

What if ...

... we could live without money???



Complexity



8-13 years



60 minutes



4-30



Education and
Leisure



Poverty



Human Rights

Type of activity

Analysis, drama, discussion

Overview

Children imagine the consequences that might arise from a given scenario, and then present their results as a short drama piece.

Objectives

- To consider the impact and interdependence of rights
- To consider rights in our daily life.

Preparation

- Choose, adapt or create examples to suit the children's experience
- Copy and cut out the cards attached at the end of this activity (you will need enough for each small group)
- Copy the Effects Cascade (you will need enough for each small group)

Materials

- Scenario cards for groups
- Paper and pens for presentations
- Copies of the Effects Cascade
- Optional: Cards of the CRC

Instructions

1. Introduce the activity, reminding children that we all try to imagine "What if...?". Sometimes we imagine good scenarios (e.g. "What if there were no more wars?") and sometimes bad scenarios (e.g. "What if a war occurred in my country?"). In this activity children will be given a situation and asked to consider the effect it might have on people's lives.
2. Introduce the Effects Cascade and illustrate how one thing can lead to a chain of events. Use a simple, familiar example (e.g. What if you were not allowed to go to school? Effects: Not learning to read, not being able to follow written instructions, understand a map, write a letter, access the Internet).
3. Divide the children into small groups and give each group a card and a copy of the Effects Cascade, and pens. Ask them to work together to complete the diagram.
4. When the children have completed the Effects Cascade, explain that they are now going to prepare a short drama presentation that shows how the effects that they have imagined could arise from the situation. Give the children time to prepare their presentations.
5. Ask each group in turn to read out the card and present their short drama.
6. After each presentation, briefly ask for questions or comments, asking questions such as these:
 - Can you think of any other effects?

- Which human rights are involved in this example?
- Have any rights been violated?
- Have any rights been protected or promoted?

Debriefing and Evaluation

1. Discuss the activity using questions such as these:
 - What happened in this activity?
 - Was it hard for you to imagine the example you were given?
 - Was it difficult to think of the effects that might result?
 - Do you believe that cases like these exist in the world? Do they exist in this country or this neighbourhood?
 - What could we do to change this situation?
2. Relate the activity to human rights by asking questions such as these:
 - When one human right is violated, how does that affect other rights? Can you think of any examples from the presentations?
 - When one right is protected and promoted, how does that affect other rights? Can you think of any examples from the presentations?
 - Can you think of how the right to education might affect the right to rest and leisure?
 - Why do we need *all* our human rights?

Suggestions for follow-up

The activity 'Sailing to a New Land' also deals with the interdependence of rights. 'A Body of Knowledge' asks children to consider the consequences of not having access to sources of learning.

Ideas for action

The activity 'A Constitution for Our Group' engages children in improving the rights environment in their group. Having a group constitution can help to illustrate the different effects of rights'cascades' in real life.

Tips for the facilitator

The effectiveness of this activity depends greatly on the kind of examples you offer the children. Adapt or develop new cases that relate to the children's experience and concerns, and use issues they may face in their lives or communities. Examples might address general human rights or particular rights. For example, you could develop cases which all address social and economic rights, or specific themes such as education / schooling, leisure, gender equality or the environment. Try to include both positive scenarios (e.g. What if men and women earned the same amount of money? What if everyone in our town reduced their rubbish by half through recycling?) as well as negative scenarios (e.g. What if only boys could go to school? What if every adult in our town each had their own car?).

Be prepared to give some real-life examples to illustrate the cases. These may be current or historical, for example, women being unable to own property or attend school; boys and girls forced into military service.

Variations

Give the same card to several groups or all groups of children. Compare the different effects they come up with.

To save time, omit the drama presentations or present them in mime or as a 'tableau' or 'frozen poses'.

Instead of giving scenarios to the children, try to come up with them together, list them all, and divide the group according to the cases they would like to work on.

Adaptations

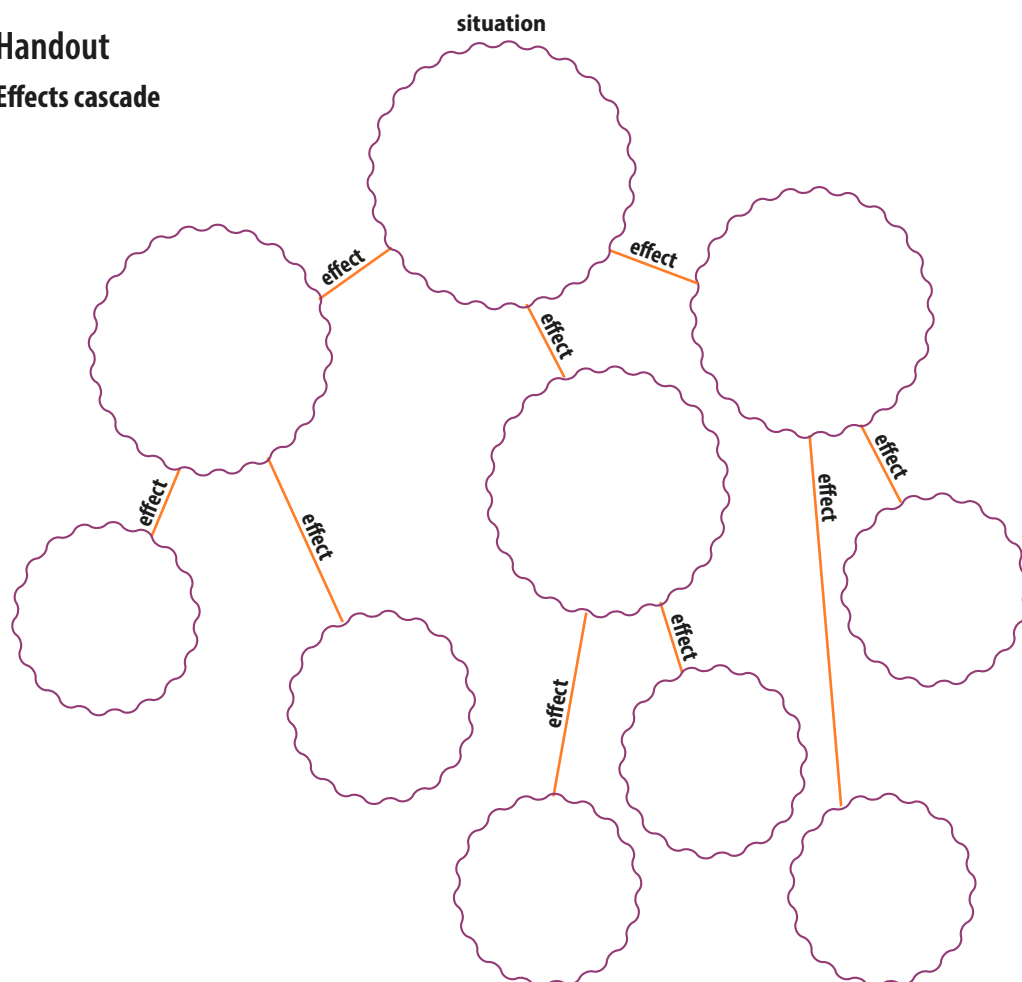
For younger children: omit the Effects Cascade and go straight to the presentations. Younger children may have difficulty grasping the interdependence of rights, so you could put emphasis instead on the importance of enjoying all our rights. You could also select one or two examples with the group, complete the effects cascade as a whole group, and then divide the children up to prepare the presentations.

For older children: ask them to relate their presentation to specific articles of the UDHR and/ or CRC. You can use the CRC cards.



Handout

Effects cascade





Handout

Cards for groups

Below are some scenarios you can use. Choose the ones most relevant to your group or create new ones. Include both positive and negative examples.



Scenario 1

The government has decided to close all the schools. From tomorrow, children can all do what they want, instead of going to school.

What immediate effects would this have?

What will be the effects in the future?

Scenario 2

The government has decided to close down all hospitals in order to save money. There will be no more doctors or pharmacies. Instead, books on herbal remedies will be offered at a low price.

What immediate effects would this have?

What will be the effects in the future?

Scenario 3

The government has decided that it is forbidden to play on the street, in the parks, in schools or anywhere else where people can see. All toyshops will also be closed, and nobody will be allowed to sell toys.

What immediate effects would this have?

What will be the effects in the future?

Scenario 4

The government has decided that from tomorrow, only girls can go to school and play in their free time. All boys have to start working in the factory.

What immediate effects would this have?

What will be the effects in the future?

Scenario 5

The government has decided that from tomorrow, nobody can be seen in the presence of more than two people. All gatherings of groups of more than two people are forbidden. Anyone disobeying this law will be punished by imprisonment.

What immediate effects would this have?

What will be the effects in the future?

Scenario 6

The government has decided to establish a Youth Council to advise the County Council on matters that concern children. Every school in the community can elect two representatives to serve on this council.

What immediate effects would this have?

What will be the effects in the future?

Scenario 7

The government has decided that, in order to promote international understanding, every child should have the opportunity to visit another country in Europe before they reach 13.

What immediate effects would this have?

What will be the effects in the future?

Scenario 8

The government has decided that children with disabilities should be encouraged to participate in the community as much as possible. Barriers to participation should be removed, and the children should be given whatever assistance they need, for example, wheelchairs, hearing aids, books in Braille and computers. As far as possible, children with disabilities should be in school together with all other children.

What immediate effects would this have?

What will be the effects in the future?

Scenario 9

The government has decided that from tomorrow onwards, every child that fails one test will be removed from the school. Only children who never fail a test are allowed to continue studying.

What immediate effects would this have?

What will be the effects in the future?

Scenario 10

The government has decided that from next week only local fresh products will be served in the school canteen, that candies and soft drinks which contain sugar will be banned and that meat will be served only on Tuesdays and Thursdays.

What immediate effects would this have?

What will be the effects in the future?