



Toolkit for

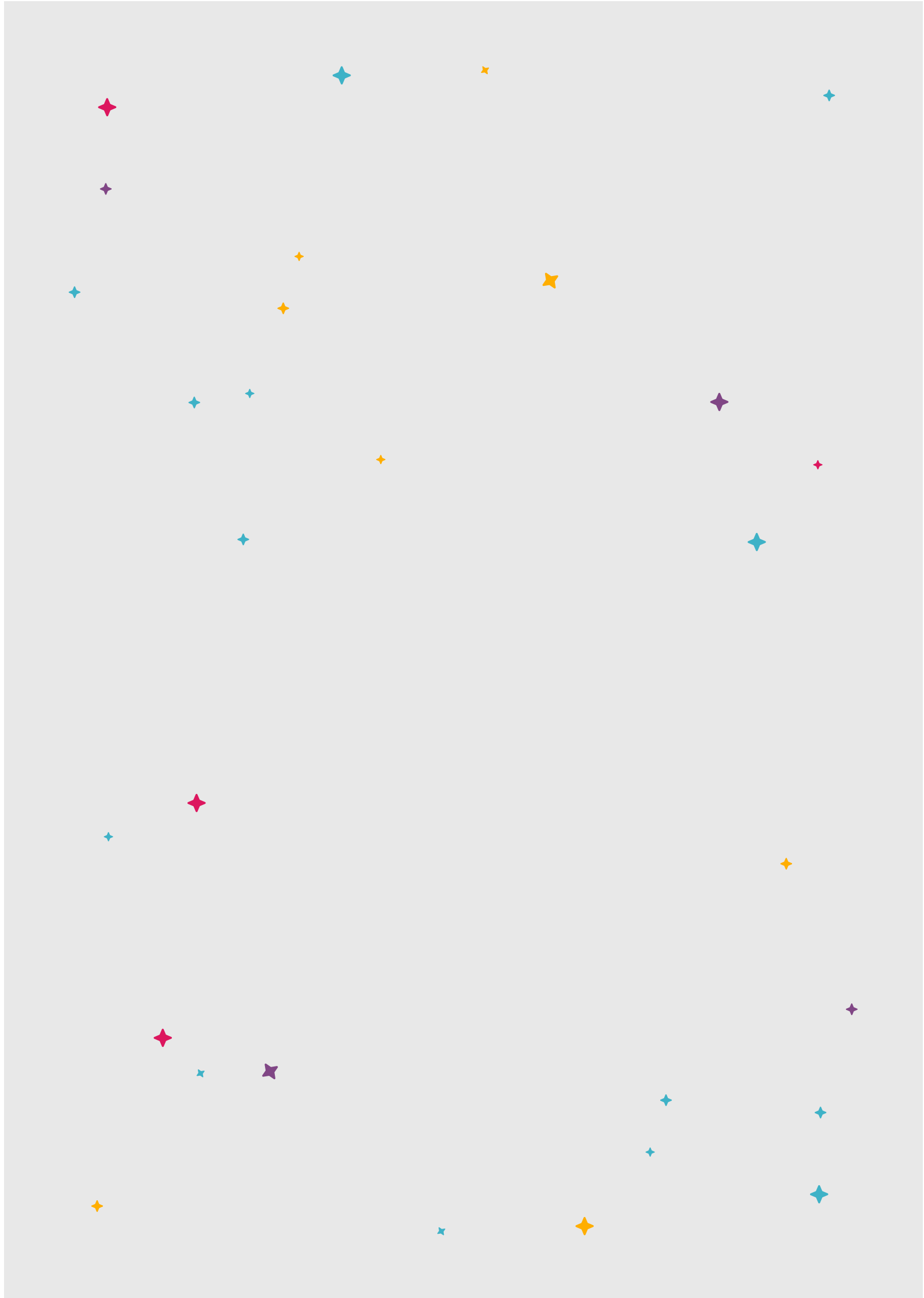
CHILDREN'S RIGHTS EDUCATION

by children for children

We believe that children's voices are valuable in decision-making processes: in issues directly affecting them and on a global scale.



IFM•SEI



Kids Got Rights ✦ Toolkit

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Woodcraft Folk
Education for Social Change since 1925

NUORET KOTKAT

Die Kinderfreunde



**UNIVERSITAT DE
BARCELONA**



Co-funded by
the European Union

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This project was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).

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What's inside of this Kids Got Rights Toolkit:

In IFM-SEI we believe that education is a powerful tool for change. From this toolkit, you will find knowledge and activities designed to help you to plan and do activities about children's rights for children.

This toolkit also contains many fun and interesting activities that you can do to learn about children's rights with your groups!

IFM-SEI

The International Falcon Movement – Socialist Educational International (IFM-SEI) is an international educational movement working to give power for children to take an active role in the world and fight for their rights. IFM-SEI has 46 member organisations around the world educating on the basis of our values equality, democracy, peace, solidarity, cooperation and friendship. In IFM-SEI we believe that a child-led process of decision-making and cooperation with adults is very important.





Kids Got Rights!

Kids Got Rights! is a two-year project where children from 8–13 years old from different countries in the European Union have come together in international meetings and several national activities to learn and teach about their own rights: Children's rights!

The children in the project have been called Superheroes as they have been learning even more about children's rights through the project, collecting information from other kids and teaching other children and adults about children's rights.

Through the Kids Got Rights project, we aim that children should be able to raise their voices and have power. Children should have the right to be heard, the right to set up and join groups and the right to access information and to be taken seriously in public decision making in their everyday life.

4 important things about this project:

- ◆ To educate children and adults about Children's rights.
- ◆ To support all the children to learn and understand their rights in their everyday lives in school, families and organizations.
- ◆ To support children to take an active role with other children to claim their rights and make a complaint when their rights are violated.
- ◆ To build knowledge about child participation rights in children's organizations and in other environments.



Why we created this toolkit:

This toolkit has been made to promote children's rights and to make children understand their own rights. This toolkit has been made by children, for children, and it includes activities created by children. We want children to become active decision makers and citizens by getting to know about their own rights through self-organisation. In IFM-SEI, we believe in learning from children. This is why our methods of education allow for children to both learn and teach.



Superhero children from Slovenian Falcons made a video about how a child-friendly toolkit should be colorful, full of pictures and have a big clear font and language

What is it and how can you use it?

By toolkit we mean a book which contains non-formal educational resources that includes knowledge and activities. Toolkits can help to put theory into practice. You can use this toolkit to plan and do activities and games about Children's rights with your groups.

This toolkit resource has been created:

by children for children

by children to adults

Definitions

In this section, we tried to explain some words that would be used in this toolkit.



✦ **Children's Rights**

Children need special care, which is why children have Children's rights. All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy, girl or do not want to define their gender, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. (1)

✦ **The United Nations Convention on the Rights of the Child**

Children need special care and that's why they have their own human rights: The United Nations Convention on the Rights of the Child. The Convention is created by the decision-makers of many countries. (2)

✦ **Child-friendly language**

In IFM-SEI we use the term: child-friendly, which means that the language should be easy for children to understand and appealing for them to engage with.

✦ **Energizer**

In IFM-SEI we do energizers in the beginning, middle or at the end of longer activities. Energizer can be any pretty quick and fun activity or game that gives you energy.

✦ **Debriefing**

In IFM-SEI we define debriefing as a conversation at the end of the activity, to talk about what happened during the activity, how participants felt and what they learned. It is a very important part of the activity, as it is the part where the learning happens when we get to clarify our thoughts and feelings in a safe environment. (3)

★ **Safe space**

In IFM-SEI we always aim to create safe spaces where people can feel confident and safe to express their feelings.

Free lines for words that have been found from this toolkit and needed clarification:



Citations:

1. Unicef n.d. p.3

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

2. Unicef, n.d.

<https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child>

3. Compass- Manual for Human Rights Education, p. 481, n.d.

<https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>

Children's rights: **BY CHILDREN, FOR CHILDREN**



History of children's rights

The idea that people have basic rights has its roots in many cultures, and traditions. Rights are responses to international human needs. (1) Children need special care and that's why they have their own human rights which are created by the decision-makers of many countries. (2) The United Nations Convention on the Rights of the Child. Children's rights belong to every child under 18 years of age.

The main goal of the agreement is to guarantee health, education, equality and safety for all children. Unfortunately, there is still a long way to go as children's rights are not being respected, recognised or met everywhere. That is why it is important for children to learn about their rights and to teach their rights to other children. (3)

Here are some important events in the history of children's rights

- ✦ 1959 United Nations General Assembly adopted the Declaration of the rights of the child

- ✦ And later on 1989 they adopted the Convention on the Rights of the Child

- ✦ Since 1954, 20 of November is Universal Children's rights day, every year

Citations:

1. Compass - Manual for Human Rights Education, p. 384-386, n.d.

<https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40=>

2. Unicef, n.d.

<https://www.unicef.org/child-rights-convention/convention-text>

3. European parliament, p.2, n.d.

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/644175/EPRS_BRI\(2019\)644175_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/644175/EPRS_BRI(2019)644175_EN.pdf)

Children rights: by children for children

Superheroes in the Kids Got Rights project said that it is important to 'translate' the children's rights to child-friendly(er) language, including images, videos, and online materials.

Child-led, non-formal, education on Children's Rights



During the Kids Got Rights project, the Superheroes created their own workshop for other children and adults about Children's rights. These workshops were called Kids Hubs.

✦ Kids Hubs:

This activity started with children forming kids centres in their national context. It had two main groups: The First group worked to train other children about participation, self-organisation and children's rights. This equipped children to set up self-organised spaces to claim their rights. The second group, The Kids Hubs, conducted workshops by children to children and workshops from children to adults on Children's Rights, especially children's right to participate.

✦ The benefits of child-led, non-formal education on children's rights:

Children were running activities for other children and adults. Throughout this process children gained a lot of confidence, skills, and also felt that they were actively participating in important processes.



Superheroes from Dui-leg og VIRKE presenting the project for the prime minister of Denmark

Activities



- In this part of the toolkit, you can find many interesting games and
- ◆ activities about children's rights! These activities are created and chosen by the superheroes of the Kids Got Rights project.

- These activities can be done in many different kinds of environments
- ◆ with different kinds of groups who can't wait to learn more about children's rights!

- Each activity has its own theme and target group. In every activity, you will find the recommended age of the participants, the duration
- ◆ of the activity, for how many people is thought and the level of difficulty (1 = very easy, 2 = easy, 3 = moderate, 4 = difficult, 5 = advanced).

- Below this, you will find the materials needed for the activity and the
- ◆ division of tasks. Then, the instructions step by step and finally, the "debriefing": some questions to reflect on the activity!

- ◆ The participants can either be other children or adults. We recommend that you pick the activities based on the participant's age group!

Children's rights diamond

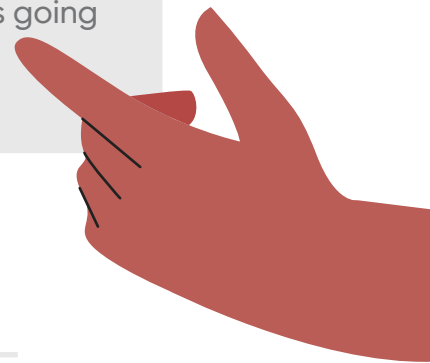
- Age: 6+ • Duration: 20 min
- Group Size: 15-20 • Level: 1

Where are we going?

We aim to understand and justify children's rights by expressing our knowledge about children's rights through discussing and group work.

This is going to help you to divide tasks for facilitating the activity. You can add more roles and assign a name next to it!

For example: who is going to explain the activity? Who is going to help? Who is going to keep an eye on time?



What do we need?

Materials:

Write or print cards with children's rights on them.

Task division:

Explain: _____


Support: _____

Time: _____

What is it and how can you use it?

1. First participants have a look at the cards/articles that make up the United Nations Convention on the Right of the Child. Explain the meaning of each card.

Important reminder! These articles are rules that should be followed to make sure that all children have their needs met and their rights protected and respected.

2. In small groups, participants have to put children's rights into a  diamond shape according to how important they think each right is. The most important right is placed on the bottom line. On the next line, the next two are most important. On the third line, the next three are most important, and so on.

3. When every right is placed the participants will share their diamonds showing how they placed the rights.

Debriefing questions to be asked at the end of the activity

- ✦ Which right did they choose as the highest and lowest? And why did they make that choice?
- ✦ How many groups chose the same?
- ✦ How did it feel to put rights in order of what is more important?

Important! Explain that the task is intentionally challenging and impossible - all rights are important and are therefore included in the United Nations Convention on the Rights of the Child. The rights are all as one and we can not divide them because one can't be without another.

This activity was chosen by Nuoret Kotkat and it is originally from Compass-
Manual for Human Rights Education with Young People. n.d. p.130



Theatre of the Oppressed

- Age: 8+ • Duration: 1 h 40 min
- Group Size: 20-25 • Level: 4

Did you know?

Theatre of the Oppressed is a method used to show participants some injustice. Afterwards, you have the chance to correct the injustice by acting in the scene.

Where are we going?

We aim to recognize situations where Children's Rights are being violated. With this activity, we will be able to come up with ideas to interfere and change the unfair situation.



What do we need?

Materials:

- ◆ Situations to act out
- ◆ Flipchart
- ◆ Pencils

Task division:

Explain: _____

Support: _____

Time: _____

Before the activity:

You will have to prepare these situations!



But.. how can we prepare these situations?



We have two options.

a. Let the participants decide. You can give them 3 questions to help them:

1. Which right do you want to talk about?
2. When this right is violated?
3. Imagine a possible scene to show the situation 2.

b. Or, you can use two examples written below that can help you!!



Steps of the activity:

1. Divide participants into groups of 3-4, and give them a situation to act out.

Let's see an example using the three steps:

1. Which right do we want to talk about? Right to have a name.
2. When this right is violated? For example, a child has an unusual name. Other children, parents and even teachers call this child by their surname.

3. Possible situation to show this conflict: some kids are in a classroom making fun of the child with the unusual name. The teacher is sitting there and preparing for the next class. The teacher does nothing.

If you are not inspired, here you have another example! 😊

1. Which rights do we want to talk about? Right to religion

2. When this right is violated? For example, when someone doesn't respect someone else religion.

3. Possible situation: a child who carries a sign of their religion (ex. a cross) is walking down the street with a friend. A couple of bullies show up and harass the child, however, the children manage to escape. A grown-up was seeing the scene and did nothing.

2. he groups have now prepared their scenes. Let's act out the scene one time!

3. Now, the group is going to act out the scene again! However, this time, the audience has the chance to intervene and change what's happening. If someone in the audience wants to change something, they must yell: STOP!

4. When someone from the audience yells stop, the group acting needs to freeze.

5. The person that shouted STOP from the audience can come and change the position of one person from the group. And the scene keeps going.

Important reminder! These articles are rules that should be followed to make sure that all children have their needs met and their rights protected and respected.

6. The scene can end if it is resolved or if there's no way of ending it.

7. Debriefing questions to be asked at the end of the activity:

- ◆ What changed in the scene?
- ◆ How did feel to intervene?
- ◆ How did it feel to represent these scenes?
- ◆ How important are these changes for the rights?



This activity was chosen by Slovenian Falcons Youth Union

Child Labour reflection

- Age: 8+ • Duration: 45 min
- Group Size: 10-15 • Level: 3

Where are we going?

We aim to understand the topic of Child Labour in relation with children's rights.

What do we need?

Materials:

- ◆ Flipchart
- ◆ Markers pens
- ◆ Papers
- ◆ Pencils and pens

Task division:

Explain: _____

Support: _____

Time: _____

Steps of the activity:

1. We are going to ask the group's thoughts on Child Labour.
 - a. Where is Child labour "implemented" most often?
 - b. How many children are affected by Child Labour?
 - c. What are the reasons for Child Labour?
 - d. What do children affected by Child Labour think?

- e. What are the after-effects of Child Labour?
- f. Can children affected by Child Labour go to school?

TIP: we can write these questions in flipcharts and write the answers there!

- 2. Let's look → The group can take time to research the answers to the questions above.
- 3. After this, the participants will create a quiz together about Child Labourers based on the answers and the questions above.

TIP to write answers for a quiz:

- 1. The good one
- 2. One really similar to the good one
- 3. A possible real answer
- 4. One that makes no sense

Notice!!

Creating a quiz is a way of learning about the topic!!



- 4. Debriefing questions to be asked at the end of the activity:
 - ◆ Did you expect these answers?
 - ◆ How do you feel?
 - ◆ What action can we take as a group?

This activity was chosen by Woodcraft Folk

Learning about Child Labour

- Age: 8+ • Duration: 45 min
- Group Size: 10-15 • Level: 2

Where are we going?

We are aiming to understand deeply the reality of Child Labour.

What do we need?

Materials:

- ◆ Computer
- ◆ Beamer
- ◆ Pencils and papers
- ◆ Quiz portal, Kahoot

Task division:

Explain: _____

Support: _____

Time: _____

Notice!! This activity follows the previous one.
You can do it on separate days or just after.

Before the activity:

1. Recover the questions of the quiz and prepare them to be discussed.


TIP! You can write them on flipcharts! Sometimes it is easier to think about the questions when they are written down.

Steps of the activity:

1. Recover the questions of the quiz and prepare them to be discussed.

Here you have some examples of questions to ask:

- ◆ Which questions surprised you more?
- ◆ Was it difficult to find information?
- ◆ Did you know about Child Labour before?
- ◆ What is one thing you learned in this process?

2. After the discussion is time to see what we learned! First, hide the questions of the quiz, give paper and pens to the group, and start playing the quiz!  **You can also play with teams!**

3. Debriefing questions to be asked:

- ◆ Was it difficult to remember what we learned?
- ◆ How can we help others to get to know this reality?
- ◆ Did we all participate the same way in creating the quiz?
- ◆ How can we do it better the next time?

This activity was chosen by Kinderfreunde/Rote Falken

The Battle for the Orange

- Age: 8+ • Duration: 30 min
- Group Size: 4-24 • Level: 2

Where are we going?

We are aiming to raise awareness about the United Nations Convention of the Right of the Child and children's rights amongst children in a playful and informal manner through discussions and reflection in playful conflict situations.

What do we need?

Materials:

- ✦ One Orange

Task division:


Explain: _____

Support: _____

Time: _____

Steps of the activity:

1. Explain that the group is going to play 'the Orange Game'. Divide the children into two groups.

a. Ask Group A to go outside and wait for you, it is important they go somewhere where they can't hear the other group.  **This is really important!**

2. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice.

3. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.

4. Bring both groups together inside and ask each group to sit in a line facing each other.

5. Tell the groups that they have three minutes to get what they need. Emphasize that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go".

Debriefing questions to be asked at the end of the activity

- ✦ What was your group's goal?
- ✦ What did you do to achieve this outcome?
- ✦ Why is it important for people to communicate in order to resolve conflicts?
- ✦ Have you ever experienced similar situations? What was the outcome?



This activity was chosen by Argiragazzi and it is originally from Compasito-Manual on Human Rights Education for Children, p.169, n.d.

Flag game

- Age: 8+ • Duration: 30 min
- Group Size: 20-25 • Level: 3

Where are we going?

We aim to understand how unfair conflicts are.

What do we need?

Materials:

- ◆ Three types of cards:
 - ◆ 10 Diamond cards for Royalty
 - ◆ 10 Toys cards for Kids
 - ◆ 10 Books cards for Families
- ◆ three different Pieces of clothes (to differentiate teams, one for each person in the team)
- ◆ Face paint (to paint each team)

Task division:

Explain: _____

Support: _____

Time: _____



Steps of the activity:

1. You have to divide the group into three teams: Kids, Families and Royalty.
2. The aim of the game is to get your cards that are in someone else's base.
 - ✦ Diamonds cards will be in Kids' base → Royalty will attack Kids' base
 - ✦ Toys cards will be in Families' base → Kids will attack Families' base
 - ✦ Books cards will be in Royalty's base → Families will attack Royalty's base
3. To defend your base you have to catch the attacker. When the attacker is caught you will play "Rooster's battle".

What is a Rooster's battle?

Both of you have to stay up with the knees bent holding hands. If you can throw the other to the ground, you have won the battle.

- ✦ If the attacker wins the battle, gets one of their cards.
- ✦ If the defender wins the battle, the attacker must go back to its base.

4. However!

The Royalty team can exchange 3 diamonds cards to get a Kid into
◆ their team (then the Kid must change the colour of its clothes, but keep their face colour).

◆ The Families' team can save a Kid (from being part of the Royalty's team) with 9 books.

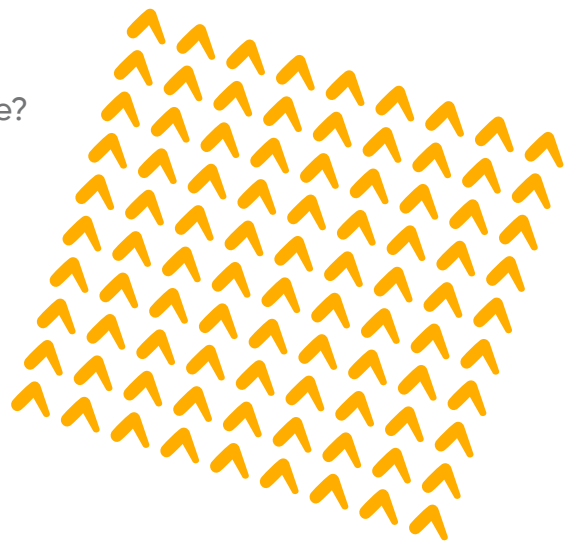
!! Getting kids in the Royalty's team is easier than saving them !!

(We are cheating a bit 😊)

4. The game ends when all Kids are standing in the Royalty's group

Debriefing questions to be asked:

- ◆ What was the goal of this activity?
- ◆ Was it the same for each team?
- ◆ How did your role feel during the game?



This activity was chosen by Esplais Catalans.

Defeat online hate speech

• Age: 13+ • Duration: 1 h
• Group Size: 10-20 • Level: 4

Where are we going?

We aim to create awareness of fair behaviour online by learning what is hate speech and its consequences.

What do we need?

Materials:

- ◆ Poster to draw on
- ◆ Marker pens
- ◆ Paper
- ◆ Pens

Task division:

Explain: _____

Support: _____

Time: _____

Before the activity:

1. What is online hate speech?

Wait... What is hate speech? 😊 Here you have a little help to know what is it!

- ◆ Hate speech is when someone expresses hate and/or push for violence against a group of people that have a common background. This common background could be based on race, religion, or sexual orientation. So it would be hate speech against specific race, or specific religion, or specific sexual orientation that is not considered the main one.

- ✦ When this happens online we have online hate speech.

Is Cyberbullying hate speech?

- ✦ It can be. For example, when this is based on race, religion, or sexual orientation.

Now you have a bit of information, better if you can do a little research!

Steps of the activity:

1. First of all, we have to define what's hate speech.
 - a. Give everyone a paper and a pen. Everyone has to write a definition of what is hate speech.
 - b. Once the first definition is done, put definitions together in pairs and create a new one!
 - c. Put the definition together in groups of four, and create a new one!
 - d. If you keep following these steps, in the end you will have one definition of hate speech made by all the group.
2. Now that you all understand what's hate speech, write all the words and sentences that you heard online. You can also draw examples.
3. Write possible answers or actions to online hate speech.

4. Debriefing questions to be asked at the end of the activity.

- ◆ How does it feel to receive this hate?
- ◆ How can we prevent this?
- ◆ How can we act when this happens?

This activity was chosen by DUI LEG og VIRKE.



Children from Esplac / Children from Nuoret Kotkat / Children from Kinderfreunde/Rote Falken,

Citations:

1. Hate speech. (2022). Retrieved 3 March 2022, from

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Reference documents

In this section there is a list of things that have helped to create this toolkit.



◆ Compass

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◆ Compasito

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◆ Rainbow resources

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◆ Peace Education Handbook

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◆ Building Bridges

IFM-SEI, Sedgwick, E. & Van Hove, B. (2020). Building Bridges: Peace Education and Dialogue for Conflict Resolution



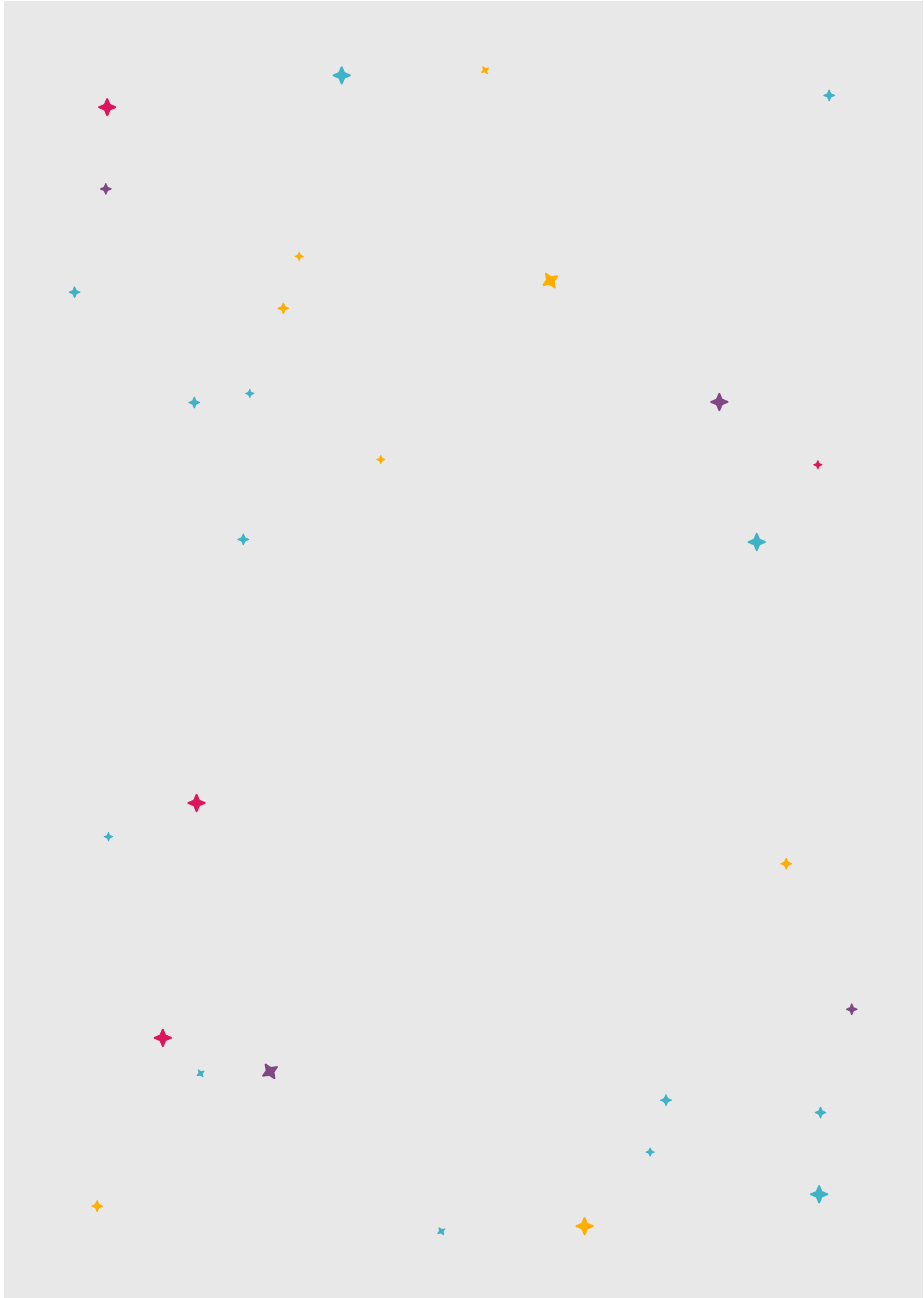
◆ IFM-SEI Code of Conduct

International Falcon Movement – Socialist Education International. Code of Conduct



◆ Guide for adapting the child-friendly UNCRC

Child Rights Connect. (2019). Guide for adapting the child-friendly UNCRC





In IFM-SEI, we believe that education is a powerful tool for change. We do not just talk about children's rights but we create an enabling environment where children and young people can thrive in leadership and decision making.

In this toolkit, you will find knowledge and activities to talk with your friends and adults about children's rights. Activities made by children for children.

"The content of this toolkit represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains."

Thanks for following along!