

Compasito Reporter

With their cameras, the Compasitos defend Human Rights!



Complexity



8-13 years



90-120 minutes



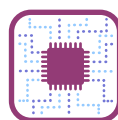
4-30



Environment



Health



Digital
Environment

Type of activity

Neighbourhood walks, reporting, photography

Overview

Children report on human rights conditions in their community by taking photos of relevant examples and creating an exhibition.

Objectives

- To develop awareness of human rights in everyday life
- To understand how rights can be both violated and defended
- To develop collaborative skills for defending rights and ending violations of rights

Preparation

Make a list of a few public places or systems relating to health, safety and the environment (e.g. public toilets, restaurants, recycling provisions).

Ensure you have appropriate permission and adult/child ratio to take children into the community.

Make copies of maps or plans of the community.

Materials

- Copies of child friendly CRC for each group, and/or large copies to display
- One camera (digital, mobile phone or instant camera) for each group
- 'Reporter' badges for all children
- Notepads and pens for taking notes
- Copies of local maps or plans of the community
- Printer for printing digital photographs and/or a video projector to project them

Instructions

1. Discuss with children what reporters do, both in print or digital media, and on TV. Explain that the children are going to become photo reporters and take pictures of how the rights to health, safety and a good environment are experienced in their community. They may find examples where these rights are respected and enjoyed or they may find cases where they are violated.
2. Display, or hand out copies of the child friendly CRC. Ask the children to find Articles 6, 24, 27 and 33, read them out and discuss their meaning together. Explain that these are the rights that they are going to report on and give some examples of where they might be observed in the community (e.g. fire safety at school, healthy conditions where food is grown, sold, or prepared, notices in their community about clean air, water and the environment). To check understanding, ask the children to provide some of their own examples.
3. Divide the children into groups of three or four. Ensure you have an adult to accompany each group. If there aren't enough adults per group, you will need to make the groups slightly larger so that all groups are accompanied by an adult. Give each child a 'reporter' badge and ask them to write their name on the badge. Give each group a camera and a specific assignment.

Assignment examples:

- Group A might check safety conditions at school and in other public places. (For example: Where are the fire extinguishers? Are the emergency exits easily accessible? Do children know what to do in case of an emergency?)
 - Group B might check traffic safety. (For example: Are there safe pavements? Safe places to cross streets? Are the streets and pavements in good repair? Are there controls on drivers' speed? Are there street lights at night?)
 - Group C might check food and eating conditions. (For example: the cleanliness of markets and restaurants, nutritional quality of food and drink, health-related information for customers, safety checks on water supply)
 - Group D could concentrate on environmental issues. (For example: Does the air seem free from pollution? Is anyone checking this? Are there green places nearby? Are streets and public places clear? Is rubbish collected regularly? Are bins provided for recycling plastics, paper or glass?)
4. Give the groups time to discuss their assignment and plan how they will look for evidence. Check where they want to go, and make sure they know how to receive any necessary permissions to enter particular areas (e.g. teachers or the caretaker for school or park). The children should all know how to use the camera. Each group should also assign the following roles:
 - taking notes and writing up captions for the photographs
 - relating the photos to specific human rights
 - writing up the group's responses to each issue.
 5. Tell each group that they will have to report back briefly on their plans afterwards and set a specific time or deadline for completing their reporting assignments.
 6. After groups have taken their photos, give them time to prepare a mini exhibition, either by printing their photos or preparing them to be projected. Emphasise that they should choose only the best pictures to display. A small number of quality images will be more interesting for everyone else: you could suggest that they select 6-10 photos. Every exhibition should include:
 - A title
 - The names of the children in the group
 - Captions for each picture, stating when and where it was taken and what it shows
 - Comments on which human right(s) is/are being enjoyed, promoted or violated
 - Recommendations for addressing any violations observed and comments or praise for any good examples.

Debriefing and Evaluation

1. Discuss the activity using questions such as these:
 - How was it to be a reporter?
 - Was it difficult to find the examples you needed? Why?
 - Was it difficult to capture the example in a photograph? How about writing the captions?
 - Was it difficult to make recommendations or find something positive to say?
 - Did you learn anything about yourself or your community? Did you see anything in a new way?
 - Can a camera be a useful tool to show things in a different light? Can writing be useful?
 - Can you think of other ways you could have communicated the same messages?

2. Relate the activity to human rights by asking questions such as:

- What did you learn about human rights in your community?
- What were some positive examples where human rights were being protected and enjoyed? What about where they were being violated?
- Can you suggest anything concrete you could demand to improve human rights or children's rights in your community? Who could you demand this from? (e.g. school administration, parents, mayor, local council, media, teachers)
- The CRC guarantees children the right to express their views freely in all matters affecting them. How do you make use of this right? How could you use it more effectively? Which skills do you need for that?

Suggestions for follow-up

The activity 'Putting Rights on the Map' also surveys how rights are implemented in the community. 'Picture Games' looks at the interpretation of images and using images for communication.

Ideas for action

Ask the children to choose at least one of the examples they found that they would like to try to improve. Discuss their reasons for choosing this example and the possible ways of addressing the problem.

The display of this work to the whole school or neighbourhood would also be an interesting and important activity in itself. Try to arrange to display the exhibition in a public place (e.g. post office, town hall, school, youth centre) and invite the public to attend. You could also create a page on social media or website for the group and upload the exhibition to the internet in virtual form.

Help the group write letters congratulating institutions that are doing an especially good job protecting health and safety or expressing disappointment at the failure to maintain these standards.

If you have not done so already, invite local community representatives (e.g. the mayor, school principal, town council members, local associations) to meet and discuss these issues with the children. Encourage the children to ask questions and make constructive proposals which could be taken up by the representatives to create real change.

Tips for the facilitator

This activity can easily be adapted to report on other human rights themes (e.g. violence, gender equity, disabled or minority children, information, play and leisure).

If children are reporting on schools or other institutions, try to obtain the approval and support of those in charge. Their involvement in the children's work is important in creating change. Emphasise that this reporting is not only to find violations, but is also to evaluate what is going well. Stress the importance of acknowledging and praising those who are protecting and providing good health, safety and environmental standards.

You may need to give children basic instructions on operating the cameras, and tips on how to take good photographs. Make sure that all children have learned how to use the camera and have an opportunity to take photos. Note also that sometimes an old-fashioned camera can be better than a digital one as the children need to think more carefully about each picture before taking it.

Variations

Get the children to take pictures they associate with particular feelings (e.g. where you are afraid, where there is an air of mystery, where you feel relaxed, happy, uncomfortable, etc.).