

Board Games

How well do you know your rights?



Complexity



8-13 years



45 minutes



2-6 children per board



Human Rights

Type of activity

This activity contains two board games about children's rights with different rules. Children can play the game by themselves but a facilitator may be needed for support and to run the debriefing.

Do You Know Your Rights?

Overview

In this activity children test their understanding of children's rights by moving backwards and forwards across a board, and picking up 'rights cards' when they land on coloured squares. The game tests their understanding of children's rights.

Objectives

- To introduce human rights and the Convention on the Rights of the Child (CRC)
- To help children relate human rights to everyday life
- To raise awareness of human rights issues

Preparation

- Check the answers on the cards before the lesson, to be sure you are familiar with and understand the issues.
- Make copies of the board provided as a handout. You will need one board for each small group
- Copy the and cut out the game cards in Handout 1 and Handout 2. Each small group needs both these handouts.
- Shuffle all the game cards together and place them in one pile with the title of the cards facing up.
- Optional: copy the child-friendly CRC for each child.

Materials

- One game board per small group, ideally copied onto A3 paper.
- Counters or playing pieces, and dice
- Two sets of game cards per small group: Rights cards, and Penalty / Neutralising Rights cards
- Optional: copies of the child-friendly CRC

Instructions

1. Divide children into groups of two to six and give each group:
 - a board
 - a dice
 - a set of cards

2. Ask each child to choose a counter to play with and explain the rules of the game:
 - Tell children that the aim of the game is to reach the end first, by taking turns to throw the dice and move their counter up the board.
 - Explain that for this game, they should ignore the snakes and ladders on the board. Point out the coloured or grey patterned squares and tell them that if they land on one of these, someone from an opposing team or a different player should pick up the top game card from the pile and read it aloud. They should listen to the question and instruction on the game card and try to answer the question. The opposing team or player can then reveal the correct response. Show them the cards and read one out as an example.
 - Explain that some of the cards tell them to move forwards, some tell them to move backwards, and some tell them to miss a turn. If they get a card telling them to move backwards, they can 'neutralise' it by naming the article of the CRC that has been violated. In this case, the player gets a bonus step forward.
 - The facilitator decides in case of doubt about whether an answer is to be considered correct or not.
 - Tell everyone to roll the dice in turn. The child in each group with the highest number is the first to play.
 - The player with the highest score rolls the dice again and moves forward according to the number on the dice.
 - Continue with the person on the left of the first player.
 - The first player to reach the end is the winner but the game should continue until every player has reached the end.

Debriefing and Evaluation

Discuss the activity, asking questions such as these:

- What did you think of this game?
- Did you learn anything new about children's rights? About the world around you?
- Did any of the cards seem strange or unfamiliar? Why?
- Can you think of examples from your life similar to those on the cards – either where human rights are respected, or where they are violated?

Tips for the facilitator

This activity requires some familiarity with children's rights and the CRC, so you might want to run a revision session before playing the game. Some of the cards may also be relevant to more than one right – and to other rights than only the one written on the back. You should allow children to be able to neutralise by naming other rights which are relevant but a facilitator is needed to verify the answer. You could hand out copies of the child-friendly CRC for the children to refer to if necessary.

If several groups are playing this game at the same time, a second facilitator is recommended in order to respond to questions about the cases.

Children could play the game in teams to help each other identify 'neutralising rights'.

Adaptation

Adaptation for younger children: you could omit the task of identifying articles of the CRC in order to 'neutralise' backward steps. Instead you could ask them what they could do to change the situation. Younger children may also have difficulty reading the cards, so facilitators could take the role of reading the cards out loud.



Handout 1: Rights cards



cut

RIGHTS CARD 1

Your friend's parents separated this summer but your friend still lives with each of them on alternate weeks because that was his/her choice. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 2

You learned that if you are in serious trouble you can always call for help. If you dial the emergency number and explain the situation, someone will put you in touch with organisations that try to help children who are abandoned, mistreated or have other problems. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 3

In your friend's class, children who have difficulty learning get extra help from teachers. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 4

Your head teacher learnt that some children in your community haven't attended school because their parents do not have legal permission to live here. The head teacher managed to get in touch with them and convinced them to send their children to school. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 5

You have a right to know your human rights! Go forward 4 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 6

Teachers at our school are not allowed to use physical punishment or to insult children, even when they have behaved badly. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 7

In your school there are many staircases but also elevators and ramps so that people who use wheelchairs or have trouble walking can move around easily. Go forward 3 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 8

Your friend's father had a bad accident and couldn't work for a long time. While he was recovering, the Government supported the family, so they had enough money to buy food and pay the rent. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 9

You learn that your rights should be protected even during wartime and that there are special agreements to be sure this happens. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 10

In your community there are libraries for children, and magazines, films, games and TV shows made especially for children so that they can learn about and understand what is going on in the world. Go forward 2 squares.

Can you think of any rights which are relevant?

RIGHTS CARD 11

Unfortunately you have to have an operation. But the good news is that you have the right to special protection and care, and even to have one of your parents or someone you love stay with you. Go forward 2 squares.

Can you think of any rights which are relevant?

Handout 2: Penalty and neutralising cards

PENALTY CARD 1

Your friend loses one of her shoes but doesn't have enough money to buy a new pair. The school says barefoot children are not allowed to attend. Go back 2 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 2

Your classmate's parents are Roma. Their family is having trouble finding a place to live, because people say, "They are different". Go back 4 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 3

You learn that in some countries children are forced to fight in wars. They are hungry, thirsty and very scared. Go back to the start.

Can you think of a right to neutralise this penalty?

PENALTY CARD 4

A girl in your school is a model. She earns lots of money and her picture appears in magazines. But she often misses class and doesn't have time to do her homework or play with friends. She looks really tired. Go back 2 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 5

You are only allowed to speak the national language at your school. Children are punished if they speak a different language, even on the playground. Miss a turn.

Can you think of a right to neutralise this penalty?

PENALTY CARD 6

There is a school in your neighbourhood where children from different religions are welcome, but children without any religion are frowned upon. Miss a turn.

Can you think of a right to neutralise this penalty?

PENALTY CARD 7

Your friend's parents divorced last year. Now his mother won't let him see his father or grandparents any more. He really misses his dad. Go back 3 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 8

There is a girl in your class who can never play after school and has no time to study because she has to take care of her younger brothers and sisters. Go back 3 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 9

A boy in your class refuses to help clean up after lunch because he says, "Cleaning up is a girl's job!" Go back 2 squares.

Can you think of a right to neutralise this penalty?

PENALTY CARD 10

The school has a football team and many other sports' clubs for boys set up as after school activities, but there is nothing set up for the girls.

Can you think of a right to neutralise this penalty?



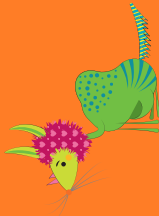


Handout 3: Reverse of the cards



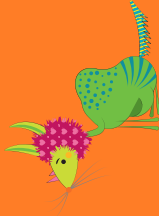
cut

**Do you know
your Rights?**



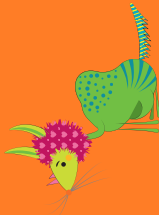
COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



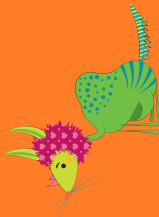
COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



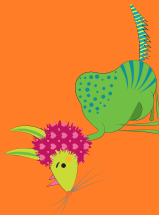
COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

**Do you know
your Rights?**



COMPASITO
Manual for Human Rights
Education with Children

List of Solutions

Rights card 1	CRC Article 12, Respect for the views of the child Children have the right to express their opinion when adults are making decisions that affect them, and to have their opinions taken into account.
Rights card 2	RC Article 19, Protection from all forms of violence, abuse and neglect Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. CRC Article 36, Protection from other forms of exploitation Children should be protected from any activities that could harm their development and well-being.
Rights card 3	CRC Article 23, Children with disabilities Children who have any kind of disability should have special care, support, and education so that they can lead full and independent lives to the best of their abilities.
Rights card 4	CRC Article 28, Right to education Children have a right to education, which includes going to school. Primary education should be free.
Rights card 5	CRC Article 29, The aims of education Education should develop the child's personality, skills and talents to the full. Education prepares children for life. It should encourage children to respect their parents, and their own and other nations' cultures.
Rights card 6	CRC Article 28, Right to education Discipline in schools should respect children's human dignity. Violence (physical and moral) should not be used to discipline a child.
Rights card 7	CRC Article 23, Children with disabilities Children who have any kind of disability should have special care, support, and education so that they can lead full and independent lives to the best of their abilities.
Rights card 8	CRC Article 26, Benefit from social security The society in which a child lives should provide it with social security (education, culture, nutrition, health, and social welfare) so that the child can develop properly. The Government should provide extra money for the children of families in need.
Rights card 9	CRC Article 38, Protection of children affected by armed conflict Governments should not allow children under 15 to join the army or take any direct part in hostilities. Children in war zones should receive special protection.
Rights card 10	CRC Article 13, Freedom of expression and information Children have the right to seek, receive and share information in all forms (visual, written, broadcast and electronic...), as long as the information is not damaging to them or to others.
Rights card 11	CRC Article 24, Healthcare and health services Children have the right to good quality health care – that is, medicine, hospitals and doctors when sick. Children also have the right to clean water, nutritious food, and a clean environment, so that they stay healthy. Rich countries should help poorer countries to achieve this.

List of Solutions

Neutralising Right 1	CRC Article 27, Adequate standard of living Children should have a standard of living which allows them to meet their physical and mental needs. The Government should help families who cannot afford this.
Neutralising Right 2	CRC Article 2, Non-discrimination The rights in the Convention apply to everyone, whatever their race, colour, religion, sex, abilities, whatever they think or say, whatever language they speak and wherever they come from, and the state must protect the child from any discrimination.
Neutralising Right 3	CRC Article 38, Protection of children affected by armed conflict Governments should not allow children under 15 to join the army or take any direct part in hostilities. Moreover, children in war zones should receive special protection.
Neutralising Right 4	CRC Article 32, Child labour The Government should protect children from work that is dangerous, or that might harm their health or their education, or that might lead to their exploitation.
Neutralising Right 5	CRC Article 29, The aims of education Education should develop the child's personality, skills and talents to the full. Education prepares children for life. It should encourage children to respect their parents, and their own and other nations' cultures. CRC Article 30: Children of minorities and indigenous people Children of minorities and indigenous people have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
Neutralising Right 6	CRC Article 14, Freedom of thought, conscience and religion Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. CRC Article 2: Non-discrimination The rights in the Convention apply to everyone, whatever their race, colour, religion, sex, ability, whatever they think or say, whatever language they speak and wherever they come from. The State must protect the child from any discrimination.
Neutralising Right 7	CRC Article 9, Separation from parents Children should not be separated from their parents unless it is for their own good, for example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child. The Government has a duty to provide all necessary information about the absent family member.
Neutralising Right 8	CRC Article 31, Leisure, play and culture All children have the right to relax and play, and to join in a wide range of recreational and cultural activities. CRC Article 32, Child labour The Government should protect children from work that is dangerous, or that might harm their health or their education, or that might lead to their exploitation.
Neutralising Right 9	CRC Article 2, Non-discrimination The rights in the Convention apply to everyone, whatever their race, colour, religion, sex, ability, whatever they think or say, whatever language they speak and wherever they come from. The State must protect the child from discrimination.
Neutralising Right 10	CRC Article 2, Non-discrimination The rights in the Convention apply to everyone, whatever their race, colour, religion, sex, ability, whatever they think or say, whatever language they speak and wherever they come from. The State must protect the child from discrimination.

Moksha-Patamu

Overview	Originally a Hindu game to teach moral instruction, allowing a player to ascend higher in life or fall to lower levels. In this activity, the game has been adapted with respect to human rights, producing similar effects.
Objectives	To emphasise the positive effects of human rights
Preparation	Copy and cut out the game cards and make a large copy of the board.
Materials	• Game board • Game cards at the end of this activity • Dice and playing pieces

Instructions

1. Divide children into groups of 6 and give each group a board, 6 game pieces and a die.
2. Explain the activity:
 - Everyone rolls the die. The child with the highest number goes first.
 - The first player rolls the die and moves forward according to the number on the die.
 - What happens next depends on the square where the player lands:
 - If a player lands on a square containing the bottom of a ladder, the player moves up to the square at the top of the ladder.
 - If a player lands on a square containing the head of a snake, the player must slide down the snake to the square containing the end tail of the snake.
 - If the player lands on a shaded square, the person to the player's left picks up a card and reads it aloud. The player who landed on that square must say whether they think the statement on the card is true or false according to human rights. Give them an example by reading out one of the cards.
 - If the player answers incorrectly, he or she stays on the same square. A player who gives the correct answer earns the chance to move forward two squares. If he or she can name the article of the CRC that defines or protects that right, then he or she moves forward an extra square. It is not necessary to name the exact number of the CRC article.
 - The next players then take their turns one by one.
 - The game is over when a player reaches the last square or throws a number on the die that moves his/her piece beyond the last square.

Debriefing and Evaluation

Discuss the activity and relate it to human rights, asking questions such as:

- How did you like this activity?
- How did knowing about human rights help you to climb the ladder?
- In real life how does knowledge of human rights help you? How does it help others?
- What happens to a whole community when people do not know about their human rights?
- What happens when most people know their human rights?
- Could you play this game without knowing about the Child Rights Convention?
- Why is it important that there is a special human rights convention for children?

Suggestion for follow-up

Give children copies of the child-friendly version of the CRC and ask them to come up with their own ideas and make cards that reflect their own experience. Then replay the game using these self-made cards.

You may like to follow this activity with Human Rights Calendar which will create a group calendar to mark important human right dates or Human Rights in the News; this will help children analyse how human rights are reported in news and media.

Ideas for action

Relate the cards to the children's experience. Discuss what they can do when violations such as these occur. Who can help them in claiming their rights?

Tips for the facilitator

In order to play this game, children will need some understanding of what human rights are. The activities 'Rabbits Rights' and 'Sailing to a New Land' make a link between human needs and human rights and would work well as an introduction to the topic.

In the debriefing, encourage children to think of real experiences, focusing on violence, bullying, and situations of injustice or unfairness that they have experienced or observed.

Make copies of the game board and distribute it to the children so that they can play the game with their family and friends.



Handout: Cards

Copy and cut out these cards or make others appropriate to your group.



Statement: A child who gets married is no longer a child.	Answer: False. It's a Violation CRC Article 1. Who is a child? Everyone under 18 years of age is considered a child, and has all the rights in this convention.
Statement: All children have the same human rights, no matter whether they or their parents are citizens of a particular country or not.	Answer: True. It's a Right CRC Article 2. Non-discrimination: The rights in the Convention apply to everyone, wherever they come from, and the State must protect the child from any discrimination.
Statement: Girls can only play on the football field if the boys are not using it.	Answer: False. It's a Violation CRC Article 2. Non-discrimination: The rights in the CRC apply to everyone regardless of their race, colour, religion, sex, ability, whatever they think or say, whatever language they speak and wherever they come from. The State must protect the child from any discrimination.
Statement: If you commit a crime, you can be put in jail with adult criminals.	Answer: False. It's a Violation CRC Article 37. Torture, degrading treatment and deprivation of liberty: Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.
Statement: Our school librarian lets me sign out any book I want.	Answer: True. It's a Right CRC Article 17. Child's access to appropriate information and media: Children have the right to reliable information from diverse sources, including mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.
Statement: A nearby factory emits smelly chemicals into the air that makes people cough.	Answer: False. It's a Violation CRC Article 24. Healthcare and health services: Children have the right to adequate healthcare when sick, including medicine, hospitals and doctors. Children also have the right to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

fold



Statement: Only your father can decide what is best for you.	Answer: False. It's a Violation CRC Article 18. Parents' joint responsibilities: Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
Statement: Although I must use a wheelchair, I can go to school with the other kids in my neighbourhood. The school should provide me with a ramp.	Answer: True. It's a Right CRC Article 23. Children with a disability: Children who are wheelchair users and have any kind of disability should have special care, support, and education so that they can lead full and independent lives to the best of their abilities.
Statement: Our school computers block some Internet sites.	Answer: True. It's a Right CRC Article 17. Child's access to appropriate information and media: Children have the right to reliable information from diverse sources, including mass media. Information sources should provide information that children can understand, and should not promote materials that could harm children.
Statement: In some places children, especially boys, must serve in an army.	Answer: False. It's a Violation CRC Article 38. Protection of children affected by armed conflict: Governments should not allow children under 15 to join the army or take any direct part in hostilities. Moreover, children in war zones should receive special protection.
Statement: When a baby is born, the parents must give it a name and officially register its birth.	Answer: True. It's a Right CRC Article 7. Birth registration, name, nationality and the right to know and be cared for by parents: All children have the right to a name; they have the right to nationality; also the right to know and to be cared for by their parents.
Statement: My parents allow my 17-year-old brother to watch whatever he likes on TV but they restrict what I can watch because I'm only 10.	Answer: True. It's a Right CRC Article 5. Parental guidance and the child's evolving capacities: The family has the main responsibility for guiding how a child exercises his or her rights, based on growing age and maturity. Governments should respect this right.

fold



cut

Statement:

Even though I am 13, my parents read all my mail before they let me see it.

Answer: **False**. It's a Violation

CRC Article 16. Privacy, honour, and reputation: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families, their homes and their letters and mail.

Statement:

Class 8 produces a weekly magazine and distributes it to the neighbours.

Answer: **True**. It's a Right

CRC Article 13. Freedom of expression: You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas and opinion, regardless of frontiers.

Statement:

My mother is working in another country now, but every month either she comes home or my father and I visit her.

Answer: **True**. It's a Right

CRC Article 10. Family reunification: Families who live in different countries should be allowed to move between those countries so they can stay in contact with their parents or get back together as a family.

Statement:

My friends and I are forbidden to speak our native language at school.

Answer: **False**. It's a Violation

CRC Article 30. Children of minorities and indigenous people: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Statement:

I have the right to a name, a country and a family.

Answer: **True**. It's a Right

CRC Article 8. Preservation of identity: Governments should respect children's right to a name, a nationality and family ties. Governments have a duty to protect children's identity.

Statement :

Children who misbehave at school should not be given physical punishment of any kind.

Answer: **True**. It's a Right

CRC Article 28. Right to education: Children have a right to education, that is, to go to school. Discipline in schools should respect children's human dignity; violence should not be used to discipline a child.

fold



Statement: My family came here to get away from the war in our country. But refugee children like myself are not allowed to go to school here.	Answer: False. It's a Violation CRC Article 22. Refugee children: Special protection must be given to refugee children. Children who come into a country as refugees should have the same rights as children born in that country.
Statement: I have a right to see both my parents, even if they are separated.	Answer: True. It's a Right CRC Article 9. Separation from parents: Children should not be separated from their parents unless it is for their own good, for example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.
Statement: I miss a lot of school because when the baby is sick, I take care of him while my mother is at work.	Answer: False. It's a Violation CRC Article 32. Child labour: The Government should protect children from work that is dangerous, or that might harm their health or their education, or that might lead to their exploitation.

fold

