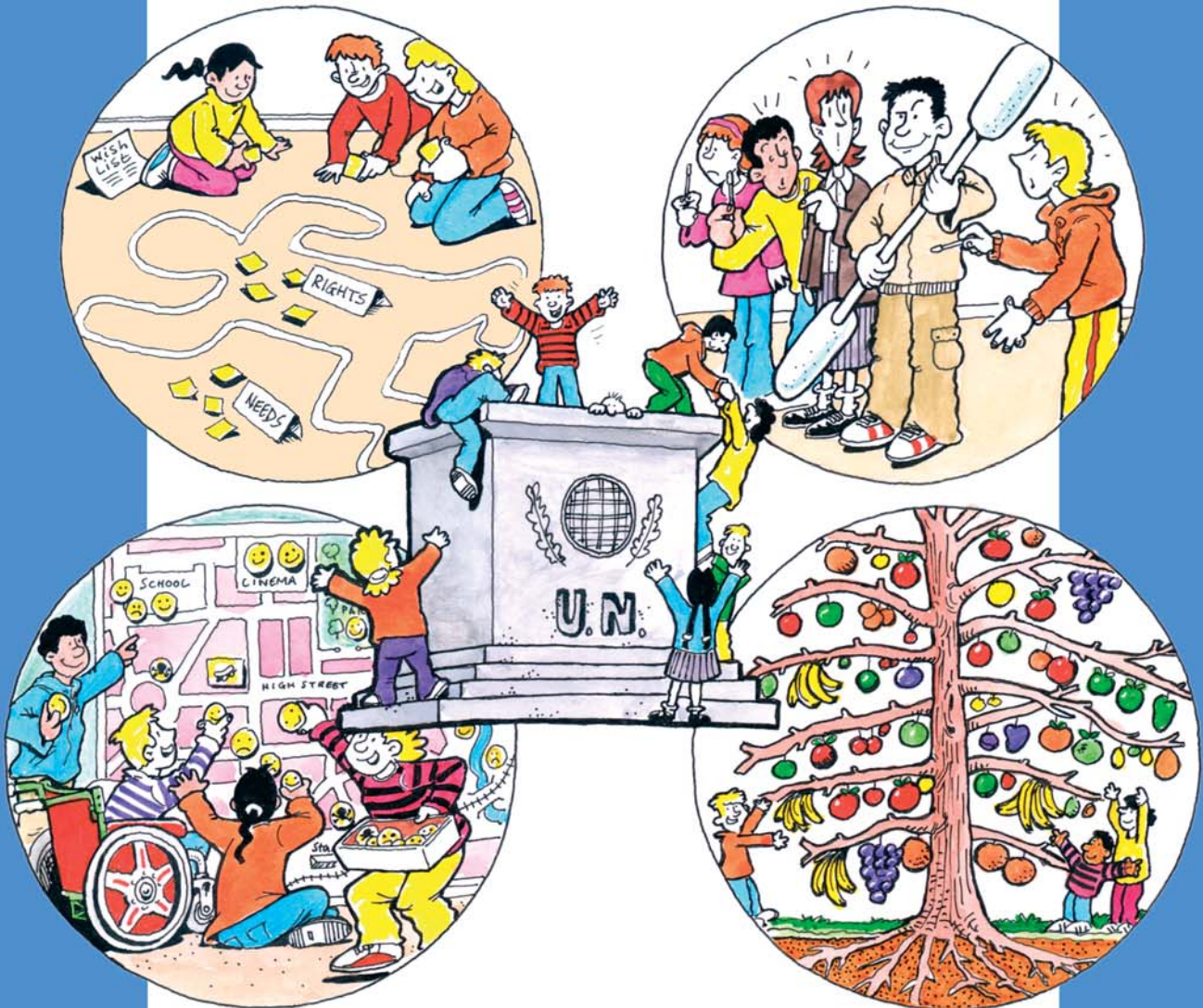


ACTIVITIES FROM CHILDREN'S RIGHTS Spice 'em up!



A toolbox of methods for
working with children and young people
to raise awareness of their rights

INTRODUCING THIS PACK

This pack contains selected activities from the book *Children's Rights: Spice 'em up!* and has been reproduced digitally with the permission of Save the Children Wales for the Welsh Assembly Government.

Since Dynamix wrote the book for Save the Children Wales in 2009, Wales became the first country in the UK to make the United Nations Convention on the Right of the Child (UNCRC) a measure for domestic law making. It received Royal Assent in March 2011 (Rights of Children and Young Persons (Wales) Measure). All departments of the Welsh Assembly Government will now make their policies upholding children and young people rights in the various services and activities provided for them and for the public in general.

Article 42: The Government should make the Convention known to all parents and children.

The activities in this pack have been chosen through consultation with teachers, youth workers and young people as being accessible and engaging methods for raising awareness of the UNCRC. They are suitable for group work in both formal and non-formal education settings and have been successfully used with ages 7+.

A note about the definitions of 'children' and 'young people'

Within the toolbox pages, we use 'young people' as a short-hand term for children and young people.





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BODY OF RIGHTS

An activity that explores the differences and similarities between young people's rights, needs and wants.



5-50 people



20 minutes

How does it work?

Place a paper person on the floor and have a discussion about what rights young people have. As different suggestions are made, write them on the body, or ask participants to write them onto Post-its and stick them on the body. It may be helpful to separate rights, needs and wants inside and outside the body shape.

Reflect on the distinction between needs, wants and rights and how each might feel in terms of empowerment. Focusing on needs can seem dis-empowering, wants can seem greedy, whereas rights feel empowering. Rights are a fundamental entitlement, basic principles that cover all aspects of life.

Why do we like it?

- It uses a large visual image that participants can relate to.
- It allows young people to focus on an imaginary person rather than examining themselves.
- The paper person can be displayed, referred back to, or added to.

What will you need?

- A body! You could ask a young person to lie on a piece of wallpaper and tell them to choose someone to draw around them, or you could draw the large shape of a gingerbread person on a flip chart.
- Post-its and pens.

Developments/adaptations

- You could also use the body to explore the differences between child rights and adult rights. Go back through the list of rights made by the group and discuss whether any of the rights they have identified are unique to young people, or whether they apply to adults as well.



A group we worked with felt that all children should have some rather interesting inalienable rights eg the right to shop, the right to make-up, the right to a phone. We then had a great discussion about a hypothetical hierarchy of rights, and which ones would be at the top and which ones would be at the bottom. Another time, we were using a set of UNCRC postcards to stimulate thinking with a group in a young people's prison. Some young people were moved to tears with the realisation they have the right to be protected from abuse.





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QUIZ GAMES

Checking a group's knowledge with a quiz can also be a fun way to impart information.



3 or more people



10 minutes



How does it work?

Pub-style quiz

People can choose whether they want to play alone or in teams depending on their confidence levels. The caller reads questions out and gives teams time to confer and then write down their answers. You could have several rounds, such as picture rounds - asking young people to look at pictures depicting different articles or rights and write down which they think are shown, or showing films or animations of case studies and quizzing them on certain details. After the quiz is completed, all teams swap their papers and mark each other's answers. The caller collects all the papers and announces the winning teams in reverse order. If there are many teams, the teams keep their papers and the caller asks if anyone got over a certain amount of points and then counts up from each number to find the winning team.

100% quiz

A whole-group, co-operative way to quiz. Hide 10 questions around a room (less if the needs of the group or time dictate). Get the group into teams giving each a piece of paper, and ask each group to nominate a writer or scribe. The teams need to look for the questions, and copy them onto their papers.

The quiz is complete when each team has all of the answers. They may need to share where the questions can be found and what the answers are.

Why do we like it?

- It's good for absolutely any size of group.

What will you need?

- A set of facts or information which could form the basis for a quiz.
- A pen and piece of paper for each group.

Developments/adaptations

- Setting up a quiz in the style of a interactive TV quiz show can be engaging for groups. People know the conventions, so it also makes it really easy to run.
- A prize such as a bar of Fairtrade chocolate makes the competitive element stronger and players play more keenly!
- Novelty buzzers like drums, rattles, whistles, bells can add to the excitement in the pub-style quiz.

A sample quiz is found on the next page.



SAMPLE QUIZ

According to the UNCRC, up to what age are you considered to be children in the UK?

- A There's a child in all of us so there's no upper limit.
- B 16 - then you're a young person or young adult.
- C 18 - then you're a young person till you're 25, although if you've been in care you can get some benefits after 18 that others can't.
- D 21 - it's the key to the door.

Answer = C. Some teenagers prefer to be called a young person rather than child, and 18 year olds may also call themselves adults, but the UNCRC covers everybody - all children up to the age of 18.

Why are rights important?

- A So life is fairer for people.
- B To make sure people get the same basic needs met, like food and shelter.
- C To protect us from being treated badly or exploited.
- D They are shared values and build a better society.

Answer = all of the above.

Which children in the UK are not covered by the UNCRC?

- A Prisoners.
- B Asylum seekers.
- C Children of MPs.
- D Children whose parents have drug addictions.

Answer = none of the above - all children in the UK are covered by the UNCRC

What is the United Nations Convention on the Rights of the Child?

- A A long book with a long title about science and children.
- B A group of people in Europe who talk about what is right and wrong about children.
- C A list of rights that most of the world's countries have agreed children should have.
- D A building in New York.

Answer = C

Who does the UK Government have to report to every five years to say how children's rights are going?

- A The president of the USA.
- B The UN Committee on the Rights of the Child.
- C Father Christmas for his list.
- D All the children in the UK.

Answer = B

Which of these is an important idea in the Convention?

- A No discrimination.
- B No swearing.
- C No smoking.
- D No animal testing.

Answer = A

The UN Convention on the Rights of the Child contains a list of 54 'articles' or rights that children should have. Article 12 is one of the most important. Which rights does it describe?

- A To do what they want, when they want.
- B To be listened to and have their views taken seriously.
- C To have money for the things they want and need.
- D To be able to tell their parents what to do.

Answer = B

Which of these things has the UN Committee asked the UK Government to do?

- A Lower the voting age to 14.
- B Reduce the price of texting on mobile phones.
- C Appoint 'someone who is down with the kids' as Youth Minister.
- D Teach more people about children's rights.

Answer = D

Adults sometimes pretend to listen to children, but don't take their views seriously. This is called:

- A Ignorism.
- B Childism.
- C Tokenism.
- D Adultism.

Answer = C



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BUILDING THE UNCRC

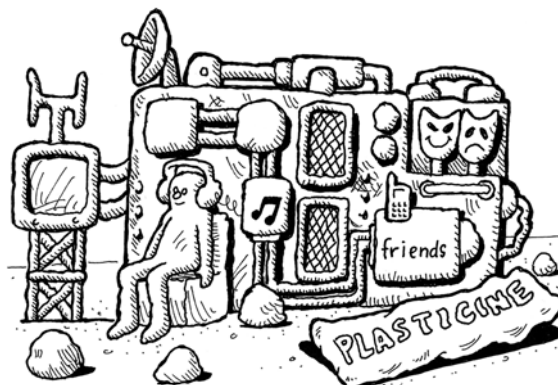
A hands-on activity that explores one of the ways in which the articles of the UNCRC can be categorised: as participation, provision, or protection rights.



6-30 people

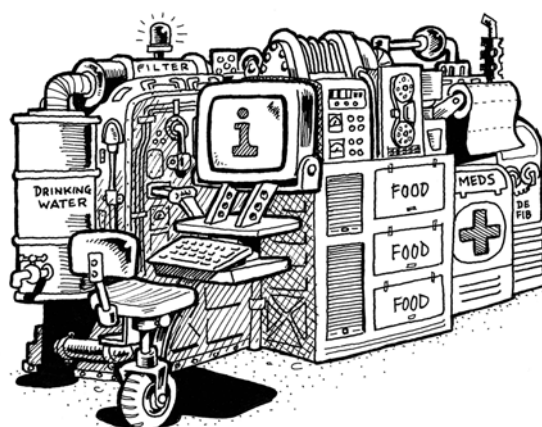
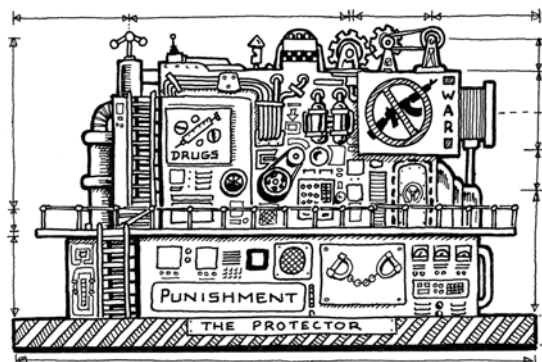


20-30 minutes



How does it work?

Split the group up into smaller groups. Give each group one of the categories participation, provision or protection, and also a list of the articles that relate to that category. Ask the participants to build or draw a machine, structure or object that symbolises the category, for example, a participation machine or a castle of protection - and all the relevant component parts. However, you may choose not to give an example, as this can stifle creativity. It's important for the young people to come up with their own unique idea.



Give them some time, then ask each group to feed back by explaining their creation and the rights to which each detail relates.

Why do we like it?

- It builds understanding of the UNCRC.
- It can bring the UNCRC to life.
- It can be a lot of fun.

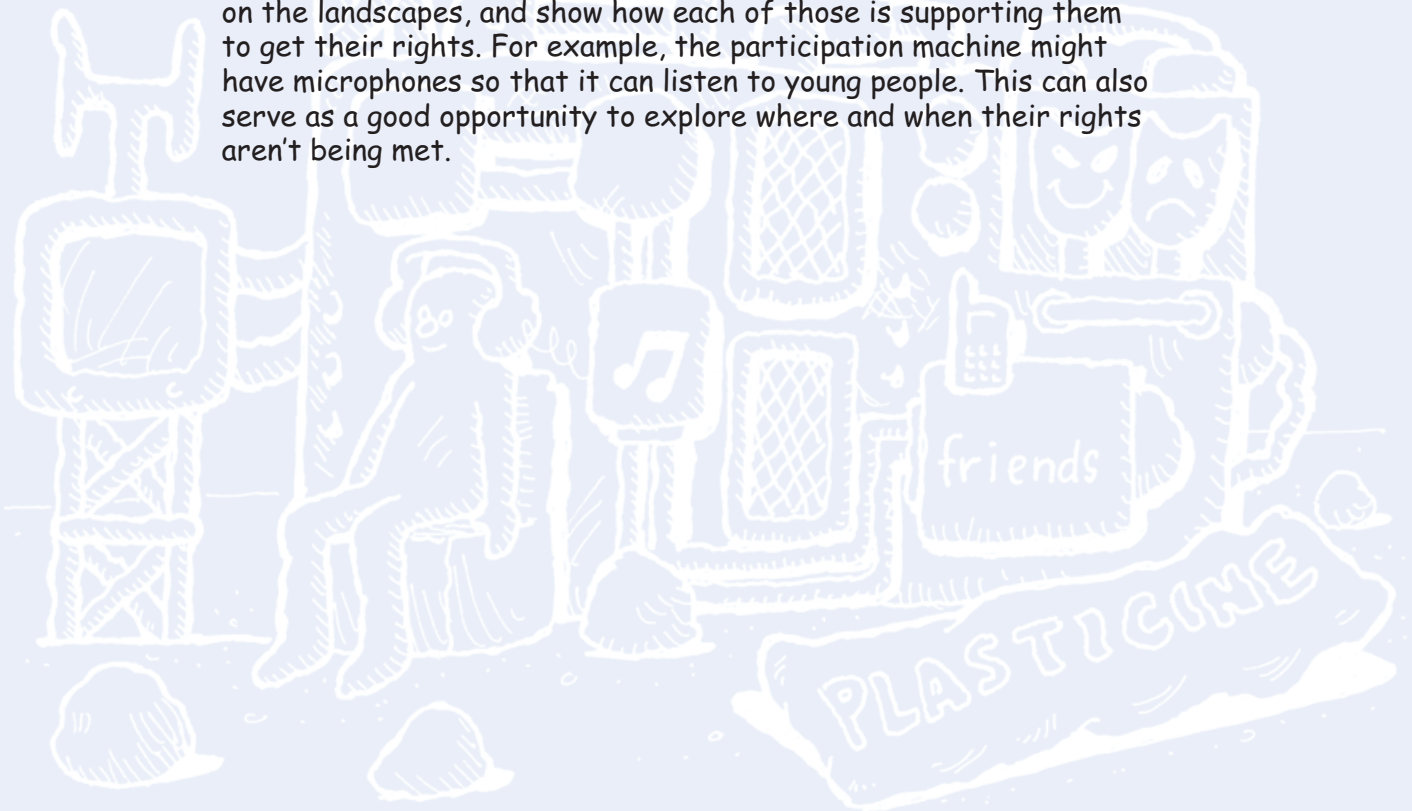
What will you need?

This depends how long you've got and how much fun you want to make it.

- Pens, pencils, wallpaper/flip chart as a bare minimum
- Scrap of any sort for building things.
- Plasticine.
- Den-building stuff.

Developments/adaptations

- Ask the young people to come up with the rights they associate with each category, sticking each right on a piece of Duplo. As they do, they can use the Duplo bricks to create the structure.
- Get them to create whole landscapes depicting where they live. They can place themselves and their machines/structures/objects on the landscapes, and show how each of those is supporting them to get their rights. For example, the participation machine might have microphones so that it can listen to young people. This can also serve as a good opportunity to explore where and when their rights aren't being met.





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RIGHT SPOTS AND WRONG SPOTS

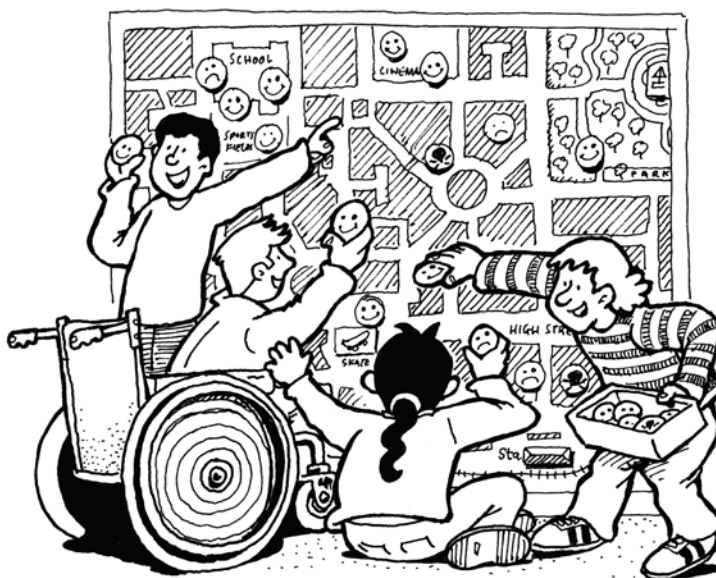
This is a mapping exercise that highlights ways in which young people are realising their rights in the local community, and creates opportunities for putting rights theory into practice.



2 - as many as you like



20-60 minutes



How does it work?

Get the group to draw a roughly accurate large-scale map of the local area onto cardboard. Mark (eg with flags) the areas where young people are able to access their rights - **RIGHT SPOTS** (eg school, play park, health centre) and places where their rights are not upheld - **WRONG SPOTS** (eg shops, when they're moved on from sitting outside).

Why do we like it?

- It's a physical and visual exercise that brings the theory of rights to a local and practical level.
- Once the map is developed it will inevitably lead on to discussions about why rights aren't being upheld in certain situations and what might be done to improve things.

What will you need?

- Cardboard, pens, cocktail sticks or Blu-Tak, and paper to make flags.

Developments/adaptations

- This method has been called 'Hot spots and grot spots' and we've used it extensively during consultations for communities to highlight what they like or dislike about their local environment.
- If you are looking to get participants' imaginations flowing, do the same activity but at a microscopic level. All you need is a piece of string to cordon off a 'Mini rights park' or 'Mini wrongs park' and some tiny objects, eg pebbles, twigs, leaves, to symbolise the different places where the young people access or get denied their rights.

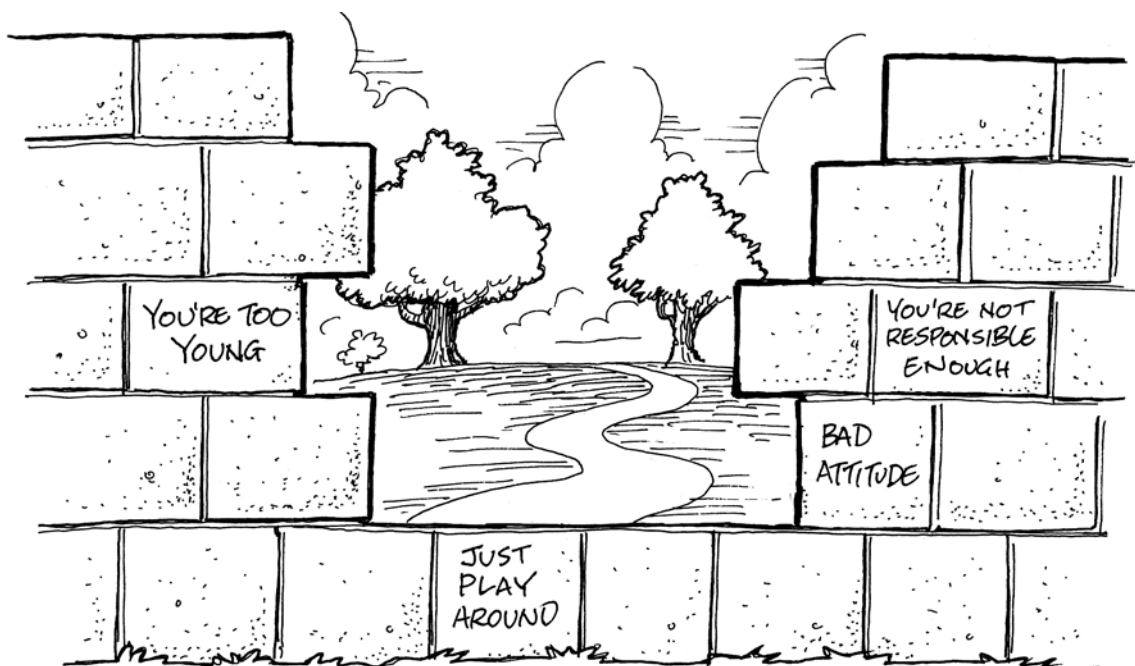




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BRICKS IN THE WALL

A way of looking at how to remove or reduce obstacles to young people having their rights upheld.



5-100 people



30 minutes - 1 hour

How does it work?

Divide the group into smaller groups. Cut card or paper into brick shapes (A5 size) and distribute a few 'bricks' to each group. Each group has to generate reasons why young people are stopped or blocked from having their rights upheld (ie who or what is stopping them?), and write one on each brick.

Next, they lay these bricks out on the floor or pin them up to create a wall. Once some of the blocks have been discussed, they each select a brick to see if it can be removed by writing a solution on the back.

Why do we like it?

- It's a strong visual activity and the metaphor of a wall is easily understood.

What will you need?

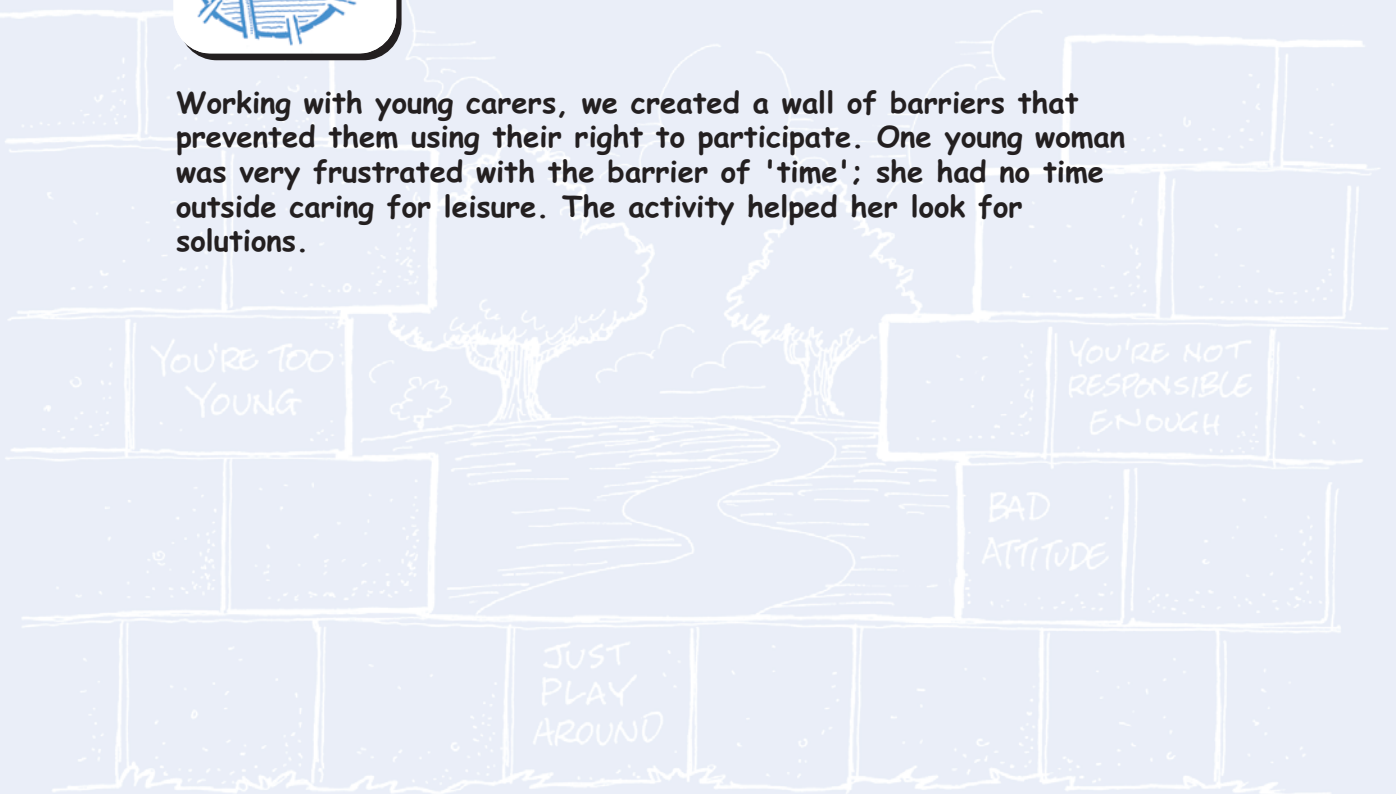
- Card or paper (variety of colours), pens.

Developments/adaptations

You can create a large mural of an attractive garden, with some 'bricks' already around the outsides, and the 'newly created' bricks placed around the centre. As these bricks are removed the garden is slowly revealed.



Working with young carers, we created a wall of barriers that prevented them using their right to participate. One young woman was very frustrated with the barrier of 'time'; she had no time outside caring for leisure. The activity helped her look for solutions.





Article
12

POWER WALK

This is a physical exercise to examine how different groups in society experience imbalances of power in having their rights upheld.



5-30 people



20 minutes



How does it work?

Give each participant a character card (to be read privately) and ask them to stand side by side at one end of a room or outside in a line. Read out a series of statements (see below) and if the person feels their character can say 'yes' to the statement they take a step forward. At the end of all the statements, reveal the characters and discuss which groups progressed the furthest and why.

Why do we like it?

- It's a physical activity which can promote strong feelings from those with the power at the front of the group, and those left behind.
- If more than one person has the same character, it is interesting to note whether they have taken the same number of steps.

What will you need?

- Character cards and statements to read out.
- Wide enough space to walk across.

Developments/adaptations

This has also been used in training for play workers, to emphasise the need for inclusive play work (Articles 2, 31) and to show how certain activities can exclude young people according to ability or background.

Statements

I can influence decisions made by my local council.
I get new clothes when I want and can wear what I want.
I can watch TV, go to see a film at the cinema and spend time with my friends.
I get to see and talk to my parents.
I expect to go to secondary school or have been.
I will be consulted on issues affecting children and young people.
I am in danger of being physically abused.
I have access to sexual health information in my own language.
It is easy for me to get a job.
People can easily understand what I say and my thoughts and feelings.
I find it easy to complain about services I receive.
I can choose where I would like to live.
I can pay for my own health care and treatment if necessary.
I can practise my religion openly.
The media portrays people like me in a positive light.
I know how to get legal help if I get into trouble.

Characters

Welsh Assembly Member aged 60.
A headteacher aged 55.
A policeman aged 30.
A recently-released ex-offender aged 44.
A successful businesswoman aged 35.
University student aged 21.
A young offender in a bail hostel aged 18.
A single mum aged 17 with a two-year-old daughter.
A homeless young person living on the street aged 16.
A boy on a school council aged 15.
A boy in a secure unit (prison) aged 15.
A Muslim girl aged 14.
A girl aged 12 with a mental illness.
A male asylum seeker aged 11 from the Congo with limited English language skills.
A seven-year-old school pupil who speaks a minority language.
A girl aged five.

Questions

Which groups or individuals were left out?
Why do you think they were left out?
Was there any difference based on age or gender?
What do the people at the front have that those at the back don't?
Did you look around at any point to see where other people were?
What should happen to close the gaps?
What can the people nearer the front do to close the gap?
Who else is needed to help close the gap?
Thinking about your life and future, where do you think you will get to?



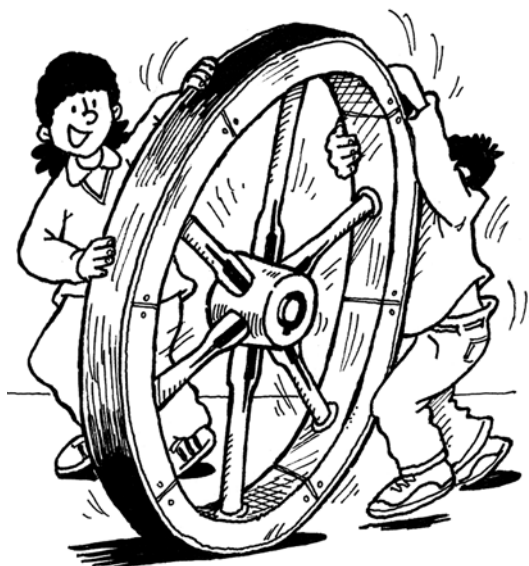
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RIGHTS WHEEL

A paper-based activity where young people can identify the positive outcomes of a world where people know about their rights and have them upheld.

 1 person +

 10 minutes+



How does it work?

On a flip chart, write the heading: 'When you exercise your rights' and below this draw a circle as big as the page. Draw six lines across the diameter to create the spokes of a wheel. You now have six sections that you can label: 'What does it look like? For example, what things can you see?', 'What does it feel like?', 'How do people get on?', 'What's available?', 'Who tells you about your rights' and 'What rights are missing for you (or others)?'

Participants can fill in each section with their own ideas and responses, or for a bigger group, create several cartwheels and pass around a few so people can look at other people's ideas and add to them.

Why do we like it?

- It creates space for people to collate their ideas on paper and records them in an easy-to-read way.
- It can open up discussion about how rights can be about provision, protection or participation.
- It can help people to form ideas about creating a world where rights are recognised, achieved and used - starting from a personal stand-point.

What will you need?

What will you need?

- Flip chart and markers.

Developments/adaptations

- You could use this activity as a starting point for creating any piece of art, drama or music with the theme 'A world with all my rights'. You could also use it to explore ideas about the consequences of not having rights.
- Draw a giant wheel and use Post-it notes for adding ideas to the sections. This is useful when you're running a drop-in workshop.





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RIGHTS TREE

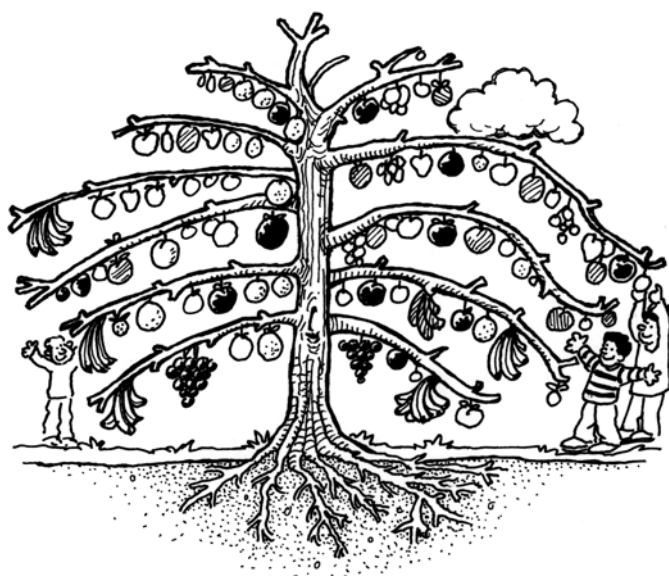
The 'Rights tree' is a rights planning tool that can be used by both young people and adults. This activity is ideal at the end of a series of sessions on young people's rights to identify a specific area to take action on.



Can be used one-to-one
or with large groups



30-40 minutes



How does it work?

Ask the participants to think of five issues that face young people today. You can do this as one large group or in smaller teams. Depending on the focus of the group, these can be local, national or global issues.

Once they've identified the issues, split the participants into groups of around five and ask them to pick one issue per group. Using the **Key to the 'Rights tree'** (see next page) and a leaflet on the UNCRC, ask the groups to create a picture of their own 'Rights tree'. Allow time at the end of the activity for the groups to feed back to each other.

Why do we like it?

- It can be adapted and used for specific or general issues/topics.
- It's simple and easy to understand and can be used by a variety of audiences.
- It demonstrates how to take action on a particular rights issue.
- The design of the tree is flexible so the groups can tailor it to their individual styles of learning.
- It's a visual tool that enables all members of a group to take part.

What will you need?

- Large sheets of paper.
- Pens.
- Key to the 'Rights tree'.
- UNCRC leaflet.

Developments/adaptations

Use different metaphors for different issues eg bus, balloon, rocket, river, mountain, volcano, instead of a tree.

Key to the 'Rights Tree'*



= the main issue



= the UNCRC articles



= the root causes of the problem



the duty bearer/s (an organisation or individual that has the responsibility for ensuring somebody can claim their rights)



= the changes we want to see

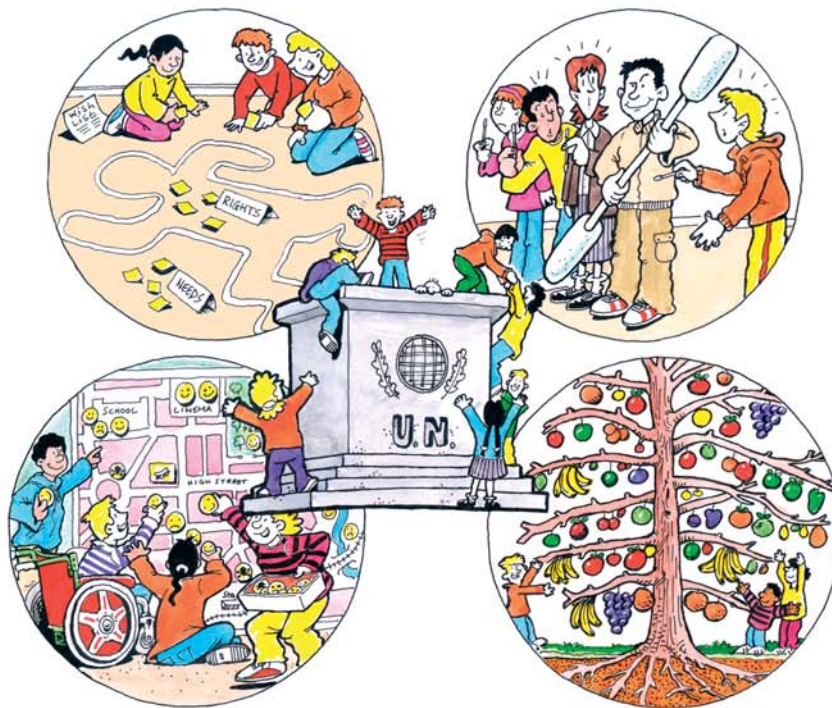


= how we will get there



= the time frame for the changes to happen

* A children's rights planning tool developed by the Turn On The Rights Project, 2006.



CHILDREN'S RIGHTS Spice 'em up!

