

# “Human Rights Education for Children: Compasito as a Key Tool for Children’s Groups”



Report of the study session held by IFM-SEI  
in co-operation with the European Youth Centre Budapest of the  
Council of Europe

European Youth Centre Budapest  
8th-15th March, 2009



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>7</b>
<b>INTRODUCTION .....</b>	<b>8</b>
<b>AIMS OF THE STUDY SESSION .....</b>	<b>8</b>
<b>SUNDAY, 8<sup>TH</sup> MARCH.....</b>	<b>10</b>
WELCOME EVENING .....	10
<b>MONDAY, 9<sup>TH</sup> MARCH .....</b>	<b>13</b>
WELCOME SPACE (1H 30 MIN.).....	13
MISSION IMPOSSIBLE – GROUP BUILDING (1H 30 MIN.).....	16
SESSION: ME AS AN EDUCATOR AND AS A LEARNER (1H 30 MIN.) .....	17
INTRO TO COMPASITO (1H 30 MIN.) .....	19
PICTURES OF DIFFERENT THEMES:.....	22
<b>TUESDAY, 10<sup>TH</sup> MARCH.....</b>	<b>23</b>
HUMAN RIGHTS – HUMAN RIGHTS EDUCATION – HUMAN RIGHTS EDUCATION WITH CHILDREN (3H).....	23
SHARING METHODS USED IN ORGANISATIONS (3H).....	28
<b>WEDNESDAY, 11<sup>TH</sup> MARCH .....</b>	<b>29</b>
UN CONVENTION ON THE RIGHTS OF THE CHILD (1H 30 MIN.) .....	29
CHILD DEVELOPMENT (1H 30MIN).....	31
THEORIES ON CHILD DEVELOPMENT.....	33
FREE TIME IN BUDAPEST .....	34
<b>THURSDAY, 12<sup>TH</sup> MARCH.....</b>	<b>35</b>
NON-FORMAL EDUCATION PRINCIPLES (1H 30 MIN.).....	35
PREPARATION FOR TRYING OUT COMPASITO METHODS (1H 30 MIN.).....	36
TRYING OUT COMPASITO METHODS (6 H) – ON THURSDAY AFTERNOON AND FRIDAY MORNING .....	37
<b>FRIDAY AFTERNOON, 13<sup>TH</sup> MARCH.....</b>	<b>39</b>
PLENARY DEBRIEFING AFTER TRYING COMPASITO METHODS (1 H) .....	39
NON-FORMAL EDUCATION EXTENDED (1H) .....	40
LEARNING STYLES (1H).....	41
<b>SATURDAY, 14<sup>TH</sup> MARCH.....</b>	<b>42</b>
OPEN SPACE (3HRS) .....	42
2. FINAL EVALUATION (1H 30 MIN.).....	44
<b>ANNEX I .....</b>	<b>45</b>
<b>ANNEX II .....</b>	<b>53</b>
<b>LIST OF PARTICIPANTS.....</b>	<b>65</b>



## Executive Summary

This is the final participants' report of the "Human Rights Education for Children: Compasito as a key tool for children's groups" study session, conducted by the IFM-SEI at the European Youth Centre Budapest, 8<sup>th</sup>-15<sup>th</sup> March, 2009.

It begins with the explanation of the IFM-SEI's interest in educational activities and lays out the aims and objectives of this particular study session. This is followed with a table which introduces the programme flow in general and then a detailed analysis of each separate session. It closes with a review of the evaluation of the study session, including a summary of feedback from participants.

Both the educational team and the participants felt it was a very successful study session. It was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and intelligence of the participants.

We would like to thank everybody involved for contributing their energy and ideas to the study session, and we would also like to thank the Council of Europe for its' support investment in Europe and the World's youth.

We would also like to thank the staff of the European Youth Centre Budapest, who took care of us all week long. Special thanks to Annette Schneider and Zsuzsanna Molnar for constant communication and advice.

Birute Sabatauskaite

Team member / editor of the report

## Introduction

IFM-SEI is an educational children's and youth movement based on the UN Convention on the Rights of the Child. Our member organisations are peer-led, working with children and young people to raise awareness of Children's and Human Rights and empowering them with knowledge and skills to defend their own Rights and those of others. We have a long and successful history of working with children on Human and Children's Rights, both at local and national level through our member organisations and at international level through seminars and training courses.

IFM-SEI has been keenly awaiting the publication of *Compasito*. One of our members, Jiri Tomcala, was in the development team and has kept us informed of developments.

*Compasito* is a crucial tool for us as an organisation working world-wide with children and we were keen to make the best possible use of this resource by training our leaders to use the tool and support others in using it.

The Study Session was the beginning of the IFM-SEI work with *Compasito*, even if a lot of people from different organisations used it in their activities. The participants that attended the Study Session were very motivated to multiply the effect of the Study Session and we already got some feedback from the participants about the way they use *Compasito* back home in their organisations and different projects they organise to spread it further.

That is inspiring both for the organisation and the Council of Europe. It proves that the aims and objectives of the Study Session were fulfilled.

## Aims of the Study Session

### Aim

To enhance the quality of IFM-SEI's Human Rights Education with children by providing the space to share methodology and training multipliers in the field.

### Objectives

To introduce *Compasito* as a key tool for Human Rights Education with children

To use *Compasito* with the participants to ensure they become familiar and comfortable with its format and content.

To develop possible adaptations to methods included in the manual to meet the precise needs of IFM-SEI children's groups.

To provide the space for young leaders to share their own experiences and methods for HRE with children

To identify obstacles to successful HRE with children and develop effective ways to overcome these.

To develop an 'Introduction to *Compasito*' workshop to enable participants to share what they have learned with other young leaders in their organisations

Programme

Sunday, 8th		Monday, 9th	Tuesday, 10th	Wednesday, 11th	Thursday, 12th	Friday, 13th	Saturday, 14th	Sunday, 15 <sup>th</sup>
	8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Arrival of Participants	9:30 – 11.00	Welcome space	HR – HRE – HRE with children	UN Convention on the Rights of the Child	Non-formal education principles	Trying Compasito methods	Open Space	Departures
	11-11.30	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
	11:30 – 13.00	Group Building	HR – HRE – HRE with children	Child Development	Preparation for trying out methods	Trying Compasito methods	Open Space	
	13–15.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
	15.00 – 16.30	Reflection: me as an educator, me as a learner	Open space – sharing our methods	Free Afternoon in Budapest	Trying Compasito methods	Plenary debriefing Non-formal education extended	Evaluation	
	16:30 – 17:00	Coffee break	Coffee break		Coffee break	Coffee break	Coffee break	
	17.00 – 18.30	Intro to Compasito	Open space – sharing our methods		Trying Compasito methods	Learning styles		
	18:30-19:00	Reflection groups	Reflection groups		Reflection groups	Reflection groups		
	19:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
20:00 Welcome evening	20:00	International cheese festival	Self-organised evening	Dinner in town	Self-organised evening	Self-organised evening	Compaparty (farewell evening)	

## Sunday, 8<sup>th</sup> March

Arrival of participants  
Welcome evening

### Welcome evening

#### Aim

To welcome the participants

#### Objectives

- To make participants feel comfortable;
- To start the process of getting to know each other.

#### Detailed plan of the welcome evening:

1. Envelope making and informal discussion while waiting for others to arrive
2. Intro
  - a. Group building games
  - b. Making a balloon twin
  - c. Bingo
  - d. Crocodile river
  - e. Saboteurs
3. Welcome drinks and free chat

#### Preparation

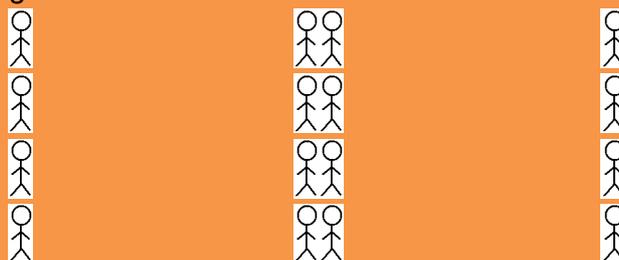
- It's important to organise a relaxed setting for this session, draw a welcome poster and prepare the hall.
- Get drinks ready on the bar on the 4<sup>th</sup> floor;

#### Methods & Methodology

1. Have some music in the background before all people come. Have a table with different coloured paper, glue, markers, some paint, prepared that those who come a bit earlier have something to do and a place to start interacting and keeping themselves busy. It will be an envelope making area. It means that people make a nice inventive envelope for themselves and hang it in one corner where everyone can later on put letters to each other throughout the whole week.
2. **Short introduction** – a welcome word and intro of the team – 5 min.
3. Everyone is asked to say their name and tell what organisation they come from – 5 min.
4. **Name game: Making a balloon twin** (15 min.) – Everyone gets a balloon and a marker and has to blow up the balloon and write their own name on the balloon. Then when the music is playing everyone has let the balloon go to the air and try to keep all the balloons in the air. When the music stops playing everyone grabs a balloon – but not with their own name. At first time they have to find the person who's name it is and try to draw his/her

1) nose. Then when the music starts playing again, catch a balloon again and add 2) eyes, 3) lips 4) form of the face 5) hair. After the 6th musical break catch a full portrait find a person who's portrait you have on the balloon and give the *balloon twin* to that person. Then the person has to present her/his twin and say some important information about him/her. E.g. "This is Anne, as you can see she has a very weirdly shaped face and she really loves eating ice-cream".

5. **Human Bingo (10min.)** - To discover some funny characteristics or primary information about participants and learn their names, to create a nice atmosphere. Every participant receives a sheet where there is a table with different characteristics (e.g. Find a person who plays a guitar). They have to fill in the sheet, but cannot write in the same name twice. When all the squares are filled in the person who has them all has to shout "Bingo!!!", then everyone together checks the answers, if they are correct.
6. **Crocodile river (20 min.)**— mark one bank of the river or tell people where is one bank of the river and where is another (e.g. from one wall to another or from the elevator to the window). Explain to people that they are a big group travelling in the jungle and they suddenly come to the river which is full of crocodiles and they have to cross the river, because they have no more food supplies or fresh drinking water so they have to cross the river. Tell them to split into 3 groups and give each group 6 pieces of paper (depending how big the river is). These pieces of paper are actually special material that does not sink, but the crocodiles eat it, when there is no weight on them (meaning if nobody stands on the paper – they lose it). So they have to come up with a strategy how to cross the river. Since they've been travelling for a long time without any food or water supplies left their time is very limited, so they have to come up with a strategy in 5 min.  
*All teamers are needed for this one to be "Crocodiles"* – to take away the paper from the groups when there is no one standing on them.
7. **Saboteurs (10 min.)** – this activity is used to break the ice and invite everyone for a drink.
  - a. Group is asked to divide in 2 groups. The one which is likely to be louder goes in the middle of the room. The 2<sup>nd</sup> group is divided to other 2 groups. One of them has to go near the window, the other near the elevator (in other settings one wall and another). E.g.:



- b. Explain to people that their one of the side groups will get a message that they have to transfer without any sounds to the other side group and this one has to answer to the message. For that they can use only their body, no speaking. The group in the middle has a role to distract their attention, make a lot of noise and do whatever they want to make the communication between smaller groups impossible.
- c. The group near the elevator gets a message "Let's go for a drink", the answer to the group near the window is "Let's meet at the bar". After the messages are passed everyone is invited to enjoy the informal time, chat to each other and told when the programme starts on Monday.

## Human Bingo

You have to do fill in every square by finding persons who have the following characteristics or ask someone to make an action for you. One name cannot be repeated twice!!!

A person who likes dancing	Hold hands with 2 people: 1. 2.	Someone who has caught a fish during their life:
A person you have run around in a circle	Someone who had to travel for more than 15 hours to Budapest	Someone who comes from a country that has more than 150 million inhabitants.
Someone who plays a musical instrument	Somebody who is in the board of a falcon organization	Someone who sings a song for you in their own language
Tell a compliment to 2 people: 1. 2.	Someone who has a tattoo	Someone who has been trekking in Caucasus mountains.
A person who speaks more than 3 languages	Someone who has more than two sisters or brothers	A person who voluntarily works with children and loves it

## Monday, 9th March

1. Welcome space
2. Mission impossible – group building
3. Session: me as an educator and as a learner
4. Intro to Compasito
5. International Cheese Evening

### Welcome Space (1h 30 min.)

#### Aim

To set a positive participatory tone for the session and make participants feel welcome.

#### Objectives

- To introduce key stakeholders and concepts of the study session;
- To introduce the educational approach and ethos of the study session;
- To provide space for participants to get to know each other;
- To introduce the flow of the programme;
- To provide the space for participants to express their expectations.

#### Preparation

Needs to be done a day/night/early morning before starting, since it requires some time. All the necessary things are described below.

#### Methods and methodology

Participants enter the “Welcome Space”. There are chairs and tables in the room, but they are arranged either to suit a ‘space’ or chaotically distributed. The team members are all at their ‘space’ ready to help and/or explain or facilitate. Soft, silent music is playing.

There is an ‘Info-Point’ in the middle of the room. It consists of two flip charts hanging back to back, explaining what is happening and where participants can go. It says: “This is the Welcome Space! We trust in your curiosity and don’t want to bore you with presentations. You can find out what will happen in the next week in many different spaces.

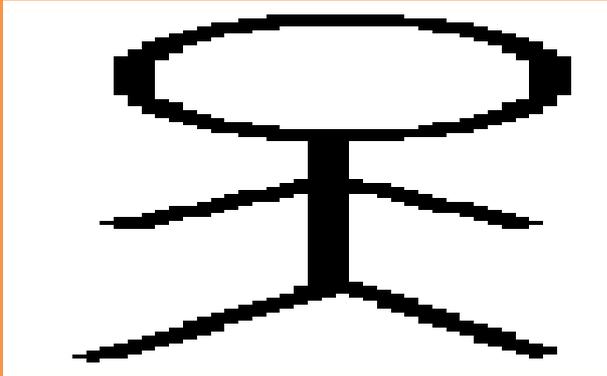
The **Programme Flow** space can give you more information about the objectives of the Study Session and how we plan to achieve them. Visit the **Portrait Space** with a person you never met before in your life! Find out more and comment on **the Stakeholders and Concepts** of this Study Session. Leave a message for the future in the **Video Space!** Test your knowledge about where you are in the **Council of Europe Quiz!** **Share your Expectations!**

The team is here to help you. But it’s all up to you and your initiative! Enjoy!

### **Space I: Programme Flow**

The programme is displayed in a 'non-table' way on a part of the wall. It could be a river, a volcano or something completely different (that, however, makes sense and symbolizes a flow). The display should also include the session's objectives and indicate how different programme elements are designed to support achieving those objectives. A team member is at this 'space' to explain to participants who come there the programme flow and answer possible questions. We chose to use a volcano at this study session.

### **Space II: Biographical Portrait**



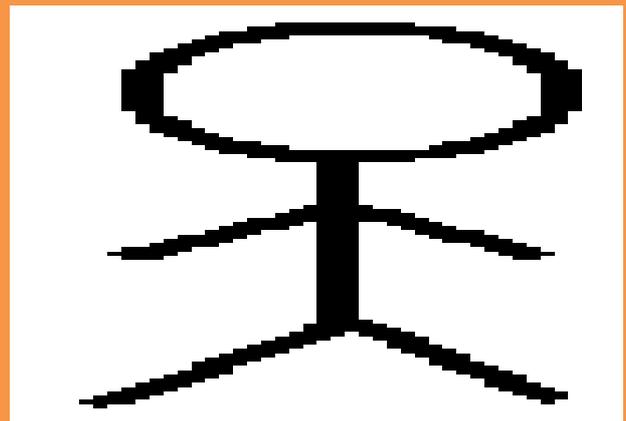
Participants are asked to come here in pairs. They find material to paint each other's portraits. While they paint, they should find out more about each other and symbolise that on the painting as well. If possible, there should be no words on the final paintings.

### **Space III: Video Messages**

One team member is located in a 'booth', made out of tables and chairs, with a video camera. Participants are asked to say into the camera a message for the rest of the group that will be displayed on the last day. This can include expectations, wishes, statements, concerns, feelings. The team member operates the camera and if necessary asks the participants some questions. People can come in pairs if they want.

### **Space IV: Stakeholder and Concept Space**

This space is primarily informational. The key stakeholders of the study session are displayed on the wall on A3 papers: The Council of Europe, IFM-SEI, Participants. There are smaller pieces of paper around each of the stakeholders, indicating their interests in this study session. For the Council of Europe this could be: supporting youth organisations in developing the quality of their work / strengthening the capacity of youth workers in sustainable construction of Europe.



For IFM-SEI it says: to contribute to the quality of our work with children in our organisations, to increase the quality and reach of education in our movements, to provide a space to share the methods of human rights education with children, to learn more about the work in different organisations, to establish networks between organisations themselves, to develop sustainable

strategies to share and develop methodology, to experience how to use Compasito as a tool for Human Rights education with children, to have leaders in organisations that can further promote human rights education with children in their home organisations, to develop a workshop plan which can be used at home to introduce Compasito to others, to use Compasito in practice, to develop possible adaptations of Compasito to suit the needs of organization's children groups, to learn more about Council of Europe and cooperate with them, to use the tools developed by the Council of Europe in IFM-SEI member organisations, to have a place to spend time with people working with children from all over.

The pieces of paper for the participants are empty, and participants who come there should add what they think is the interest of the group of participants in this study session.

Then at the same space of „stakeholders“ there are concepts as well: *Non-Formal Education and Human Rights Education*. Around the piece of NFE are smaller pieces of paper saying: voluntary and self-organised learning, participative processes, learner-centred and flexible, openness and transparency, collective and shared evaluation, the right to make mistakes, individual responsibility for learning, group support of learning, sharing of results.

Around the piece of paper with HRE are smaller pieces of paper saying: a process whereby people learn about their rights and the rights of others / learn to distinguish one's privileges and the privileges of others from their rights / a framework of participatory and interactive learning which is conducted in a way that is in itself respectful of human rights / concerned with changing attitudes and behaviour, learning new skills, and promoting the exchange of knowledge and information / long-term / aims to provide an understanding of the issues / aims to equip people with the skills to articulate their rights and communicate this knowledge to others / aims to equip people with the skills to take action to stop and prevent human rights violations.

Participants are asked to write comments and questions on post-its and attach it to it, discuss with the other participants that are at that time at the space and see if they agree, what they think is difficult, what has inherent conflicts, etc. There is a team member to facilitate this process.

### **Space V: Expectations Space**

One another part of the wall is a big table with two columns and two rows. One column is titled 'Give' and another is titled 'Get'. The upper row is titled 'Done', the lower row is titled 'Not Yet'. There are post it's available. Participants are asked to write on post its what they expect to get and to give in this Study Session. One point per post it. If they want they can add their name. Then they should place the post it's on the lower row of the table. Throughout the week they should come back to the tables every once in a while and check if something that they wanted to get or to give has been achieved for them and then move their post it up to 'Done'. The higher the degree to which is has been achieved, the higher should the post-it come. At the end of the week we can look at the table and review how many expectations we have been able to achieve, and which we haven't been able to reach.

### **Space VI: Council of Europe Quiz**

Participants are asked here to come in two teams of 3-5 participants, if they come alone they are asked to drag other by the hand from their teams at the place. It is the way to provide the information about the Council of Europe in a more interactive way.

## **Mission impossible – group building (1h 30 min.)**

### **Aim**

To build a positive and effective working environment and a sense of the group as a team.

### **Objectives**

- To develop ground rules for working of a 'team contract'
- To interact directly with all the other participants
- To touch on all topics related to the Study session
- To get to know the space and interact with the people working here

### **Detailed plan of the Mission impossible**

1. Power point presentation – 5 min.
2. Fulfilment of the tasks by the group – 1h;
3. Presentation of accomplishments and team contract – 25 min.

### **Preparation**

Tasks for Mission Impossible have to be written in advance on a piece of paper or PowerPoint presentation. Have a Mission impossible song ready, it creates a certain atmosphere.

### **Methods & Methodology**

After Coffee Break the participants get a list of tasks and are told that they have one hour to accomplish them. The team then leaves the room and comes back after one hour. The tasks are

1. Learn everybody's name by heart
2. Count the steps between the fourth floor and the vending machines in the cellar
3. Make a drawing for each of the articles of the Universal Declaration of Human Rights
4. Find out the lunch/dinner menu for the whole week
5. Learn the names of the person currently at reception and the security-people and the technical support staff, draw their faces and hang them up in the Portrait Space
6. Find out when the EYCB was opened, what it was before, when it was renovated

7. Come up with 25 ideas what to do on the three free evenings (Tuesday, Thursday, Friday)
8. Check out the opening times of the store at the corner and the prices for soft-drinks, beer, crisps and crackers
9. Convert those prices into Euro, Dollar and Afghanistan Afghani
10. Make a list of which participant has brought which cheese from their home country and what other specialty they might have brought as well
11. Find out which participant is the oldest and which participant is the youngest, which participants have birthday on the same day, which have birthday in the same week and which in the same month
12. Make a picture of all participants in front of the EYCB – on both sides and in the disco
13. Make a short (3 min) theatre play using the words/concepts: yoga, toothbrush, exile, children, human rights and opera
14. Come up with 30 reasons why it is better to be in Budapest rather than back at home, right now.

After the presentation of results, the whole activity has to be debriefed. These might be some guiding questions.

- How do you feel now?
- How did it work? How did you manage to accomplish those tasks?
- What lessons can we draw from this experience?
- Did you experience something that you would like to see happen again in this week?
- Did you experience something that you would like to avoid in this week?

Streaming from the debriefing, the participants are asked to agree on a team-contract, establishing some guiding principles for the upcoming week to ensure a pleasant and respectful working environment.

## Session: me as an educator and as a learner (1h 30 min.)

### Aim

To reflect on ourselves as educators and learners and our organisations as educational entities

### Objectives

- To reflect on and share our journeys;
- To reflect on the educational aspects of our organisations;
- To reflect on our motivations and attitudes to education.

### Detailed plan of the session:

- Learning related energiser – 5 min.;
- Individual reflection on educational journeys – 15 min.;
- Sharing educational journeys with others – 20 min.;
- Take a stand: explore people's ideas on education (50 min.)

## Preparation

1. Draw an example of educational journey on the flipchart paper
2. Put agree/disagree signs on the wall before the session
3. Prepare statements and their handouts to be given out to the participants.

## Methods & Methodology

### 1. **Game (5 min.)**

Start with a quick game/activity that will wake them up after lunch, and is somehow linked to the topic of learning, for example a running-around, info gathering exercise in pairs or threes, or a name-learning game, or an activity in threes where one has to teach the other two something (verse of a song, their family tree, view from their bedroom...)

### 2. **Individual reflection (15 min.)**

Ask people to think, what was their development and their journey through the life mentioning little facts and details, which had influence to them be interested in human rights education with children. What were the major events in their life. Ask the pax to "Think about some positive & some negative learning experiences in your life"

Give an example or two from your own life, and elicit some examples (focusing not only on knowledge, but also skills and attitudes), school-based and non-formal. In these examples, what helped your learning? What hindered it? (put questions up so all can see)

Participants take 5 minutes for individual reflection and note-making, then share thoughts briefly in pairs:

### 3. **Share educational journeys in groups of 3 (20 min.)**

### 4. **Take a Stand (50 min.)**

This activity is a close relative of number 37 in *Compasito* (Where do you stand?)

Give participants a copy of the "Statements on learning". Ask them to read through and check understanding, and mark their response on the table at the bottom of the page. Show the Agree/Disagree line in the room.

Then read one of the statements, ask participants to take a stand, then pair up with a person near them and discuss. Read another statement, take a stand, get participants into threes to discuss.

Do this a few times, varying the type of discussion and groups size: get participants to talk to somebody with a different view, have the discussion in plenary (some of the statements would not need so much discussion in a plenary), etc

Then lead a plenary discussion on the exercise, and what they can draw from it (e.g. we all have different learning styles & that's fine; not all learning happens at school; some things can be learnt from books, other things need practice)

## Statements

		Strongly agree	Agree	Disagree	Strongly disagree
1.	Going for a hike is educational experience;				
2.	The primary aim of games is to have fun and not to learn;				
3.	If our camps were educational, nobody would want to come;				
4.	Education is for schools, we do something different;				
5.	One of our main goals should be to teach children to be active citizens;				
6.	My primary responsibility is the safety of the participating children;				
7.	I work with kids because I have something to share;				
8.	I can trace my involvement back to one specific moment in my life.				

## Intro to Compasito (1h 30 min.)

### Aim

To introduce and familiarize ourselves with Compasito and it's themes and structure

### Detailed description of the session:

1. Introduction on history and development of Compasito from the birth of the idea till the promotion of it, by Annette Schneider, Educational Advisor at the EYCB – 15 min
2. Compasito quiz – 20 min
3. Exploring themes of Compasito – 45 min
4. Presentation of different themes – 10 min

### Preparation:

- Tell people to bring their Compasito books to the afternoon session – Chair of the Day.
- Print Quizzes;
- Prepare a space on the wall for Themes' descriptions
- Make copies and cut out different pictures representing different themes of Compasito to

split people into groups.

#### Methods and methodology:

1. Introduction on history and development of Compasito from the birth of the idea till the promotion of it, by Annette Schneider, Educational Advisor at the EYCB – 15 min.
2. Quiz – ask people to work in groups of 3 – with their neighbours most comfortably (if there are people sitting together from the same organisations, just ask them to sit separately). Give each group a copy of tasks – to find specific quotes or characters in Compasito – what are the three general categories in Convention on the rights of the child and which pages you find them at (p. 21 – Protection, Provision, Participation), or who are two other people in the group with Margaret (p.101, Activity 12 "Dear diary").
3. Use pictures that are assigned to Compasito themes (Chapter V: THEMES) to split people into different groups (all pictures are as added to this session outline). Use pictures of 6 themes at the beginning and ask people to find their mates. When they find each other give them a picture of another theme, which means every group has to cover 2 themes. There are 13 themes in Compasito, so 1 theme was presented by the team.
4. Working in groups on Compasito themes: they work in their groups and have to prepare 2 things: 1) an A3 paper, where they put the name of the theme, picture and main ideas; 2) A short inventive presentation (play, song, pantomime) of one of the themes – not longer than 1 min.
5. Presentations of themes: Presentation of one theme should not last longer than 1 min. If it lasts longer than one minute it will be cut. The topic is not told to the group in advance, so the spectators have to try to guess from the play.

#### Compasito quiz with answers

Look for	Page/-s	Chapter No.	Answer
What are the most important considerations while selecting activities from Compasito for a specific group?	p. 46	Chapter III, "How to use Compasito?"	Your children, Your learning objective, A learning sequence
Find a Human Rights calendar and when is the World Peace day?	p. 60, 62	Chapter IV "Activities"	1st January
What are the three general categories in Convention on the rights of the child	p. 21	Chapter I "Introducing HR"	Protection, Provision, Participation
Is there a right to Human rights education?	p. 29	Chapter II "What is Human rights education?"	Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the UDHR

			<p>exhorts “every individual and every organ of society” to “strive by teaching and education to promote respect for these rights and freedoms.”</p> <p>Article 26.2 of the UDHR states that – Education shall be directed ... to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.</p>
Who are two other people in the group with Margaret?	p.101,	Chapter IV "Activities"	Elsa and Ricardo, Activity 12 "Dear diary"
What are the main Human rights' principles?	p. 15	Chapter I "Introducing HR"	HR are universal, inalienable, indivisible, interdependent.
What are the most common mental disorders?	p. 252	Chapter V "Themes"	Theme "Health and Welfare", Mental Health: In developed countries the most common mental disorders are: disturbances of attention, anxiety disorder, depression, eating disorders (anorexia and bulimia), self-harm, drug or alcohol abuse, violence, depression or even suicide".
What are the countries that have not ratified the UN Convention on Children's rights?			It's not in the Compasito, at least I couldn't find it ☺ But the answer is the USA and Somalia.
Find some ice-breakers	p. 49	Chapter III "How to use Compasito?"	
Find 4 activities that deal with Gender equality?	p. 82	Chapter IV "Activities"	p. 82 "Boys don't cry", p. 125 "Once upon a time", p. 148 "Rights Mobile", p. 180 "We are family", p. 185 "What I like and what I do", p. 202 "Words that wound"
Find out what is there said regarding children in armed conflicts?	p. 298, p. 305	Chapter VI "Appendixes"	CRC Art. 38



## Tuesday, 10<sup>th</sup> March

1. Human rights – Human rights education – Human rights education with children
2. Sharing our methods

### Human rights – Human rights education – Human rights education with children (3h)

#### Aim

To link, contextualize and reflect about Human Rights, HRE and HRE with children

#### Objectives

- To introduce the key principles and instruments of Human Rights
- To reach an understanding of HRE
- To discuss the specificities of working with children on HRE

#### Preparation

- Photocopies
- Empty room
- Have multimedia projector ready

#### Methods & Methodology

- Start with the Song of Ben Harper: I can change the world
- Short Presentation of Laura by Laura
- Introduction of the session: aim and objectives

#### HUMAN RIGHTS

1<sup>st</sup> question to the participants: Stand up the people who have rights!

2<sup>nd</sup> question: Ask participants to individually reflect, *what they want to change in their lives?*  
what makes them happy?

Share the answers in the plenary.

Video: <http://www.6billionothers.org>

- Human Rights are about Human! Human Rights are about us!
- Human rights are the rights a person has simply because he or she is a human being.
- Human Rights is what no one can take away from you (René Cassin)

#### 1<sup>st</sup> Article of the UDHR: the “heart” of the declaration

All Human Beings are born free and Equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### Principles:

HR are:

- universal (for All)
- indivisible (all the rights have the same importance)
- interdependent (a global framework. Package)
- inalienable (part of Human being)

**Generations:** the world change... Human Rights are dynamic!

- 1<sup>st</sup> generation: political and civil rights (liberty)
- 2<sup>nd</sup> generation: economical and social rights (equality)
- 3<sup>rd</sup> generation: collective rights (solidarity)
- emerging rights

### Key instruments

- the Universal Declaration of Human Rights (UDHR) – 1948
- the European Convention of Human Rights (ECHR) – 1950
- the United Nations Convention on the Rights of a Child (CRC) – 1989
- European Court of Human Rights
- International Criminal Court
- Monitoring: ex art<sup>o</sup> 42,43,44,45 of CRC

Ask participants if they know what is the difference between Declaration and Convention?

Which countries did not sign the CRC? Why?

## HUMAN RIGHTS EDUCATION

Ask participants to rank 9 different definitions of Human Rights Education (HRE) in groups. Share the answers in plenary.

There is no single and perfect definition for HRE!

## Different definitions of HRE to be ranked

### **Definition 1**

Human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- a) The strengthening of respect for human rights and fundamental freedoms
- b) The full development of the human personality and the sense of its dignity
- c) The promotion of understanding, tolerance, gender equality and friendship among all nations indigenous peoples and racial, national, ethnic, religious and linguistic groups
- d) The enabling of all persons to participate effectively in a free society
- e) The furtherance of the activities of the United Nations for the maintenance of peace.

Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004

### **Definition 2**

Human Rights Education (HRE) is a process whereby people learn about their rights and the rights of others, within a framework of participatory and interactive learning. HRE is concerned with changing attitudes and behaviour, learning new skills, and promoting the exchange of knowledge and information. HRE is long-term, and aims to provide an understanding of the issues, and equip people with the skills to articulate their rights and communicate this knowledge to others. Amnesty International.

### **Definition 3**

Effective HRE should make people want to transform the world into one in which all people are equal, in theory and in practice, and should make them feel empowered to do so. Nothing more and nothing less is necessary

### **Definition 4**

...in essence human rights education is about hope and learning about justice. It is about people transforming systems in which differences are liabilities into systems where differences and diversity bring joy and richness to our lives. But mostly, human rights education is political education that leads to people taking active part in their own economic and social development.

Shulamith Koenig, Human Rights Education for Social Transformation: Innovative Grassroots Programs on Economic, Social and Cultural Rights

**Definition 5**

The basis of HRE is an understanding the UDHR and other instruments to develop a culture of participation, of liberty and justice, and of tolerance. The Arab Institute works to give people the tools to make their lives better with new participation. ..For us HRE is education about participation. "HRE is not about authoritative giving of information but about making contact, transformation, enable people to understand the world and their own lives and the lives of others. And to accept others.

Abdelbasset Ben Hassen, Arab Institute for Human Rights

**Definition 6**

HRE is an educational programmes and activities that focus on promoting equality in human dignity, in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities

Official definition of Human Rights Education for the Council of Europe Youth Programme

**Definition 7**

"People infringe other people's rights because they do not know others rights and their own rights. Therefore... human rights education should remain a tool to provoke critical thinking and analysis of social, economic and political life and to include the mental perception of the stakeholders. It is my submission that human rights education be from our cradle to our grave--for human rights education is the education for life. It's purposes should be to mitigate and not to react,"

ADAM H. Adam of the Centre for Minority Rights Development (CEMIRIDE, Kenya).

**Definition 8**

Human Rights Education is Education. That's all!

**Definition 9**

HRE as an end itself seeks to reinforce the processes of empowerment of every human being in everyday life to experience freedom and solidarity, not fractured by grids of power and domination by the civil society and state. Mohandas Gandhi used to say that swarai (independence, that is just self-rule) brings exercise of freedom in non-threatening ways to the Other. The ability to perceive such freedom as not threatening all that is good, true and beautiful in human achievement is to my mind the summum bonum that HRE promises us.

Human Rights Education: The Promise of the Third Millennium? Upendra Baxi

The following part was planned but due to the lack of time, it was not done:

**HRE is**

- Learner centred
- Goal oriented
- long term perspective
- for life / for living
- for society
- value laden
- dependent on context
- challenging

**It's about changes. It's about empowerment.**

HRE should respect the HR!!!! Question of coherency because it's a "special" education.  
Competences : knowledge, skills, attitudes + motivation and action

**HRE is**

Education ABOUT HR – knowledge (with examples)

Education FOR HR – skills (with examples)

Education THROUGH/IN HR - attitudes (with examples)

Planned but not mentioned

- The right to HRE: UN Declaration on HRE and training ([www.HREA.org](http://www.HREA.org))

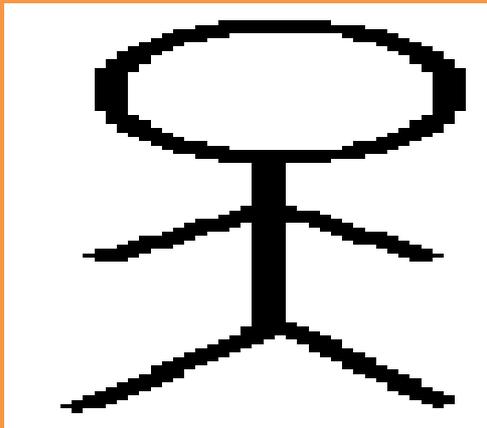
## HUMAN RIGHTS EDUCATION WITH CHILDREN

Planned but not done because of lack of time

- 3<sup>rd</sup> question to participants:

Give concrete example of projects/actions in your local reality that are "dealing" with competences (skills, attitudes, knowledge) of children with whom you are working?

Sharing in plenary )



#### Specificities:

- 4<sup>th</sup> question to participants:

working groups

Do you think children are a specific target group?

Why are they unique and “special”?

Why do they need a specific, “different” (HR) Education?

Each group received cards with characteristics of methodologies of HREwC and they did a pyramid to prioritize them. At the end, each had the possibility to share with the others the results of their reflection / work.

#### Characteristics

***the methodologies of HREwC should promote:***

- respect for children's experience
- self-esteem / respect for individual child
- empowerment
- non-hierarchical, democratic and collaborative learning environments
- fun, humor, playing
- cognitive learning / subjective and emotional responses
- changes of behavior and attitudes
- practical application of learning / actions
- skills building: reflection, critical thinking, active listening, different point of view
- responsibility for their own learning , for that they want to learn

#### Conclusions

- Human Rights is not only about laws and official documents!

Video: <http://humanrightsactioncenter.org/>

## Sharing methods used in organisations (3h)

### Aim

To give participants the space to share their experience and methods of HRE with children.

This session was planned in the afternoon of the 2<sup>nd</sup> day. After two days being together and the morning session on HR, HRE and HREw.C we returned to their own experience, and that of their home organisations. Everyone was asked to bring different methods in advance – the information was spread out before the study session.

It was very empowering for everyone to see that everyone is already doing a lot and have a lot to share and participants were able to be in charge of their own time during the study session, sharing things relevant to everyone.

### Preparation:

Participants were asked on the 1<sup>st</sup> day (during the welcome space) to fill in the title card that showed what they had brought from home.

The two afternoon sessions were structured according to the best time available.

### Methods and methodology:

They were dependent on the different methods of the activities led by participants. The role of the team was to do the time-keeping and encouragement and provision of support to the participants. The team had to run short debriefing after every session.

### Sharing- title card

Write the title of the activity in here in large letters		
Put your name in here	Put your home organisation here	How many minutes
What type of activity is it	What equipment do you need?	

The descriptions of some of the shared methods can be found at Annex I.

## Wednesday, 11<sup>th</sup> March

1. UN Convention on the Rights of a Child
2. Child Development
3. Free Afternoon in Budapest

### UN Convention on the Rights of the Child (1h 30 min.)



#### Aim

Working and getting in touch with the CRC

#### Objectives

- To gain a better overview of the convention and its structure
- To facilitate a deeper understanding of some of the articles
- To criticize the CRC from a Falcon perspective (and give our vision)

- To gain some knowledge about the different situation of implementation within different counties

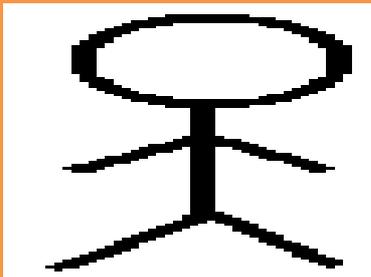
#### Detailed description of the session

- Short intro – 10 min.;
- Input: “Tourist guide to CRC” – 30 min.
- Group work on articles and forum theatre / statues (35 min.);
- Discussion on falcon perspective on children rights.



#### Preparation

Prepare the tour on CRC around the building. Draw Pillars; write down the clusters and what they contain. Make a short intro to shadow reports.



#### Adaptations

The input about the Convention can be prepared in any way of visualisation (using power-point, flipchart papers, or handouts).

#### Methods and methodology:

1. Intro
2. Theatrical input in the style of a tourist guide containing information about the structure of the convention (three pillars→protection, provision, participation, 8 clusters, shadow-reports...)
3. Participants split up into smaller groups. The single articles are passed out to the groups. The groups have to fulfill the following tasks for each of "their" articles, collect the results and write them on a piece of paper for each:
  - a. Compare the child-friendly version with the official
  - b. Relate the article to a pillar and a cluster



1. Participants are asked to create specific characters if needed to remind themselves of the characteristics. They shouldn't worry if they don't know much theory about child development, they should brainstorm based on their own experiences, tell stories about their groups back home and focus on what they have seen themselves. The participants are given some ideas to start them off:
  - Physical development
  - Cognitive development
  - Emotional development
  - Social development
  - Spare-time activities (what do they do in their spare time)
  - How much freedom/ independence do they have from parents/ adults
  - How do they communicate? What have you noticed about the communication of children of this age?
  - In general terms what are children of this age capable of? What kind of activities work well for them?
  - What do you know about their inter-action with adults and other children at this age?
2. The pictures are presented to the plenary, one age group at a time
3. A short discussion takes place after every age-group: Do the presentations correspond with the experiences of the other groups, where are differences? Are there already clear differences between the age-groups?
4. Input about the different theoretical approaches to child development with a focus on the theory of Erikson.
5. Discussion: What do I take with me, what do I have to keep in mind concerning the different stages of child development by planning activities (→adapting the methods, considering the specific dispositions of my group).

## Theories on Child Development

### Erik H. Erikson

- Trained Montessori Teacher
- Psychoanalyst, friend of Anna Freud
- 8 life steps of psychological development
- Human development is a synthesis of developmental and social tasks

(Erikson's stages of personality development can be found on <http://www.haverford.edu/psych/ddavis/p109g/erikson.stages.html>. For the summary chart of Erikson's stages of psychosocial development see the following website: [http://psychology.about.com/library/bl\\_psychosocial\\_summary.htm](http://psychology.about.com/library/bl_psychosocial_summary.htm))

### R. Havighurst

- since 1928 in experimental education
- "Human Development and Education"
- 6 developmental stages and developmental tasks
  
- Middle childhood (6-12):
  - building wholesome attitudes toward oneself as a growing organism
  - developing concepts necessary for everyday living
  - developing conscience, morality and a scale of values
  - achieving personal independence

### Lev Vygotsky

- Developmental Psychology
- "internalization" – learning a cultural code through significant people
- Psychology of play – imagination in school children is play without action
- Zone of proximal development

### Urie Bronfenbrenner

- One of the world leading scholars on Developmental Psychology
- Holistic "bioecological" approach to studying human development
- Ecological Systems Theory
- Microsystem (family, classroom, etc.)
- Mesosystem (two microsystems in interaction)
- Exosystems (external environments which indirectly influence development, e.g. parental workplace)
- Macrosystem (the larger socio-cultural context)
- Chronosystem (the evolution of the external systems over time)

## Free time in Budapest

After 3 hard working days everyone hurried to explore Budapest after their lunch break. Thanks to the European Youth Centre Budapest – we had a wonderful dinner out all together in a restaurant, where we could all feel a bit the pulse of the city and realise again there was a world behind our study session.



## Thursday, 12<sup>th</sup> March

1. Non-formal education principles;
2. Preparation for trying out Compasito methods
3. Trying out Compasito methods (Thursday morning and Friday afternoon)

### Non-formal education principles (1h 30 min.)

#### Aim

To build a common understanding of NFE.

#### Objectives

- To understand the difference between formal, non-formal and informal education
- To introduce the experiential learning cycle
- To recognise and appreciate that what we do *is* NFE.
- Offer a logical transition to preparing the “trying out” session

#### Detailed description:

1. Group-work on where and how do we learn what and which way of learning is the best for HRE – 15 min.
2. Comparison of group's results – 5 min.
3. Input about formal, non-formal and informal education and NFE-principles – 10 min.
4. Discussion on NFE principles – 30 min.
5. Introduction of experiential learning cycle
6. Identifying of the different cycle's phases for some Compasito methods

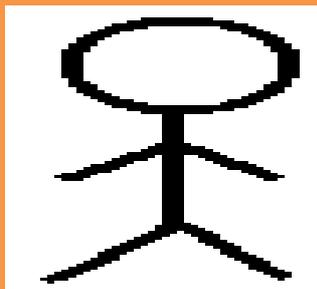
#### Preparation:

- Group-work instructions must be prepared on a flip-chart
- Suitable methods from the Compasito have to be chosen and paper sheets with numbers have to be written (For method see step no.7)
- Presentations of different types of education and NFE principles
- Input about experiential learning cycle

#### Methods and Methodology:

1. The participants split up into groups. The tasks for group-work are:
  - a. Talk about where do people learn what things in life and what are the particular main characteristics of the way of learning? Hereby they are given some examples (e.g. I learn maths at school and I learn it by doing what my teacher tells me, I learned teeth brushing, I gained my democratical experience) →Constructing of a category-system for the different ways of learning.
  - b. Which way of learning do we prefer for HRE and why (Collecting each reason on a small sheet of paper)?

2. Collecting the papers on HRE on a wall; comparison of the different category-systems
3. Input about the terms formal, non-formal and informal education and their definitions.
4. Presentation of NFE-principles
5. Adding principles for Falcon NFE if something's missing (Especially regarding to the results of the group-work).
6. Introduction of the experiential learning cycle.
7. The groups from the beginning look at some (probably just one) Compasito methods (for example by drawing randomly numbers resembling the different methods) and try to identify the different phases of the experiential learning cycle.



The connection between the non-formal education principles and the next session where everyone was preparing for trying out Compasito methods, where they could think and include things they had learned, such as keeping in mind experiential learning cycle, non-formal education principles, etc.

## Preparation for trying out Compasito methods (1h 30 min.)

This session took place in the middle of the week, after we had introduced many of the foundational aspects of the course. A whole day is given to the practice – this is the participants' opportunity to really get acquainted with Compasito at a hands-on level, to try out leading a method, to participate in at least 3 others, to discuss and criticise the methods and find the possible adaptations.

### Preparation:

Before the session, the training team divided the participants into 8 groups of 3 or 4 pax, ensuring a good mix of gender & country, but also that participants who might struggle because of the language were with people who could support them.

### Methods and Methodology:

#### 1. Introduction (15 mins)

The session's aim and process were briefly explained to the participants. The group was divided into 8 smaller groups, explaining the rationale for the grouping if necessary.

The instructions were explained and given in handouts:

"Each small group will have a one-hour slot tomorrow in which to facilitate one or more Compasito activities. Your participants will be a group of about 12 of the people on this

course – so you'll need to think about how to adapt the tool for young people rather than children. We have looked through the book and chosen some tools that we think will work well in these circumstances, but you're also free to choose others from the book. You've got an hour and a half until lunch to prepare, some of you need to be ready to start at 15:00 today, others at 9:30 tomorrow morning. You can prepare in here or elsewhere. Any questions?"

Show them a flipchart of the recommended activity numbers/titles (chosen in advance according to the length and difficulty of activities).

It was as well explained that there would be feedback, led by the training team, after every 60-min session, that would focus on the methods – use, variations etc., not on the facilitating or moderating skills of the people who made the activity.

## 2. Planning (1 hr and 15 mins)

As participants were doing their planning, the training team was walking around and helping out if necessary.

At the same time during the planning stage, the team started composing the 4 first practice sessions for the afternoon:

- Ensuring that each prep group has the same number of participants
- Working out which member of the training team would be with which group, to ensure the support and do the feedback after the session.

## Trying out Compasito methods (6 h) – on Thursday afternoon and Friday morning

### Aim

To experience facilitating and participating in Compasito methods

### Objectives

- To gain a deeper understanding of the methods in Compasito
- To experience adapting methods in practice
- To reflect on potentials and short-comings of Compasito activities.
- To have a lot of fun.



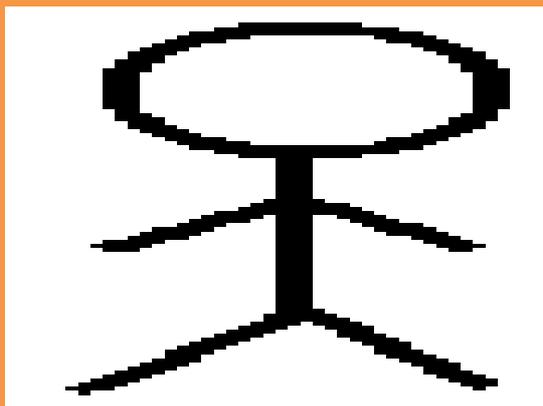
As participants came back after lunch, there was a need to ensure that 4 small groups were ready and the lists of participants were hanging for everyone to know which session they had to go to.

Quick opening plenary at the beginning of the afternoon: for an energiser and to remind people of the aims & focus of the session (that people are not graded as facilitators but we all wanted to learn about the methods and their uses). The running order was clarified.

During the activities, the training team was there to keep the time and assist the groups if necessary.

After the 60 mins, a [reflective](#) discussion, focusing on the method used was led. These possible questions for a similar kind of reflective discussion can be found in Annex II:

- Ask participants to recall all the steps of the method used
- What did you like about this method? What did you dislike?
- What aspects of HRE did it bring out?
- In what ways did the facilitation team adapt the activity to suit this group of participants today?
- How might it work with your home organisation?
- How might you adapt or modify it?
- What did you learn from this experience? (to facilitation team and to participants)



*The key points of the reflective discussion should be written on the flipchart, focusing on Key learning points about methods, their adaptations made, positive and negative aspects of them.*

*The description of different adaptations, remarks and possible adaptations can be found in the Annex II.*

## Friday afternoon, 13<sup>th</sup> March

1. Plenary debriefing after trying Compasito methods
2. Non-formal education extended
3. Learning styles

### Plenary debriefing after trying Compasito methods (1 h)

#### Margolis Wheel

"So we've spent the last 24 hours trying out methods. You spent an hour yesterday planning, an hour facilitating, 3 hours as a participant and lots of time discussing and criticising. After all that, we should spend a little time reflecting together".

Some reflection topics/questions were put up on flipchart or projector, for example:

- Which was your favourite tool? Why?
- How did you find being part of a facilitation team?
- How was the planning process for you?
- How did you find the feedback discussions?
- How do you feel right now?
- What have you learnt today?
- What can you apply in your home organisation?

Put participants in the Margolis Wheel formation (also known as Onion Ring):

[more detailed description can be found in the Robert Chambers book, *Participatory Workshops*, published by Earthscan]

- A circle of 7 people, back-to-back, facing outwards; opposite each of them another participant.
- Then another circle of 8 in similar formation.
- So everyone is in a pair, with another pair on each side.
- Participants talk together for 3 minutes about their experience of the day, using the questions/topics. After 3 mins we ring a bell and the people in the outer circle rotate one place and talk to a new partner. This can be continued as many times as there is time for, also taking into account the group dynamics and the need of it.
- A quick plenary discussion afterwards on the Margolis Wheel tool

## Non-formal education extended (1h)

The programme was changed a bit following the wishes of the people and feedback given in reflection groups and it was decided to work a bit more on the non-formal education, which is very important to the IFM-SEI organisations.

### Methods and methodology:

#### 1. Dream journey through the Study session.

*“Think back to Monday afternoon. Remember the educational journey you draw. What were the key moments in your life that led you here? What were the positive / negative learning experiences that shaped you? Who was involved in these experiences? What was the context – think of the people you met on the way. How did you feel at different points? Remember your ups and downs.*

*Try to zoom in on one experience. It should be a significant learning experience for you – something had a major impact in your life or changed the way you thought about something. Where did it happen? Try to remember the surroundings, the environment, the atmosphere, the context / learning situation.*

*Who were the key people involved in the learning situation? Those who supported or initiated your learning, those who may have tried to hinder it? Or who tried to oppose it? Were others learning or was it an individual experience?*

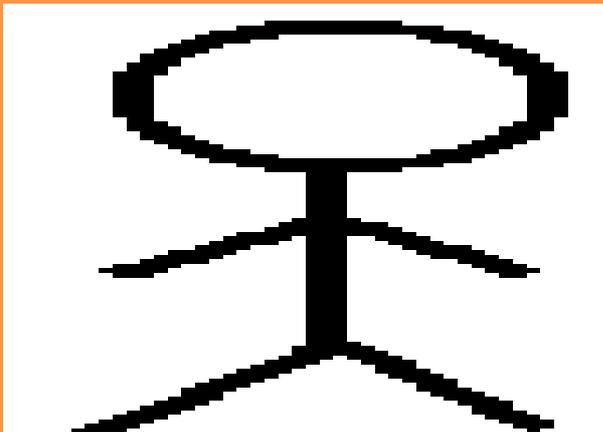
*Was the experience a pleasant one or one that may have been significant because it was difficult, forced you to re-evaluate something or take another direction?*

*How did the learning take place? Maybe it took place in a formal, institutional setting, maybe within your family or friendship group? Maybe it took place in your falcon organisation?*

*What were the significant outcomes for you? Did it change your attitudes or values, did it allow you to develop a new skill? Perhaps it was significant in changing your direction in life?*

*Spend a few minutes reflecting on that moment and what it meant to you?*

*Slowly start to come back from your educational journey to the current reality. Return to the study session and slowly open your eyes and sit up.*



2. Short input on formality and non-formality of learning.
3. Ask participants to discuss for 5 minutes in small groups of 3 or 4 to evaluate their learning situations from looking at the diagram.
4. Then ask a few persons from a group to tell about their learning situation, place it on the diagram and explain why they chose one or another position.

## Learning styles (1h)

### Aim:

To make participants aware that there is a need to consider that everyone has different learning styles while composing a programme for human rights education seminar.

### Objectives:

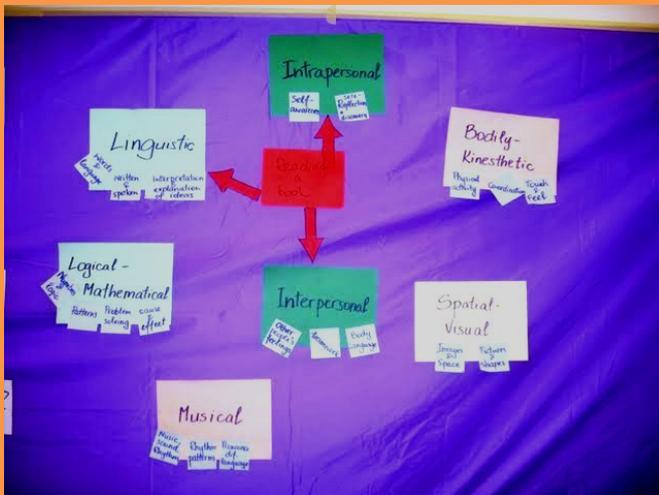
- Analyse different learning styles;
- Find out individual most preferred learning styles;
- Apply the knowledge in practical way, finding out which methods focus on which learning styles.

### Detailed description:

1. Intro and energiser – 5 min.
2. Questionnaire to find out the learning styles (30 min)
3. Short input on different learning styles (10 min.)
4. Analysing different methods and recognising which learning styles they focus on.

### Methods and methodology:

1. Individual work. Give a questionnaire to all the participants, explain the way it has to be answered to and how to count the results. This part was done by purpose before finding out what different learning styles or “multiple intelligences” types mean



2. It is quite confusing for people to guess, what the meaning of “spatial-visual” is as one of the “multiple intelligences” type, or their preferred learning style. A short theoretical input on different learning styles has to be prepared in advance.

3. Make a short introduction about one of the scientists who was analysing “multiple intelligences”. We chose Howard Gardner as one of the leading scientists in this field.

4. Put different learning styles down on flipchart papers on the ground and ask participants to analyse the Composito methods they already have tried out and think what learning styles they mostly address, think of other examples of activities that focus more on one learning styles then others.

More on the Howard Gardner and multiple intelligences theory presented can be found on [www.businessballs.com](http://www.businessballs.com)

## Saturday, 14th March

1. Open Space
2. Final evaluation

### Open Space (3hrs)

**Aim:**

To find out what there is still that participants are missing and let them self-organise their last afternoon.

Ways to develop our work.

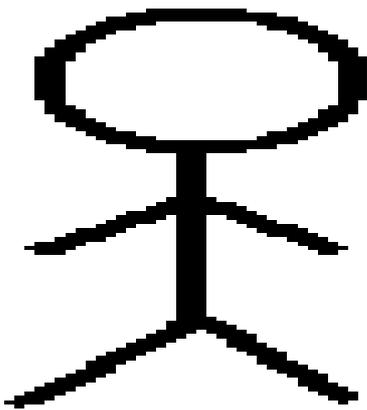
Following the feedback of participants, and since they had very different needs which they wanted to discuss and share, the Open Space was proposed as a method. A table was proposed to be filled in with the activities offered by the participants, having 4 different working spaces.

Two questions were addressed to the group:

1. What is there still to learn?
2. What do you still want to share?

Different participants proposed a lot of different activities. As an activity – “Developing Compasito intro” was offered by the training team throughout the whole time of the Open Space.

Participants chose different timing to do their activities, depending on the others they wanted to attend.



The rules of Open Space. There are two types of participants during the Open Space:

Some participants can be **bumble bees**, which means that they go to a chosen open space at the time and stay there for the whole time until the activity finishes;

**Butterflies** – those that go to one open space, stay there for 5-10 min., participate there and then move on to the next one.

## 2. Final evaluation (1h 30 min.)

*Trip through the Study Session:* The final evaluation started taking everyone on a virtual trip reminding people of different part of the programme, which was put as a path on the ground. Then people were asked to stand next to a specific part following the questions



- The most useful;
- The least useful;
- The most difficult;
- Most energising;
- Most surprising, etc.

*Written evaluation:* After the participants were reminded about all the things that happened they went to meet for the last time their Reflection

groups and were asked to fill in the written evaluation forms.

*Dice evaluation:* This part of evaluation brought everyone back together to say some nice things to each other and have a feeling of the group that was formed throughout the week. Each participant takes a dice, throws it on the ground and according to the number they get they have to start their sentence in the following way:

- 1 – I am taking home....
- 2 – I feel .....
- 3 – I learnt...
- 4 – I would like to thank ..... for .....
- 5 – I would like to wish ..... for .....
- 6 – I understood ...



*Compa-video:* As the finalising part of the evaluation and as a surprise everyone was invited to another room to see a video, which included the little things everyone said on their arrival day and some pictures from all the week.

A copy of the video is included in the DVD added to the report.

## Annex I

### Sharing methods used in organisations

Tuesday, 10<sup>th</sup> March

## Sing a song about Human Rights of the child

Prepared by: **Tea Lund**

### Aim

To sing a Human Rights Song you can share with children

### Objectives

A simple way to teach children about their Human Rights

### Methods & Methodology (Step-by-step instructions)

There are many ways to do this. You can start listening to the song and then learn it that way, or you can start reading the lyrics with the children. Afterwards you can talk with the children about what the song says about Human Rights. You can also have the aim to present the song in front of others.

## IT'S A HUMAN RIGHT

Text and music: Kim Larsen. English: Pia Skau

<p>It's a human right to grow up in harmony It's a human right to have a family To live with love around you in peace and not in fear It's a human right to have all your love ones near</p> <p>Refrain: So don't you ever dare just to ignore us we are kids with voices strong enough to shout out</p> <p>It's a human right to grow up in harmony It's a human right to have a family</p>	<p>It's a human right each day to have your share It's a human right to feel that other people care No reason for starvation the earth can feed us all It's a human right whether you are big or small</p> <p>Refr.: So don't you ever dare just to ignore us</p> <p>It's a human right for each one to look unique It's a human right to speak the way you want to speak A yellow, black or white child its value is the same It's human right to feel worthy without shame</p> <p>Refr.: So don't you ever dare just to ignore us ....</p>
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# Human Equality

Prepared by: Baheyeh Jubran and Ruba Hilal

## Aims of this activity

- To have a joint definition of the term.
- To put a base of equality in the project – how to have equality in an unequal reality (Editor’s comment: the example of the activity is brought from the IFM-SEI Middle East project, implemented by 3 Israeli and 2 Palestinian organisations).
- To get an inspiration about human equality.

## Methods & Methodology (Step-by-step instructions) Time: 90 min.

### 1. Preparation of the session

Prepare the pyramid on the flipchart paper.

### 2. How to start this session (introduction of the method)

Maslow triangle (10 min.)The group splits in two mixed smaller groups, of which each gets five stages of development (no headlines) with the task to put stages in the order they consider to be right starting from the least important to the most important.

Afterwards the two groups come back and present the order.

- Ask them to explain each stage and why did they put it in this order (15 min.)
- In which kind of society the majority can reach the 5<sup>th</sup> stage?
- As children and youth movements – what stage are we in – in which stages can we work?

### 3. How to run the session?

a. Martin Luther King (20 min.). Firstly, make a short introduction about Martin Luther King (information can be found in further down).

b. Then listen to a part of his speech “I have a dream!”

([http://www.youtube.com/watch?v=PbUtl\\_0vAJk&feature=fvst](http://www.youtube.com/watch?v=PbUtl_0vAJk&feature=fvst) from 10min. 52 s to the end.

c. Discussion:

- i. What is the dream talking about?
- ii. Is it a dream?
- iii. What was the big challenge for Martin Luther and his Movement? (fighting for equality in an unequal society).

d. Couples-method-questions (5 min)

Each couple has 5 min. to talk about why human equality is important. The only role is to talk in questions.

e. Analyzing together the game (25 min.)

- i. What happened in this game?
- ii. What roles each one took?
- iii. Did you feel different than other conversations?
- iv. Was there equality between you?

#### 4. The training team explains

- a. We live in unequal situation, when there is a victim and an oppressor. What happens in a conversation when there is a victim and an oppressor?
- b. Have you ever felt that in a discussion you took one role?

## Game Against Child Trafficking

Prepared by Peranita Sagala

### Aim

Refresh to work against child trafficking

### Time

5 min. (activity). More time is needed for the full activity and debriefing.

### Materials

2 scarves

### Preparation

Make circle and have 2 scarves

### Methods & Methodology (Step-by-step instructions)

1. Participant make a circle
2. Chose one person, as the police officer and then tight his neck twice with the scarf;
3. That person must tight twice the neck of the person at the left with the same scarf.
4. Chose another person in front of the firs two to act as the trafficker. Tight the scarf.
5. The trafficker has to tight the person at the left, but only once.
6. The two scarves would be stop in on person.
7. Debriefing: ask participants what they were feeling

## Through the Lens

Prepared by: Stephanie Fenech & MaryRose Farrugia

### Target group

10 years and upwards

### Objectives

- To create a discussion and forwarding one's opinion though the medium of photography

- To enhance teamwork and observe group dynamics
- To enhance respect towards different opinions
- To enhance participation in topics related to for eg. community empowerment
- To enhance creativity (further exploited through an adaptation of editing the photographs taken accordingly)

## Time

Can be 2 hours, but can be as well 2 days, depending on the adaptation of the activity and the age of the participants

## Facilitators

One facilitator per group is essential

## Materials needed

Disposable camera or Digital camera per group. If working with disposable, printing of the photos and charts. If working with digital ones, pc + projector + screen

## Preparation

Different themes that can be adapted to what the evaluation discussion needs to evoke

## Methods & Methodology (Step-by-step instructions)

The participants are requested to form groups (ideally gender balanced / mixing different opinions). Each group is assigned with a specific theme and they have to take photo/photos that relate with the theme. Photos could be both positively or negatively oriented. The participants should be allowed to venture outdoors, use any props required, interact with other people (as long as the other person gives the permission to be seen in the photo), etc.

After assigned time, the participants are required to exhibit photos on screen and open discussion and evaluation. If disposable camera is used, photos can be printed and presented by the participants themselves on charts for discussion. Depending on the group dynamics the other groups can be asked to guess what rights or topics is the picture related to.

The photos can also be developed into an exhibition open to other persons and the community.

Photographs give ample space for creativity and discussion. Facilitator should be aware of the available traits to open up discussion about different topics from the participants and how to address issues to improve situations if photos show the negative aspect of a theme.

## Games

Prepared by: **Carly Walker-Dawson**

## Note

All these games were part of the study session, but volunteerily played almost by the whole group during the evening programme.

## **Aim**

To share some of the games used in The Right to Play; a Woodcraft Brighton-based project offering play activities to non-Woodcraft members at music festivals in the U.K.

## **Objectives**

To teach other participants games to use with their children and young people in their organisations

## **Preparation**

Knowledge of games, printed sheets with names of games on

## **Methods & Methodology (Step-by-step instructions)**

### **The Biscuit Factory**

The participants get a partner with someone around their height and have a strong grip, in line shoulder to shoulder with the other people in the group

As this is a trust game, the group needs to say if anyone is uncomfortable

At the end of the line there will be a chair, where a person stands as the 'biscuit' and chooses their favourite biscuit to be while getting pushed along the factory conveyor belt

This is done by the people in the line softly bouncing the person along after they lie on their back, tensing their body and their weight will be shared by everyone in the line

The person then swaps with the next player to be the biscuit

### **Dogs & Owners**

The group splits in to pairs, one person the dog and the other the owner

The pairs agree on a name for the dog and the owners line up on one side of the room and the dogs are on hands and knees on the other side of the room with their eyes closed

The owners swap places and cue the dogs to find them by shouting their name and the dogs have to reach their owners

The dogs and owners then swap over

### **Duck Duck Goose**

The participants sit in a circle on the floor with one person as the caller

The person walks around the circle, tapping each participant on the head while saying 'duck'

When they say 'goose' to one of the people, the person jumps up and runs around the circle in the opposite direction to the caller

Whoever reaches the spare space first sits down and the person left starts the game again

### **Giants, Wizards and Elves**

The group splits in to two teams and line up against each other

Each of the groups discusses whether to be a giant, wizard or elf. The giants hold their arms up above their heads, the wizards hold out their arm as if they have a wand and the elves crouch on the floor.

After deciding, the teams face each other and, after the count of three, perform their position and have to capture the opposite team while the other runs to the far wall if their team is the one to capture

The giants capture the elves, the elves capture the wizards and the wizards capture the giants

Any people touched by the capturing team have to join the other team

Repeat until one team has all of the participants

### Golden River

All of the participants stand at one side of a room, minus one person, who stands in the middle of the room, facing the other participants

The group sings, while dancing, 'may I cross your golden river, in my golden boat, please'

The person on their own says 'only if...' then an action, for example if you have your head and knees on the floor at the same time or if you have a piggy back

Those who succeed can cross the river without being caught, but all others can be caught by the person in the middle if touched, to join the person in the middle

The game continues until there is only one person or no one left to cross the river

### Hot Potato

The participants stand in a circle, with one caller facing away from the circle

The participants pass round a ball (or beanbag) and the caller shouts 'hot potato' at random and the person it stops on the person who joins the caller

The two callers think of a number and the participants pass round the ball, counting up the numbers, and shout 'hot potato' when it stops on the number that was decided

The person who it stops on then joins the callers, until only one person is left

### Kabaddi

A board is made on the floor with masking tape into two large squares touching, large enough for a group of people to stand with space

One person at a time from each side has to run across the border while shouting 'kabaddi, kabaddi' continuously without taking a breath and tries to touch as many people from the other team then get back to their half of the pitch

The opposite team tries to tackle the person to the ground, or to lift the person off the ground, in order to stop them crossing back to their side

If the runner gets back to their side, all of the people they touch has to join the opposite team

### **Knots**

The group stands in a circle and stretch out their arms in front of them

They close their eyes and walk in to the circle and hold the hands of two people in front of them

Making sure that everyone has two hands, the participants open their eyes and have to untie the knot back in to a circle, or more than one circle, without letting go of the hands

### **Ladders**

The group sit in pairs on the ground, facing opposite each other with their legs stretched and feet touching. All of the pairs sit next to each other in a line, with a small gap between each

There is one caller, who numbers all of the pairs, or can group them in to colours or a word, which is to be put in a story

When the number/ colour/ word is shouted out, the couple has to stand up and run down the ladder line, between the legs, then around the outside and back down the ladder to their space

The game continues, increasing in the speed that the numbers are shouted out

### **Penguins & Polar Bears (or Princesses and Dragons)**

The group forms a circle with two people on the outside – one as the penguin and one as the polar bear

The polar bear (rarr!) has to chase the penguin (mi-mi-mi) around the circle until it catches the penguin, then the roles swap round

If the penguin wants to swap then they stand in front of someone in the circle, replacing them, and that person becomes the polar bear, and the previous polar bear becomes the penguin

In the case of the Princesses and Dragons, the princess acts as the penguin (screams!) and the dragon as the polar bear (rarr again!).

### **Robots**

The group splits in to pairs and one of each pair is the robot and one is the leader

The leader has to direct the robots around the room, without words, by tapping the robot, making sure that the robot does not crash in to any others robots or objects or walls

To start the robot the leader taps the robot on the head, on the back to stop and on the right shoulder to turn right and left shoulder to turn left

After a few minutes the robot and leader change places

### Shunting

A tight circle of chairs with no arms is made, one for each participant

One caller then stands in the middle and the participants move one at a time in to the extra chair, trying to stop the caller sitting down

The caller may shout 'change' and the participants have to change direction

If the caller manages to sit down the person who should have moved in to the empty chair takes the place of the caller

### The Sun Shines On

Participants make a circle of chairs, with one less chair than people

The person without a chair stands in the middle of the circle and says 'the sun shines on anyone who...' then, for example, has a dog, is wearing blue, had tea with breakfast this morning

Anyone who this applies to has to stand up and switch seats with the other people who are standing up, the previous caller sitting down

The person left without the seat repeats

## Annex II

### Trying out Compasito methods

Thursday, 12<sup>th</sup> March and Friday, 13<sup>th</sup> March

#### Group: Miglena, Pauliina and Anders

##### Title of the method from Compasito and page number:

Human Rights in the News, page number 112.

##### What adaptations did you make for the activity?

We made no adaptations.

##### What are the negatives and positives about the method from Compasito?

-: Maybe the children should get to know the CRC before? Suits small children?

+: Informative, possible relation to the CRC, children like working with scissors and glue, can give them impulses to read newspapers and be more aware of the surrounding environment, good connection of reality and rights, good challenge for kids, the activity is cheap and easy to prepare, makes good connection between cognitive and visual perspectives.

##### What were the adaptations proposed by the group?

Use comics/cartoons instead of newspapers, just use pictures, make mixed groups with different ages represented, drop the categories (just rights), form three groups that make a poster each with only one right – one with defended right, one with enjoyed rights and one with violated rights. Its important to select magazines or comics/news depending on the concrete target group.

#### Group: Kai, Gerda, Tiko and Tea

##### Title of the method from Compasito and page number:

34. What a Wonderful World pp. 182-183

**The groups time division:** 20 min. painting, 10 min. presentation, 30 min. discussion

### What adaptations did you make for the activity?

We split the group in pairs and they had to do both pictures in every pair.

The instructions were: Paint one pictures with an environment you would like a child to live in and another picture with an environment you would NOT like a child to live in.

### How did your adaptation work / did not work?

We think it worked well

### What are the negatives and positives about the method from Compasito?

Positive:	Negative
<ul style="list-style-type: none"><li>• Creativity (Promotion)</li><li>• Good to discuss political/human rights issues</li><li>• To make evaluate your own point of you</li><li>• Helps children who have problems expressing themselves</li><li>• Signing a picture might be useful</li><li>• Simple</li><li>• Has a lot of possible topics</li><li>• Can use it for an activity for an evening with a local group</li><li>• Can bring issues from children's families (a way to find out that a child needs help)</li><li>• With adaptations can be used as consultation</li><li>• Pictorial way to show what children actually think of human rights without mentioning human rights</li><li>• Way to introduce human rights to quite small children</li><li>• Might be used to empower children to cooperate with children living in another country (e.g. exchanging pictures)</li><li>• Could be done to compare (Arab and Jewish kids in Israel)</li><li>• Very flexible/open thing (can be a very big or small project with adaptation)</li><li>• Can be concentrated on specific topic</li></ul>	<ul style="list-style-type: none"><li>• Children might find it boring to paint</li><li>• Too little time foreseen in the method</li><li>• Can bring some moments you can't deal with</li><li>• Some kids might say "no, I don't like drawing"</li><li>• Signing a picture might bring negative aspect</li><li>• Might be too sensitive for some target groups, like children in alternative care</li></ul>

### What were the adaptations proposed by the group?

- more time on pictures (30min for each?)
- talk during painting "why are you drawing that?"
- disposable cameras/film? Image made digitally – extensive
- explain what you mean by environment (a school where, an environment, a family, a house, a friendship group, a street, a playground...where you want to learn!)

- 3D models from recycled materials
- collage from magazines
- use as part of consultation process (talk to politicians)
- drama/ image theatre
- in bigger groups = collaboration / negotiation
- combination of media = exhibition ( learning styles)
- graffiti wall
- some permanence – look back later
- younger children – into human rights
- Relate it to real life – children in conflict situations, children without families “Who lives like this?”
- do it in parallel / with a group in another country – share pictures, exchange opinions
- third picture – reality for me
- Jewish + Arabs in Israel – similarities and differences
- change objectives
- focus on different themes
- Question at the beginning + during de-briefing

## Group: Katarina, Borys, Ruba, Inesa

### Title of the method from Compasito and page number:

“Once upon a time...” p. 125

### What adaptations did you make for the activity?

We changed storytelling into theatre and let the participants make the revised version. Theatre works better with older children and adults, and it worked well in this group. We added a quiz on stereotypes after the theatre performance which worked as a bridge to the new topic, stereotypes.

### How did your adaptation work / did not work?

Theatre works better with older children and adults, and it worked well in this group. The quiz was a little bit complicated and it took some time before the participants understood what to do, but it worked to its purpose after all.

### What are the negatives and positives about the method from Compasito?

The positives about this method are that the children see stereotypes from their own reality (stories, cartoons etc) and can relate to it. I would strongly recommend to adapt it to theatre when the children are older than 10 because it could be working quite well.

### **What were the adaptations proposed by the group?**

- use modern fairytales – do several revised versions and watch what happens

### **Any other comments?**

- this game might be difficult for younger children, but it is challenging, which is good!  
– easy, fun, concrete. – way to learn about children’s family live, be careful with this, though.. – Children are easy to mould and can change their stereotypes easily.

## **Group: Blanka & Stephanie**

### **Title of the method from Compasito and page number:**

The Battle for the Orange , Page 169 , Activity 30

### **What adaptations did you make for the activity?**

Due to the age of the participants, there was the need of changing the orange to an apple because of the simplicity of the task. We believe that the missions with the orange will be easily determined and it would not allow us to discuss and evaluate the Peace theme with the group.

The group was separated into three sub groups instead of 2 to make it more complex, with one of the groups assigned the task to get the flesh of the apple, another to get the peels of the apple and the other to get a seed from the apple. We also prepared a knife handy just in case it was requested by the group.

The mission was more difficult because we adapted the game to a more complex one because they were asked to communicate only through non verbal methods like sign language, etc.

The sub groups were also asked to nominate a leader amongst them and s/he were the only persons to know what the task for the group was.

We closed the session after the discussion with a small clip found on You Tube of a song ‘Co-operate’ by Sesame Street.

<http://www.youtube.com/watch?v=5exvfbnFMUg>

### **How did your adaptation work / did not work?**

We think the adaptation worked well amongst the group participants, though there were some comments that we should have informed the whole sub group what the task was, so they could coordinate better and more quickly between them.

**What are the negatives and positives about the method from Compasito?**

It is an ideal method to use for children age between 6 – 8 years, and adapting slightly to an older age group. It is a very flexible task game, with just basic resources needed, and a good activity to create a healthy discussion about conflict. It is a good activity to learn how to solve problems without using violence.

**What were the adaptations proposed by the group?**

- Using other kind of fruits or vegetables, eg. cucumber
- Realising the task in a shorter time, stopping the task at certain times and evaluate what is happening, consulting with the participants, and starting again.
- To make activity more difficult, the subgroups can be assigned the same task;
- Since we used non-verbal communication, during evaluation, one can probe further to see how does it feel when you can't speak.

**Any other comments?**

The orange or any other physical object is needed to create the conflict between the groups. It can evolve a very good discussion about teamwork, conflict management, cooperation and peace.  
We suggest it to all to try !! ☺

**We are attaching the lyrics of “Co-operation makes it happen” too if you want to join the participants in singing it together !! ☺**

<p>Workers: Co-operation ... makes it happen Co-operation ... working together Dig it! Co-operation ... makes it happen Co-operation ... working together</p> <p>Muppet In Shades: I saw these crazy dudes And they went out on the street They were cleanin' out the empty lot And makin' it neat I said, "Man is this cool What you tryin' to do?" They said, "Makin' a garden For me and for you." They said:</p> <p>All: Hey man, join us Come on, let's go Together we can make a pretty garden grow</p>	<p>I said, "Hey cats, join us, Come on, let's go We'll all co-operate and make a garden grow You dig a hole And I'll plant a seed And we will add the water That all growing things need!"</p> <p>Muppet In Shades, and his 2 friends: Co-operation ... makes it happen Co-operation ... working together Dig it! Co-operation ... makes it happen Co-operation ... working together</p> <p>Muppet In Shades: Now we watch our garden grow And we come back every day And the people in our neighborhood Come 'round and say</p>
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<p>Girl: I'll dig a hole  Guy: And I'll plant a seed  Together: And we can add the water  That all growin' things need</p> <p>All:  Co-operation ... makes it happen  Co-operation ... working together  Dig it!  Co-operation ... makes it happen  Co-operation ... working together</p> <p>Muppet In Shades:  Now we friends were on the corner  Hangin' out, I said, "Hey,  You can hang around these garbage cans  Some other day!"  They said, "Man is this cool  What you tryin' to do?"  I said, "Make a street garden  For me and for you!"</p>	<p>2 Friends:  "Hey man, this is cool!  Tell us what we can do  To keep this pretty garden here  For me and for you!"</p> <p>Everybody Else:  We all say, "Hey, join us  Come on, dig the scene  We'll all co-operate  And keep our garden green</p> <p>Girl: You trim the leaves  Guy: And you pull the weeds  Girl: And I will add the water  That all growing things need!</p> <p>All:  Co-operation ... makes it happen  Co-operation ... working together  Dig it!  Co-operation ... makes it happen  Co-operation ... working together</p>
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**Group: Star group – Baheyeh, Pavlin, Pera, Ruben**

**Title of the method from Compasito and page number:**

Cookie Monster/ pg 95

**What adaptations did you make for the activity?**

<p>We decided to completely adapt the method to suit adults. This was because we thought that the original method would be too easy for adults and would be easily resolved. Our main problem was trying to encourage adults to argue, we originally thought we could use beer or cigarettes as a replacement cookie.</p> <p>Our adapted method involved 3 groups, A B C.</p> <ul style="list-style-type: none"> <li>- Each group represented a character.</li> <li>- There were 6 different characters which we used over two rounds.</li> <li>- 1<sup>st</sup> round A= Soldier, B= Teacher, C= pregnant woman,</li> <li>- 2<sup>nd</sup> round A= Student, B= Refugee, C= Doctor.</li> </ul> <p>Parallel to this were different items which we feel are needed by society. We had 6 items.</p> <ul style="list-style-type: none"> <li>- Food and water, shelter, power/electricity, gas, education, medical supplies</li> <li>- These items were represented by cards. Each item had 6 cards (6 gas, 6</li> </ul>
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Each group will start with 12 cards, 6 of each item. This is how we decided to organise the items;

#### Round 1

- Soldier, 6 Shelter 6 food
- Teacher, 6 gas, 6 medical supplies
- Pregnant Woman, 6 Power, 6 Food/Water

#### Round 2

- Student, 6 medical supplies, 6 Food water
- Refugee, 6 power, 6 food/water
- Doctor, 6 gas, 6 shelter

Each team, a/b/c, starts with 12 cards but must also end with 12 cards. The aim of the game is to end with a mixture of items which the group feel is relevant to the character.

Before each round the groups must individually decide what they want to get from each group. For example, Soldier, 3 shelter, 3 gas, 2 education, 1 food/water, 3 medical supplies.

When all groups have decided they will come back into a circle and begin negotiations. By the end of negotiations each group must have reached their desired result. If they do not receive their desired result the facilitators will get all the cards and the round is lost.

#### **How did your adaptation work / did not work?**

We felt that this adaptation worked and has lots of possible developments.

#### **What are the negatives and positives about the method from Compasito?**

Compasito explanation too confusing.

#### **What were the adaptations proposed by the group?**

- With adults different figures, focus on negotiation rather than equal sharing
- Different capacities of the groups and no knowledge about the real needs of the other teams.
- Possible connection to Maslow pyramid about basic needs
- Instead of using different figures of society, countries or continents with different resources and capacities.
- Children, 2 rounds, 1<sup>st</sup> without explaining and allowing conflict, 2<sup>nd</sup> with reflection and awareness of their importance of sharing.
- Fixed goals and needs for the different characters.
- Possible variations of basic needs.

- Compasito explanation too confusing.

## Group: Anton, Viktorija

**Title of the method from Compasito and page number:** Who's behind me?, p.195

### What adaptations did you make for the activity?

The only adaptation we made was to change the pictures so they suited the discussion that we wanted to have.

### How did your adaptation work / did not work?

We got the discussion that we wanted , but it would have worked better with everyone having there native language.

### What are the negatives and positives about the method from Compasito?

No negative really.

Its really just a method for getting a discussion that you provoke by making people to talk about how society would talk about such a person (on the picture).

Positives:

- Can be used for many different groups;
- To address the discrimination of different groups of people: soldiers, homeless, Jews, Christians, Muslims, famous individuals;
- Useful in advertising stereotypes;
- May help people to see if their opinion is the same as a stereotype;
- Can help people to feel empathy for those who feel discriminated against.

### What were the adaptations proposed by the group?

They were satisfied with the ones we did, if we remember correctly 😊

### Any other comments?

We really enjoyed preparing for this activity it was much fun for both of us.

When asking participants to help the person to guess, whose picture is on their back need to be clear: task is to express society's attitudes, not own attitudes, otherwise it might be

pushing to think stereotypically.

Do a demonstration first to be clear what you want from participants.

Need a clear objective: chose pictures carefully.

## Group: Estel, Martin, Oksana

**Title of the method from Compasito and page number:** #41. World Summer Camp (p.205 English version)

### What adaptations did you make for the activity?

1.The participants should chose team members for an international project

2.The list of potential team members was adapted to adults (next page)

### How did your adaptation work / did not work?

All the participants were deeply involved and interested in their discussions

### What are the negatives and positives about the method from Compasito?

#### Positives:

- Good for sharing opinions
- Allows to reflect on your own stereotypes
- Shows how to delegate/divide roles in a team
- It challenges you to confront your stereotypes
- Helps to become aware about other people's opinions, principles, their background
- Useful for preparation of international activities
- Works well

#### Negatives:

- Using sensitive issues can strengthen stereotypes
- Can be not useful for young children

### What were the adaptations proposed by the group?

- Use more complex / problematical stereotypes for older children / adults
- Choose more concrete task instead of simple "sharing a room"
- Focus on the personal qualities rather than on origin while preparing a team members list
- Important to consider sensitive spots of participant's background

- It's important to make a good discussion in order to reflect and change or overcome stereotypes
- Task proposal: simulation of a catastrophe and participants have to decide whom to save
- Task proposal: to choose roommate

Adapted list of potential team members:

1. A person from your own country, who seems to be passive.
2. A person from Australia that belongs to a right-wing party.
3. A fat person from the USA who is extremely active.
4. A shy person from Estonia that seems to have a lot of experience.
5. An immigrant from Africa.
6. Someone wearing a Che Guevara T-Shirt.
7. A person from China that is very hard working.
8. A person from an Arabic country dressed in traditional clothes.
9. A person with HIV / Aids.
10. A person who uses sign language to communicate.
11. A person from Mongolia that hardly speaks English, but speaks very good French.
12. A person from your country who doesn't seem very clever.
13. A person with blond hair who speaks very properly.
14. A person who is always using his mobile.
15. A person who is against immigration and is very hard working.
16. A person who is against abortion and gets along very well with children.
17. A person who proclaims Christian morality.

**Group: Carly Walker-Dawson, Bernd Mutz, Amir Daneshpip, Kateřina Součková**

**Title of the method from Compasito and page number:**

'Red Alert' – page 143

**What adaptations did you make for the activity?**

- Location – outdoors to indoors
- No specific 'hunting' time, but the Hunters were always around
- The group had to find the initial cards, instead of getting given to them
- The Card Person stayed in a fixed location (in the elevator)
- Instead of tearing the papers for a second time, the Hunters would interrogate the participants on the CRC
- An energiser was used at the beginning to divide groups
- A debrief discussion was done at the end to discuss experience, emotions, things learned and the productivity of the game
- Face paint was used to motivate the participants and get them in to the mindset of the game
- The game was done in pairs
- To conclude, the participants had to read out the children's human rights that they had to find during the activity, without reading them, to test whether they had learnt the information

### How did your adaptation work / did not work?

In our opinion, the adaptation worked very well:

- Changing was gradual and step-by-step over the preparation time, which may not have been as successful if we had been performing our game earlier in the sessions
- The group spent more time choosing the activity, which related to our experience and the personality of the group
- More of a challenge
- The participants enjoyed it, which was rewarding especially because of the age of the participants in contrast to those in *Compasito*
- Interrogating the participants made it more educational and we used previous knowledge in order to solidify the ideas from earlier in the seminar

### What are the negatives and positives about the method from Compasito?

#### Positives:

- Active and stimulating for different ages
- Good to recap the ten rights and look more in to depth on them
- Positive introduction to human rights and the CRC, focusing on ten fundamental children's human rights
- Fun for the facilitators
- An opportunity for the teams to cooperate
- Can increase the awareness of the organisation if done in public space
- Can create an atmosphere of hunting and defending – relates to other feelings and experiences outside of human rights education
- Adaptable for different sized and aged groups

#### Negatives:

- There is a possibility that the children will not read the rights
- The method sounds very complex, as there is a lot of details
- It can be complex to prepare – lots of details
- Some children could get too competitive or emotional in the game
- The physical safety of the children needs to be taken in to consideration, as it involves a lot of physically activity. Disabilities of the participants should be considered, whether physical or special needs
- The Hunters' questions should be prepared

### What were the adaptations proposed by the group?

- Make sure the participants have time to read and digest the rights before the physical game
- 13-17 year olds, or older children and teenagers, can organise the activity for younger children – both groups learning in the process
- Choosing the right place so that there are enough places to hide the pieces of paper and/ or the actors
- To try the activity outside, in a forest for example
- Using pictures in a jigsaw style, two halves or opposing images for younger children, instead of writing
- Use a treasure hunt method along a route or a path instead
- Focus on a specific right straight afterwards
- The questions about the rights could be at different stages, so that the participants

- A wide game can be created, using a full or half day
- Have the leaders/ parents on one team, playing against the children on the opposing team

**Debriefing ideas:**

- Use pictures to support the debrief
- Use drama/ freeze frames to look at the rights
- Draw their rights afterwards
- CRC introduction activity to:
  - Increase the awareness of the organisations
  - Work with a varied group of children
  - Use it to educate the public
  - Use it as an advertising tool
- To teach the activity to more Falcon organisations
- Increase the awareness of *Compasito*
- To play in a shopping mall or supermarket
- Develop it in to a role play activity, whereby the teams have different missions/ roles
- Include the UN, IFM-SEI, CoE, etc., as possible teams
- Have people playing in pairs, where one the team member has to have a disability – e.g. one leg, a blindfold
- Hunters should prepare the questions in advance and mark people who have been 'hunted' with different interrogative questions
- The atmosphere should be considered in the different environments as an important factor

**Any other comments?**

- It is really fun to facilitate; we enjoyed it as much as the participants!
- It is important that the children see the facilitators being active within the activities
- Rewarding to hear, as a facilitator, that people enjoyed the activity
- Has potential to be adapted to a lot of situations and to be built on, in order to create more complex activities

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