good at sports.	You and your parents came to this country to find safety from the war going on in your home country in Africa. You are now eleven and have been here for three years, since you were nine. You don't know when you can go home again.
You are thirteen, the oldest of six children. Your father drives a truck and is away a lot, and your mother is a waitress who often has to work at night. You have to babysit a lot.	Your parents divorced when you were a baby. Now you are twelve. You live with your mother and her boyfriend. At the weekends you visit your father and his new wife and their two small children.
You are eleven. You have lived with different foster parents since you were a small child because your parents couldn't take care of you. Your foster parents are nice. Four other foster children also live in the same small house as you.	You are eight. You and your sister live with your grandparents in a small town out in the country. Your parents are divorced and your mother works as a secretary in the city. You rarely see your father.
You have a learning disability that makes you two classes behind in school. You are ten and taller than all the other kids, who are only eight. Both your parents work so they don't have much time to help you with homework.	Your mother died when you were born. Your father remarried and you live with him and your stepmother and her two daughters. You are eight and they are teenagers. Your father is a lawyer.
You are eight and the youngest of three children. Your family lives in a small apartment in a big city. Your father is a mechanic but he is out of work right now, so you don't have much money. But your father	You immigrated to this country when you were a baby. Now you are ten. Many other immigrants live in your neighbourhood, where your father has a shop. You speak the languages of both your new and old countries and often

has more time to play with you.	translate for your mother and grandmother.
You are eleven years old. You live in a village in the country with your parents and a younger brother and sister. Your parents run a bakery. You are sometimes teased because you are rather fat.	You have asthma and have to miss a lot of school because you are sick, especially in winter. You spend a lot of time at home in bed watching TV, surfing on the Internet and playing with Gameboy. It's lonely because both your parents go out to work. You are thirteen.
You are the child of the American ambassador in your country. You go to the international school. You wear thick glasses and stammer a little. You are eleven.	You and your older brother are very talented at mathematics, physics, languages and, in fact, most things. Your parents are university professors. They send you to special courses and training camps all the time to prepare for competitions.

STATEMENTS

Situations and events

Read the following situations out aloud. After reading out each situation, give the children time to step forward and also to look to see where they are, relative to each other.

1. You and your family always have enough money to meet your needs.
2. You live in a decent place with a telephone and television.
3. You are not teased or excluded because of your different appearance or disability.
4. The people you live with ask your opinion about major decisions that concern you.
5. You go to a good school and belong to after-school clubs and sports.
6. You take extra lessons after school in music and drawing.
7. You are not afraid of being stopped by the police.
8. You live with adults who love you and always have your best interests at heart.
9. You have never felt discriminated against because of your or your parents' origins, background, religion or culture.
10. You have regular medical and dental check-ups, even when you are not sick.
11. You and your family go away on holiday once a year.
12. You can invite friends for dinner or to sleep over at your home.
13. When you are older, you can go to university or choose any job or profession you like.
14. You are not afraid of being teased or attacked in the streets, at school or where you live.
15. You usually see people on TV or in films who look and live as you do.
16. You and your family go on an outing to the cinema, the zoo, a museum, the countryside or other fun places at least once a month.
17. Your parents and grandparents and even great-grandparents were all born in this country.
18. You get new clothes and shoes whenever you need them.
19. You have plenty of time to play and friends to play with.
20. You have access to a computer and can use the Internet.
21. You feel appreciated for what you can do and encouraged to develop all your abilities.
22. You think you are going to have a happy future when you grow up.

The Battle for the Orange

Can this be a win-win situation?

Themes	Peace
Level of complexity	Level 1
Age	8 – 13 years
Duration	30 minutes
Group size	4 – 24 children
Type of activity	Group competition and discussion
Overview	Children compete for possession of an orange and discuss how to resolve conflicts.
Objectives	• To discuss the need for communication in conflict situations • To reflect on strategies for conflict resolution
Preparation	• None
Materials	• One orange

Instructions

1. Explain that the group is going to play 'the Orange Game'. Divide the children into two groups. Ask Group A to go outside and wait for you. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice.
2. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.
3. Bring both groups together inside and ask each group to sit in a line facing each other.
4. Tell the groups that they have three minutes to get what they need. Emphasise that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go".

   Usually someone will take the orange and one group will have it and how the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups will communicate further and realize that they both need different parts of the orange; someone from one of the groups will peel the orange, taking the part they need. Do not interfere.

5. After three minute say, "Stop" or "Time's up".

Debriefing and evaluation

1. Debrief the activity by asking question such as these:
   - Did your group get what it wanted before the three minutes were up?
   - What was your group's goal?
   - What was the outcome of the conflict over the orange?
   - What did you do to achieve this outcome?
   - Why is it important for people to communicate in order to resolve conflicts?
   - Do people always communicate with each other when they are in a conflict? Why or why not?
   - Do people always want the same thing in a conflict?
   - Have you ever experienced similar situations? What was the outcome?
2. Relate the activity to human rights by asking a question such as this:
   - What are some of the human rights that are violated in a conflict?

Suggestions for follow-up

- The activity 'Picturing Ways Out of Violence', p. 133, also deals with resolving conflict.
- Several activities also require negotiation: 'Capture the Castle', p. 89; 'Cookie Monster', p. 95; 'The Invisibles are Coming', p. 171.

Ideas for action

Develop ideas about how to deal with conflict within the group. List these ideas on a chart and hang it somewhere in the room.

Tips for the facilitator

- After the three minutes, take the orange, or what is left of it, to avoid distraction during the debriefing.
- During the conflict, you should not try and influence the results but be careful to emphasise to the children that there should be no violence in order to get what they want.
- Adaptation for larger groups: Create four groups instead of two groups and have two ‘Orange battles’ taking place at the same time. Simply make 2 Group As, and 2 Group Bs and give the same instructions as indicated above. Have 1 Group A sit opposite 1 Group B, and the second Group A sit opposite the second Group B; place one orange between each set of groups. Start and stop the activity at the same time. It may be interesting to discuss the different processes and results in each ‘Battle’.

We are Family

Themes	Discrimination, Family, Gender
Complexity	Level 2
Age	8 – 10 years
Duration	60 minutes
Group size	8 – 30 children
Type of activity	Drawing, discussion
Overview	Using pictures and drawings, children discuss different concepts and structures of 'family'
Objectives	• To promote diversity and tolerance towards difference • To make children think of different ways of being brought up and consider the definition of a family • To address discrimination against children with 'unusual' family compositions • To explore the link between family and human rights
Preparation	• Prepare a set of illustrations / photos representing different family schemes for each small group (e.g. single parent, classical scheme, same sex couples, patchwork families, adopted children, big families including many generations).
Materials	• Copies of all pictures for each small group of children

Instructions

1. Introduce the activity by explaining that this activity explores the many different ways that we identify and live with the people we consider our family. Emphasize that not all children live in the same kinds of families.
2. Ask each child to draw the family they live in (i.e. as opposed to family they may be separated from, wish they had, once had, etc.). Encourage them to include details about their family if they want to (e.g. name, age, sex of each person).
3. Ask the children to discuss other types of families they know about. Let them then present their drawings about their own family.
4. Together, brainstorm and list as many types of families as possible. Mention some that have not been spoken about already.
5. Divide the children into small groups of 4 or 5 and give each group a copy of the illustrations / photos you prepared earlier. Ask each group to discuss what the main differences are or what is 'unusual' about each family. Ask the groups to discuss their own family pictures too, and whether they are similar or different to any of the pictures they have been given.

Debriefing and evaluation

1. Debrief the activity by asking questions such as these:
    - What happened in this activity?
    - How easy or difficult was it to draw and present your family?
    - Were you surprised by other children's drawings? Why?
    - Were you surprised by any of the other pictures of families? Why?
    - What did you learn about families?
    - How do you think children feel when their family is 'different'?
    - How could you support those children?
2. Relate the activity to human rights by asking questions such as these:
    - Do all children have the right to live in a family?
    - Is living in a family important? Why or why not?
    - Which children perhaps do not live in a family? Where do they live?
    - Who ensures that all rights of these children are respected?
    - Do you know any children like this? How can you support these children?

Suggestions for follow-up

- The activity ‘Who Should Decide?’, p. 198, addresses questions about how families live together and make decisions.
- Several activities also deal with stereotyped expectations: ‘Picture Games’, p. 130; ‘Who’s behind me?’, p. 195; ‘World Summer Camp’, p. 205.

Ideas for action

- Set up a series of visits to a local orphanage or social care home and create discussion or friendship groups with the children there.
- If there are any ‘Adopt a grandparent’ or ‘Adopt a parent’ initiatives in the local community, some children in the group may like to get involved in their activities.
- Some children may like to start their own ‘Adopt a brother or sister’ initiative, which can be introduced in a local school or community.

Tips for the facilitator

- Make sure that the children feel comfortable and will not be teased for presenting family styles that are unusual or different. Throughout the exercise, emphasize tolerance, feelings and values which are related to what makes a family.
- It is important to know the family situations of the children in your group and to adapt the activity so as not to embarrass or make any of the children feel uncomfortable about their situation.
- Before running this exercise, read the background information on Family and Alternative Care, p.240. You can also find ideas here on different types of families or family structures that may be useful for this activity.

Adaptation

To shorten this activity, consider running it without using additional pictures of families. When dividing the children into smaller groups, you can ask them simply to discuss and reflect on their own family drawings without introducing any new ones. However, it remains important to discuss or refer to other types of families that may not be present in the group.

What I Like and What I Do

They are not always the same thing!

Themes	Discrimination, Family, Gender equality
Level of complexity	Level 2
Age	8 – 13 years
Duration	45 minutes
Group size	8 – 20 children
Type of activity	Stating preferences, discussion
Overview	Children name things they like, do not like or might like to do that are considered 'appropriate' or 'inappropriate' to their sex. They then discuss gender stereotypes and relate them to human rights.
Objectives	• To discover their own and others' abilities and knowledge • To recognize the effects of gender stereotypes
Preparation	• Optional: print copies of the questionnaire.
Materials	• Paper and pens Optional: printed copies of the questionnaire

Instructions

1. Introduce the topic of gender roles by asking, "Are there some behaviours and activities that are considered 'girls' activities' or 'boys' activities'?" and eliciting examples from the children.
2. Give the children slips of paper and pencils. Ask each child to write down the following:
    - At the top of the paper identify yourself as a boy or girl.
    - Name four things you do and like doing that are considered activities 'appropriate for your sex'.
    - Name four things you do but do not like doing that are considered 'appropriate for your sex'.
    - Name four things you do not do and would not like to do that are considered 'appropriate for the opposite sex'.
    - Name four things you do not do and but would really like to do that are considered 'appropriate for the opposite sex'.
3. Ask the children to share some of their responses to each question and record them on a chart such as the one below.

	I do and I like	I do but don't like	I don't do and I don't want to do	I don't do but I would like to do
Girls				
Boys				

Debriefing and evaluation

1. Debrief the activity, asking question such as these:
    - Were you surprised by some of the things that people like and don't like doing?
    - Looking at the list of things children would like to do but don't. Do you notice any patterns?
    - What happens to a girl who does 'boys' things'? To a boy who does 'girls' things'? Why does this happen?
    - How would adults in your family answer the four questions?
    - Do members of your family have the same ideas about what is 'appropriate' for men and boys or women and girls?
    - How do we get our ideas about what is 'appropriate' for men and boys or women and girls?
2. Relate the activity to human rights by asking questions such as these:
    - How does limiting what boys and girls can do affect them individually? How could it affect a family? A society?
    - Do you think gender roles (or stereotypes) are changing? If so, how?
    - Have you ever tried to challenge gender roles? What happened?
    - Why do gender roles/stereotypes limit a person's human rights?
    - What can we do to challenge gender roles in our group?

Suggestions for follow-up

- Other activities that address gender roles/stereotypes: ‘Once upon a time…’, p. 125 and ‘Boys Don’t Cry’, p. 78
- The activity ‘Words that Wound’, p. 202, examines hurtful language based on gender stereotypes, as well as other kinds of insults.

Ideas for action

- Discuss with the children some of the things they thought of under the category ‘Don’t do but would like to do’. Help them find opportunities in the group to try out some of these activities in an accepting environment.

Tips for the facilitator

- Encourage the children to include behavioural expectations and physical appearance among the ‘activities appropriate to your sex’ (e.g. liking pretty clothes, gossiping, crying easily, using bad language, getting into fights).
- Alternative: Some children may be reluctant or embarrassed to reveal that they like doing things that some consider ‘inappropriate’. To avoid this, you could 1) collect the slips, shuffle them and ask the children to read out answers from anonymous children of either sex; 2) divide the children into small, single-sex groups of boys or girls and ask them to answer the questions together as a group; 3) use a printed form with the questions.
- If appropriate for this group, introduce the word ‘stereotype’ and discuss what this means, eliciting examples from the group. Discuss how stereotypes can limit people’s human rights.
- When asking what happens to children who do not conform to gender stereotypes, ask for some of the names these children are called and discuss the implications of those words (e.g. ‘sissy’, ‘tomboy’, ‘gay’).

Where Do You Stand?

Vote with your feet!

Themes	General human rights, Participation
Level of complexity	Level 1
Age	8-13 years
Duration	30-40 minutes
Group size	6-12 children
Type of activity	Discussion with some movement
Overview	Children take a physical position in the room and then explain and support their opinions
Objectives	• to deepen understanding of participation • to develop listening skills • to develop discussion and argumentation skills
Preparation	• Divide the room into two parts and put up signs AGREE and DISAGREE at either end. • Write discussion statements on a flipchart, each on a separate page, and place them on the line in the middle of the room.
Materials	• Flipchart and pens • String or chalk • Paper and markers

Source: Adapted from The European Convention on Human Rights, Standpoints for Teachers, Mark Taylor, Council of Europe, 2002.

Instructions

1. Announce to the children that you are interested in their opinion on some important questions. Explain that you will read a statement and individually they have to decide whether they agree or disagree with it and then stand in the part of the room where they see the relevant poster. The goal will be to convince other children to change their opinion and position.
    - No-one can speak until everyone takes a position.
    - The more strongly you agree or disagree with the statement, the further away from the centre you will stand.
    - No-one can stay on the middle line, but if you cannot decide or feel confused about a question, you can stay towards the middle on one side or the other.
2. Show the children the first statement and read it aloud. Then ask them to decide what they think and to take a position.
3. Wait until everyone has taken a position. Then ask individuals from both positions why they stood on the different sides. Let them discuss their views. Encourage many different children to express an opinion.
4. After allowing a reasonable time for discussion, invite any child who wishes to change positions. If several do, ask them what argument made them change their minds. Continue this process for all the statements.

Debriefing and Evaluation

1. Debrief the activity by asking questions such as these:
    - How did you like this exercise?
    - Was it difficult to take a position in some cases? Which ones?
    - Did you ever change your position? What made you do so?
    - Were there some statements which were more complicated than others?
    - Are there some statements you are still uncertain about?
    - Would you like to discuss some issues further?
    - Did you learn something new from this activity? If so, what?
2. Relate the activity to the right to participation by asking questions such as these:
    - Did you see any connection among these questions?
    - Are you able to participate in decision making in your family? Your class or school? Your community? Any other situation in your life?

- Point out that participation is an important right of every child, and read them Article 12 of the CRC. Can you imagine some new areas in which you could to participate?
- Why do you think the right to participation is important for children?

Suggestions for follow-up

- At the end of the discussion, divide the children into group of three or four and give each group copies of the statements used in the activity. Ask each group to reformulate the statements in a way that they all can agree upon. Compare their restatements.
- The activities 'A Constitution for Our Group', p. 56, or 'Every Vote Counts', p. 103, emphasize active participation in democratic processes.

Ideas for action

- Encourage the children to find ways of participation, e.g. speaking up for their concerns in the school or groups, writing letters to local political figures on local issues that concern them.
- Ask the children to write articles expressing their opinion on situations in their lives (e.g. family, organization, class, school, district). Publish these as a group newspaper or bulletin board display.

Tips for the facilitator

- Make sure that all the children, even the less outspoken ones, have a chance to express their opinion. You might call on quieter children to express their opinions.
- Discussion time on each statement should be limited so that the activity does not become too long.
- To keep the children alert, encourage stretching or do a quick energizer between questions.

Adaptation for older children

- Make more gradations of opinion (e.g. Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree).

Variations

- Develop statements relevant to your local situation and familiar to the children.
- Develop statements relating to any other children's rights theme (e.g. right to association, equality, information, environment, family and alternative care).

SAMPLE STATEMENTS

- All children, even the youngest, have the right to express their opinion on matters affecting them.
- Children have no rights to participate in family decision making. Parents know best what is best for children.
- It can be dangerous for children to express their views on school issues.
- Only outspoken or older children can participate in decision making.
- Every child can participate in the school parliament / student council with equal rights.
- Children who have been in trouble with the law lose their right to participate in any decision making process.
- Not all children have the same right to participate. Poor children cannot participate as much as others.
- To participate at school means to talk a lot in class.
- If one's parents are separated or divorced, children have the right to express their views in the legal process.