

Telephone Call!

It's for you!



Complexity



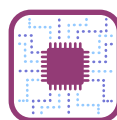
7-13 years



60 minutes



4-30



Digital Environment



Discrimination



Participation

Type of activity

Group discussion, drawing, writing

Overview

This is an adaptation of the traditional children's game, where children whisper a message from ear to ear, and then compare the result with the original message.

Objectives

- To develop awareness about media and communication
- To develop ideas about the right to freedom of expression and to access information

Preparation

Write or print a short sentence at the top of a piece of A4 paper and repeat this so that you have one A4 sheet, with a sentence, for each child. See 'Tips for Facilitators' for a few sample sentences. Sentences can be duplicated if you have a number of small groups.

Materials

- One piece of A4 paper for each child, with a short sentence
- Different colour markers (one for each child)

Instructions

1. Ask the children to place themselves in a line. Tell them that you will whisper a message in the ear of the first child in the line, who will then whisper the message to the next person in line, and so on, until the last child receives the message. S/he will then announce the message out loud to the whole group. Tell the children they should not repeat the message, even if the person they are whispering to says they did not hear it.
2. Repeat the activity, changing the order of children in the line. Briefly discuss what happened and the children's reactions:
 - How did you find the activity?
 - Why did the message change on its way around the circle? What happened?
3. Divide the children into groups of three or four. Give each child one of the pieces of A4 paper with a sentence. The children in one small group should all receive different sentences, but you can duplicate sentences between groups. This will be more interesting at the end for comparing results.
4. Tell children that they need to illustrate the sentence with a simple drawing – without taking up too much space! Explain that there needs to be room on the paper for each child in their group to add a contribution, the drawing should be the size of a small post-it or something similar. When they have finished their drawing, they should fold over the top of the paper so that only the drawing is visible, and not the original sentence. Tell the children to work alone, and not to show their piece of paper to anyone else in the group, except the person they later pass it to, after they have folded it again. They then pass this to the child on their left. The next child writes a sentence based on the drawing they see, and then folds the paper again, so that only their sentence is

visible. Again, they pass it to the left – this child illustrates the sentence they see and so on. This continues until all the children have had a turn and they have their original piece of paper back.

5. Ask everyone to unfold their paper. Give them a minute or two to look at all the sentences and pictures on their piece of paper, and especially to notice any similarities and differences. Wait to discuss these, however, until the Debriefing. Display the drawings and sentences for the discussion.

Debriefing and Evaluation

1. Discuss the activity using questions such as these:
 - Did you enjoy the activity? Why or why not?
 - Were you surprised by the results of the drawings? What happened?
 - Why do you think the message changed so much between the first version and the last one?
 - Do you think that in real life, messages change like in this activity? Can you give some examples?
2. Relate the activity to human rights and to the influence of media, including social media, using questions such as these:
 - What can the consequences be of transmitting **False** or imaginary stories about people? Can you think of any examples?
 - Which rights might be violated when this happens?
 - What can we do to address **False** or incomplete messages, gossip, lies – and so on – from spreading online, or offline?
 - The Convention on the Rights of the Child guarantees children the right to freedom of expression. Does this mean that children are free to spread **False** messages, gossip, lies – and so on – online, or offline if they want to?

Suggestions and follow up

The activities 'Compasito reporter', 'Advertising Human Rights', and 'Human Rights in the news' are useful for working on issues related to the media. 'World Summer Camp' can be used to look further at discrimination and prejudice.

Ideas for action

Support children in producing their own news on issues they consider important for their lives and communities. This could be printed as a newsletter or posted online. Ensure you have proper permission before posting children's work online.

Invite the children to create their own charter for online behaviour (see 'A Constitution for our Group' as an example).

Tips for the facilitator

Be aware of the reading and writing abilities of your group. Use simple sentences, for example:

This cat doesn't like fish. - The girl is going to school. - The boy likes biking. - The man is climbing a mountain.

Adaptation

Use the first of the activities as an energiser, or as an introduction to another activity on communication or the media. With a large group, you can run the first activity with two or three sub-groups.