
Activity 5. Linking Rights

Purpose: To help young people see the links between different rights, and how they affect the lives of real children; to encourage thinking about the consequences of rights denials; to raise awareness of the fact that rights denials can occur in any part of the world.

Materials:

For Steps 1-2: One copy of the **CRC Clustering Cards** that refer to articles 24, 27, 28, 30, 31, 32, 33 and 38 of the Convention on the Rights of the Child (see pages 25-26). **Eight Children from Around the World Cards**, each describing a violation of the corresponding right from the Convention (pages 37-38).

For Steps 3-4: Eight additional copies of each of the **CRC Clustering Cards** mentioned above.

Procedure:

Step 1: Have participants form pairs. Give each pair **either** a) one of the eight **CRC Clustering Cards** mentioned in the **Materials** section, or b) one of the eight **Children from Around the World Cards**, with a child's story illustrating a rights violation. (If the group size is under 32, some participants may be asked to work on their own.)

Step 2: Pairs then move around the room, reading each other's cards. They match articles from the Convention on the Rights of the Child with individual stories, thereby forming groups of four.

Step 3: Once groups of four are formed, the pair holding the card with the article from the Convention sits down together. The seated pair is given eight additional copies of the article from the Convention that they are holding.

Step 4: The other two people, who represent the 'child', walk around to each seated pair in the room, and discuss with them whether there is any sort of link between the child's story and these other articles of the Convention. (See example in box.)

Each time a link between a child's story and another article of the Convention is established, the pair representing the 'child' receives a copy of that article.

Step 5: Once all possible links have been established, the group discusses the types of links that were found.

An example of links between rights:

In this activity, one child's story reads:

"Because my family lived so far from the health centre when I was a young child, I was never vaccinated. Now I am 8 years old and I have polio."

This story illustrates article 24 of the Convention on the Rights of the Child, the child's right to the highest possible standard of health, and to access to health and medical services.

In negotiating with other group members, links between this story and the following articles might be found:

Article 28, the right to education: because if the child does not receive adequate health care, his or her ability to take full advantage of educational opportunities may be impaired.

Article 32, the right to be protected from economic exploitation: because if a child has to work at an early age, he or she may be unable to get to a clinic for treatment and may be exposed to situations that threaten the child's health.

Variations: Other rights from the Convention on the Rights of the Child may be used. Groups may write their own **Children from Around the World Cards**.

Young people can write stories that demonstrate ways in which children's rights have been upheld, rather than denied, and carry out the activity using these.

Follow-up: Young people can discuss ways in which these basic rights have been upheld or denied in their own lives.

They can use newspaper and magazine articles to find local and global examples of violations of children's rights, as well as steps that are being taken to protect them.

Activity 5. Linking Rights

Children from Around the World Cards

Because my family lived so far from the health centre when I was a young child, I was never vaccinated. Now I am 8 years old and I have polio.

My brothers go to the local school, but I am the only daughter, and my family needs me to help out with work in our home. So I cannot go to school. I am 7 years old.

I am 16 years old and I go to school every day. When I get home, I help in my parents' shop until the evening. Then I eat dinner, wash the dishes, and look after my younger brother and sister while my parents finish their work in the shop. After the younger children go to sleep, I try to do my homework, but usually I am too tired and I just fall asleep.

I am 9 years old, and my family doesn't have much money. We live in two small rooms; we have to carry our water from a well a kilometre away. The houses in our village don't have indoor toilets, so we use a pit in the ground at the end of our street.



Activity 5. Linking Rights

Children from Around the World Cards

I am 13 years old, and my country has been fighting over a boundary with another country for three years. A captain from the army came to my home to tell me that because I am so big and strong, I should join the army and fight for my country.

I am 10 years old, and I speak the language that my parents and grandparents and all my family have always spoken. In the local school, none of the teachers speak my language, and they don't allow me to speak it either — they say we must all learn how to speak **their** language.

I started to work at a carpet factory for 12 hours a day when I was 9 years old. Now I am 12 years old, and the owner of the factory wants me to work even more hours each day.

I am 15 years old, and I live in a big city. A lot of my friends sniff glue. I tried it, and now I do it almost every day. Sometimes the police chase us away from the places where we meet.



Activity 6. Rights in Conflict Cartoons

Purpose: To raise awareness of the fact that the rights of different individuals can conflict; to encourage young people to understand the impact of rights conflicts, and think about ways in which they can be resolved.

Materials: A copy of one of the **Rights In Conflict** cartoons (pages 40-42) for each group of four.

Procedure:

Step 1: Explain to the group that there are times when one person's rights will clash with those of another person. For example, a child who believes she is exercising the right to freedom of expression when making racist comments about another child is setting up a conflict situation with that second child, who has the right to protection against discrimination.

There are also times when people will interpret the same right in different ways, causing a conflict. An adult may feel that a child has the right to be protected from abuse, and yet feel it is appropriate to hit the child as punishment for doing something wrong; the child may feel that any kind of hitting is physically abusive.

Step 2: Have young people form groups of four. Give each group a copy of one of the **Rights In Conflict** cartoons. Have them take a few minutes to study the situation depicted by the cartoon, considering:

- What are some of the ways in which this conflict might be resolved?
- Which types of solutions do you think are preferable?
- Which types of solutions do you think would be most likely to actually occur?
- Are there any solutions in which both parties could get their needs met?

Step 3: Groups then work together to complete the cartoon in a way that shows the best possible solution which is also realistic and achievable.

Step 4: Completed cartoons can be posted around the room. Allow time for the group to view all the cartoons.

Step 5: Discuss each scenario, and which solutions allowed **both** characters to uphold their rights.

Variations: Some groups may want to draw more than one outcome from the same situation.

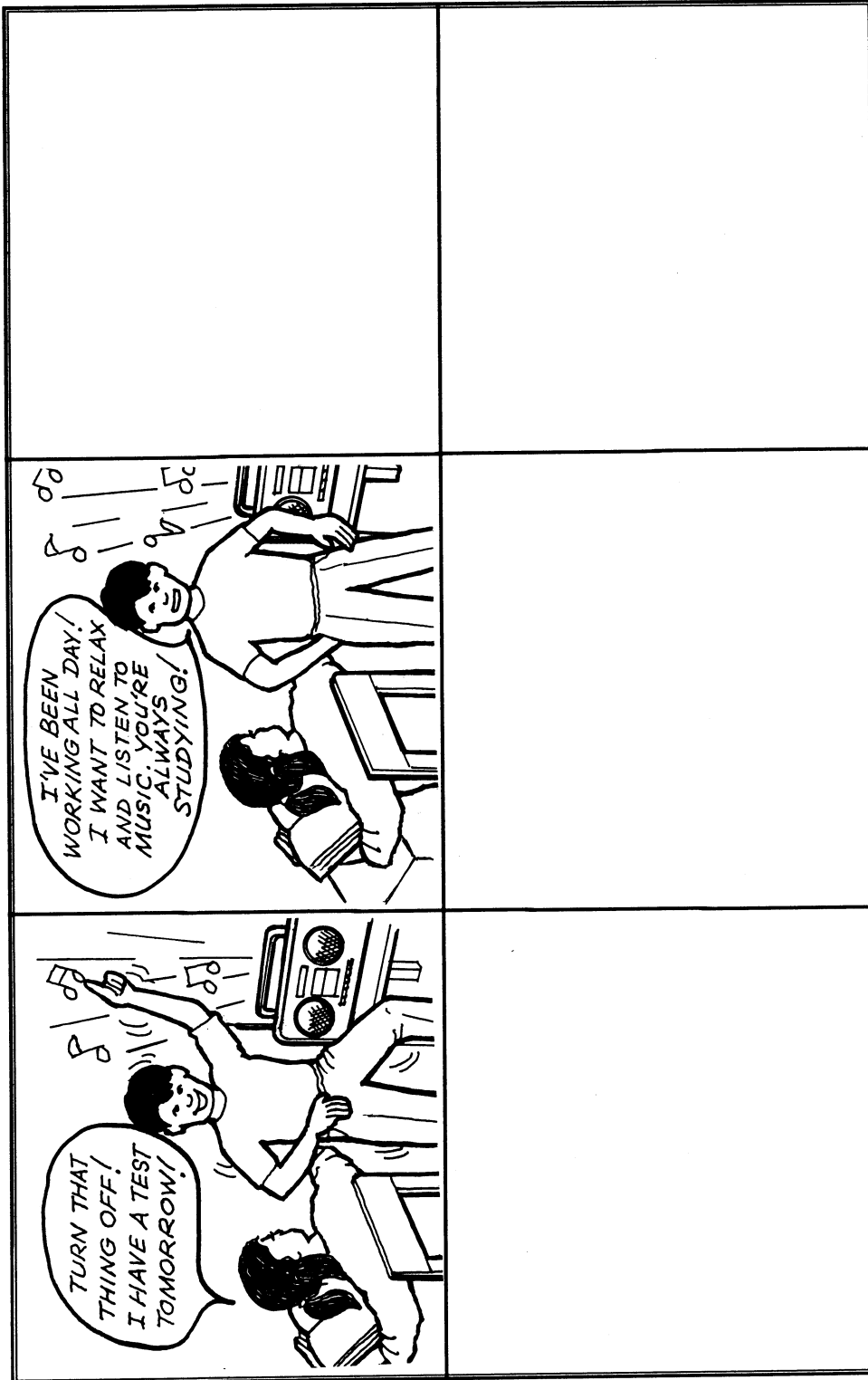
Young people can create cartoons about rights which come into conflict in their own lives.

Follow-up: Collect examples of rights conflicts in your community. There may be stories about them in the newspapers, on television, or on the radio. It may be possible to interview community members who have been involved in rights conflicts. Compile the stories into a scrapbook. How were these conflicts resolved? How many of them were resolved peacefully?

Activity 6. Rights in Conflict Cartoons

Cartoon No. 1

Article 28 of the Convention on the Rights of the Child says that children have the right to education.
Article 31 of the Convention on the Rights of the Child says that children have the right to leisure and play.

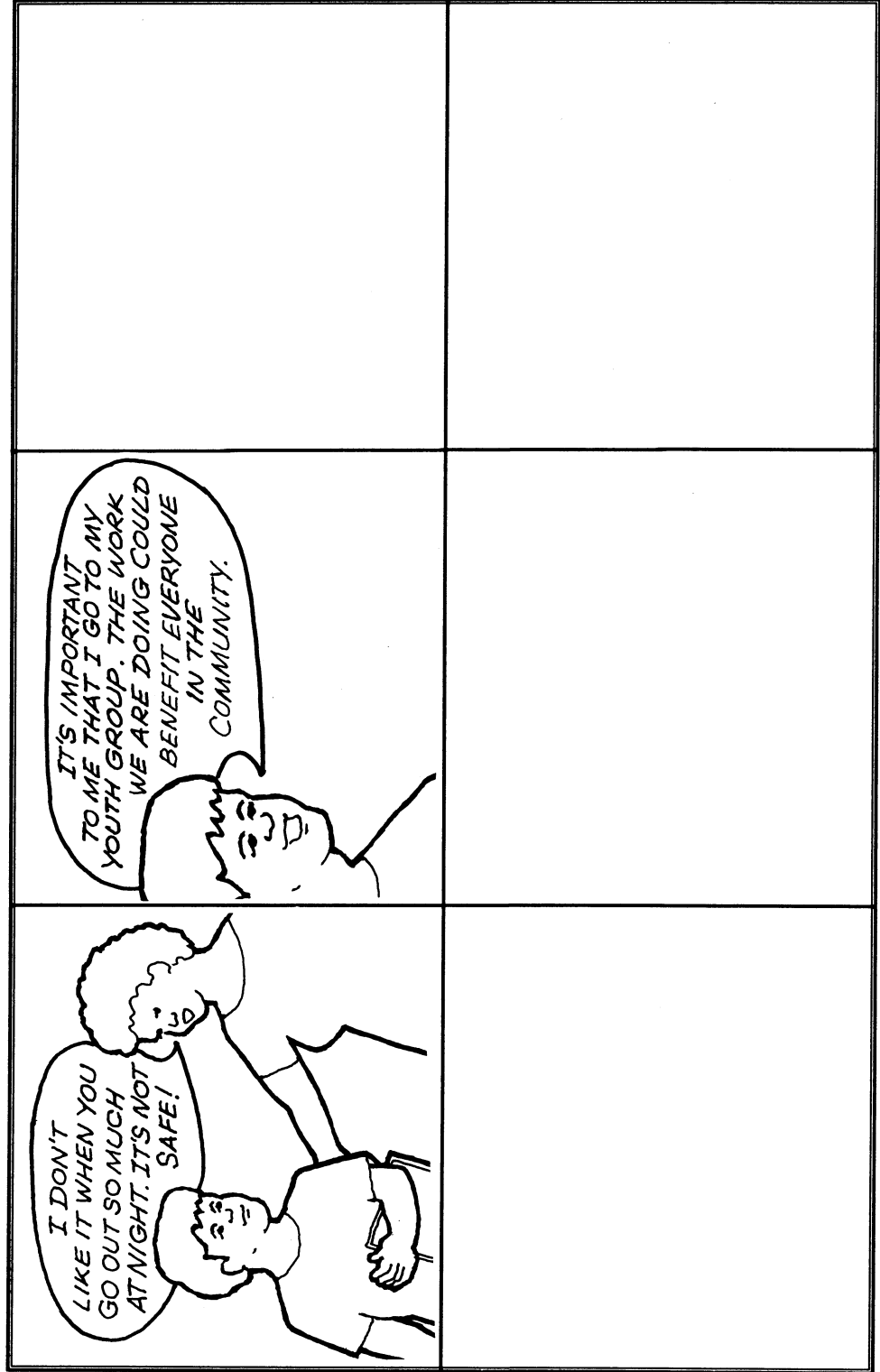


Activity 6. Rights in Conflict Cartoons

Cartoon No. 2

Articles 12 and 13 of the Convention on the Rights of the Child say that children have the right to express their opinions and obtain information.

Article 18 of the Convention on the Rights of the Child says that parents have joint primary responsibility for the upbringing and development of the child.

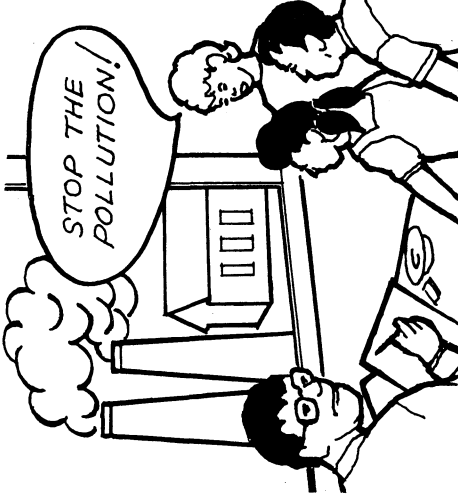



Activity 6. Rights in Conflict Cartoons

Cartoon No. 3

Article 24 of the Convention on the Rights of the Child says that children have the right to health, including protection from environmental pollution.

Article 27 of the Convention on the Rights of the Child says that every child has the right to an adequate standard of living.

Activity 7. Shifting Perspectives

Purpose: To familiarize young people with the different perspectives that may exist on a rights issue, in this case, that of child labour (article 32); to consider ways in which a rights conflict might be resolved.

Materials: Copies of the **Perspectives on Child Labour Role Cards** (pages 44-45).

Procedure:

Step 1: Have young people form small groups of four. Give a different role card, either A, B, C or D, to each member of the group. Instruct them to read these over in silence, without showing them to the other group members.

Step 2: Have the persons with cards A and B form a pair; those with cards C and D form another pair. Give each member of the pair three to five minutes to present their position on the child labour issue to the other member.

Step 3: Without warning, tell the pairs to reverse roles. A now has three to five minutes to present B's perspective, and B presents A's position, still within the pair. (Likewise for C and D.)

Step 4: At the end of this exchange, give the pairs several minutes to try to arrive at a compromise position on the issue of the working child.

Step 5: Have the original small groups come back together. A and B explain their compromise position to C and D; then C and D do the same.

Step 6: The group of four should then attempt to come up with one compromise position.

Step 7: Have a spokesperson for each group of four present their position to the large group. Then discuss the following questions:

- Was your group able to reach a compromise? Was it easy or difficult to do so?
- Did you think Chris was a girl or a boy? Did this affect your position?
- What effect did reversing roles have on your point of view?
- Are compromises which meet the needs of all parties always possible?

Variations: Consider who else might be concerned about this child's work situation. Create role cards for that person or persons, and repeat the activity.

Write role cards for another situation in which there may be differing perspectives on children's rights, and repeat the activity.

Follow-up: Find out about the regulations on child labour in your own country. Who is responsible for enforcing them? Are there children or young people in your community who are working in violation of those regulations?

Activity 7. Shifting Perspectives

Perspectives on Child Labour Role Cards

Role A: Parent No. 1

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm. Having Chris work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Chris bringing home some money every day, we can buy a little more food, new clothes, or medicine when one of the children gets sick.

Chris is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Chris for being so responsible, and I hope all of my children grow up to be just as hard-working and reliable.

Role B: Social worker

I am very concerned about Chris, who at the age of 12 started working part time picking fruit on a farm. Chris has dropped out of school and, at the age of 13, is now working full time. The work is back-breaking. Chris always seems tired and is suffering from pain in one shoulder; I would like Chris to see a doctor who can tell what long-term effect this job might have on Chris's health.

I really feel that this child should be in school with other children of the same age. Chris has no free time to rest, play, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up to be healthy and know how to get along with others. No child of Chris's age should be working with adults all day long. Many of the farm-workers smoke cigarettes, drink alcohol, and some may even be using drugs — Chris is too young to understand that these types of things are dangerous.



Activity 7. Shifting Perspectives

Perspectives on Child Labour Role Cards

Role C: Child

I am Chris. I started school when I was 6. When I was 12, I started to work picking fruit on a farm from the time school let out until dusk. I did it because my parents needed more money to buy food for our family.

Now I'm 13, and I have left school. I work full time on the farm. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning those things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day.

I like the people I work with on the farm, even though they are all older than me. I learn a lot by talking to them. I start work at six in the morning, take a break for lunch and work until dusk. Then I take all the fruit I have picked and have it weighed. I get paid by the kilo, so the more I pick, the more I earn. Then I take my pay home to my parents, and eat dinner. Then I go straight to bed, so that I can be ready for the next day.

Role D: Parent No. 2

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm.

I don't want Chris to work full time. It would be better for all of us if Chris got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Chris would finish school and get a good job, we would all be better off from the extra money.

Chris got very good grades in the first few years of school, although they went down last year. But the teachers always said that Chris could be a top student, maybe even to go on to university. I had hoped that Chris would set an example for our younger children by working hard and staying in school. I don't want my younger children to follow Chris's example by dropping out of school to work picking fruit. I love my children; I want Chris, and all of them, to have a good future.

Activity 8. Rights and Responsibilities Card-Game

Purpose: To make clear the fact that for every right in the Convention, young people also have related responsibilities.

Materials: Twelve **CRC Clustering Cards** (see pages 19-27; the teacher or group leader may choose any twelve which are meaningful to the young people in the group, and which represent a range of different types of articles); 36 **Responsibility Cards** for each group of four (page 48), to be photocopied six times for each group; pencils or pens.

Procedure:

Step 1: Have young people form groups of four. Give each group a set of the 12 **CRC Clustering Cards**, each with a different article from the Convention. (Each card should be individually cut out.)

Step 2: The object of this step is to come up with three responsibilities which are related to each one of the 12 rights. The group may choose to do this by having each individual work on three rights cards, or by forming pairs, and having each pair work on six rights cards together.

If necessary, give the group an example of the types of responsibilities that are linked with rights, such as:

"Article 12 of the Convention on the Rights of the Child states that the child has the right to express his or her opinion freely. Along with that right go certain responsibilities, such as the responsibility to make an attempt to learn what others' opinions are, to listen to others, and to respect the opinions of others."

Each responsibility should be written on a separate **Responsibility Card**. When they have finished, the group of four should have a total of 36 **Responsibility Cards**.

As this step may take a considerable amount of time, the teacher or youth group leader may wish to wait until another class period or meeting to actually play the card-game described below.

Step 3: Have the groups put their rights cards into a pile, shuffle them, and deal out three to each group member.

Then have them place all the responsibility cards in a pile, shuffle them and deal out three to each group member. The extra responsibility cards should be placed face down in a pile in the centre of the table.

Step 4: The object of the game is for each player to get either **three** responsibility cards to match **one** of her rights cards, **OR** to get **one** responsibility card to match **each** of her three rights cards.

To do this, the first player asks the player to her left if he has a responsibility card that will match one of her rights cards. For example:

“I have the right to health and health services; do you have a responsibility card that would go with this right?”

If the second player has such a card, he reads it out loud. If both players agree that the cards belong together, the second player gives the card to the first player.

If the second player does not have a matching card, the first player must draw a card from the top of the pile in the centre of the table.

Step 5: It is then the second player's turn to ask for a responsibility card from the player to his left. The same procedure as in step 4 is repeated.

Step 6: Play continues around to the left. Any player who gets three responsibility cards to match one of her rights cards, or one rights card for each of her responsibility cards, must stay in the game (to contribute responsibility cards to others) until all four group members have met the objective.

Note: As the game proceeds, young people may disagree as to whether a particular responsibility does or does not relate to a right. There can be more than one 'correct' answer, and the teacher or youth group leader should encourage the kind of discussion which may arise from the process of the game.

Step 7: Once all groups have finished, discuss together:

- What rights have very clear responsibilities related to them?
- For which rights was it more difficult to decide on three responsibilities? Why was this so?
- Do you feel your family places more emphasis on your rights as a young person, or your responsibilities? What about your school? Your community? The local authorities? Why is this so?
- What makes it easy to fulfil your responsibilities as a young person? What makes it difficult?

Variation: After groups make up their responsibility cards, they may exchange their set of cards with another group, so that they have the chance to examine different ideas about responsibilities.

Follow-up: Have young people draw up a list of the 10 most important responsibilities they have as members of their families, school, youth group, or community.

Read the case-study from the United Kingdom, *Child Health Educators* (page 49), to find out how a group of children who felt strongly about their right to health took on responsibilities in their community.

Activity 8. Rights and Responsibilities Card-Game

Responsibility Cards (make six copies for each group)

I have the responsibility to ...	I have the responsibility to ...
I have the responsibility to ...	I have the responsibility to ...
I have the responsibility to ...	I have the responsibility to ...





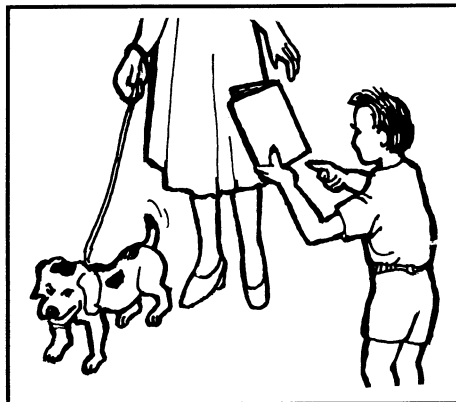
Taking Action in the United Kingdom

Child Health Educators

Children can often be found playing in the 'Ratty', a litter-strewn and rat-infested area of unused land located next to the Pagemoss Primary School, in a suburb of Liverpool. As part of a Child-to-Child health education programme, 10- and 11-year-olds from the school mapped their neighbourhood, conducted a survey on local health conditions and identified the issues which were priorities for them.

A major concern for these children was dog-fouling, as the area is often used to walk dogs. They learned that dog faeces are frequently infected with a parasite called *toxocara canis*, which can cause illness and even blindness. They decided they needed to carry out a campaign to raise awareness of this health issue.

The children went to work to produce a puppet show which informed younger children in the school of the health risks from dog faeces. But they realized that they also needed to address the problem more directly, with dog-owners themselves. So they wrote and produced a leaflet explaining the dangers of dog-fouling. And they designed their own 'poop scoopers', made from plastic bags and bottles.



Then, whenever people walking dogs came onto the school grounds, teams of children ran out to intercept them, give them a leaflet, discuss this local health issue — and offer them a 'poop scooper'.

The children went on to make presentations about their work to groups of parents and teachers in their school. And they lobbied their local council by telephone, demanding that attention be paid to the condition of the Ratty. Realizing that the children expected their concerns to be taken seriously, the Environment Officer visited the class to discuss plans for the future development of the area.

Child-to-Child projects around the world aim to help young people take an active part in improving the health of other children and their communities. In this first project of its type in the United Kingdom, the children became a source of practical information for adults and children alike, and developed skills for bringing about local change. Through this process, the children's attitudes about themselves changed as well. As one 10-year-old put it,

"Before ... I thought I was a kid, and I wasn't important to nobody, but now ... I feel more in control and important."

Activity 9. Taking a Stand Role Plays

Purpose: To make young people more aware of instances in daily life in which children's rights may need to be defended; to encourage young people to practise the skills of standing up for their own rights, and the rights of others.

Materials: Copies of the **Taking a Stand** role cards (pages 51-53).

Procedure:

Step 1: Have young people form groups of six. Assign each group to one of the three role-play scenarios.

Step 2: Within each group of six, three people receive the Role A card to read, and three receive the Role B card (from the same scenario). A's and B's read over their cards separately, discussing the situation and what the character described might do and say.

Step 3: Have young people select someone from their group of three to play the role described. The chosen actor may request one or both of the remaining members of the group to play a 'supporting' role, if necessary.

Step 4: Each scenario is acted out, one at a time, for the entire group to see.

Step 5: After each role-play, discuss with the whole group:

- (For the person whose role was to deny a child's rights) What was easy or difficult about your role?
- (For the person whose role was to defend the child's rights) What was easy or difficult about your role?
- What ways of defending rights seemed to work best?
- Were any strategies used that did not seem to work very well?
- Have you ever encountered situations like these in your own life?
- In real life, would it be possible to stand up for your rights as in the role play?
- Was it easier to defend your own rights, or those of someone else?

Variation: Young people can be asked to write their own role-play situations relevant to their own lives. Be aware that some situations of rights denials which young people may be familiar with will be too sensitive to discuss or role-play in a group (for example sexual abuse or torture).

Follow-up: When planning an action project, role-plays can be used to practise how young people might respond to opposition to their project.

Activity 9. Taking a Stand Role Plays

Role Play Scenario No.1: The Computer Class

Role A: You are the director of a youth group that has programmes for boys and girls. You have arranged to bring a group of young people to a six-session class on using computers at a local college.

Everyone in the youth group is very excited about the class, and wants to go. The college has only five computers available, so only five youth group members can go. You must decide who goes.

You feel that boys should be given first chance to go to this class. In your community, few teenage boys have jobs. The boys who come to your youth group need skills that will help them get jobs. This course would give them both skills and self-confidence.

You know that some girls are interested in learning about computers, too. But girls in your community are far more likely to get married while in their teens, have children, and work in the home. Besides, some of the parents might feel that using computers is not the kind of work girls should do. Maybe in the future you could organize a computer class for girls.

Role B: You are a member of a youth group that has programmes for boys and girls. Five members of the group will have the chance to go to a computer class at a local college. Everyone is excited about the course. It is difficult for teenagers to find jobs in your city, and having a special skill would be a big help.

You have just found out that the director of the youth group is going to let boys sign up for the class first. You think this is unfair. Both boys and girls need job skills to be able to support themselves and their families. While most of the people who work with computers in your community are men, more and more women are doing this type of work. Unless girls get the same training as boys, they will never have an equal chance of getting jobs that pay well.

Note: **Role B** may be played by either a girl or a boy.

(Based on article 2 of the Convention on the Rights of the Child, which says that all rights apply to all children, without discrimination based on sex, race, language, religion, ethnic group, etc.)



Activity 9. Taking a Stand Role Plays

Role Play Scenario No. 2: Differences

Role A: You are a student at a secondary school. Recently, some students from another country have enrolled at your school. They speak a different language from the language of your country. They have a different religion, and sometimes miss school because of their religious holidays.

You don't like these students. Their customs seem strange to you. You think that if they want to live in your country, they should try to be like everyone else here.

You especially don't like it when they sit together at lunch and speak their own language. You can't understand them and you think that they might be talking about you.

You try to get some of your friends to make these students sit separately at lunch; you want them to join you in teasing these students about the way they speak, and telling them they should go back to where they came from.

Role B: You are a student at a secondary school. Recently, some students from another country have enrolled at your school. They speak a different language from the language of your country. They have a different religion, and sometimes miss school because of their religious holidays.

You would like to get to know these students, to learn about their country, and maybe even to learn a few words of their language. But one of your friends wants you to join in teasing them, interrupting them when they are eating lunch, and telling them to leave the country.

You want to get your friend to stop acting this way. You don't want to spoil the friendship, but you think that the teasing isn't fair. You think that it is interesting to have students from another country at your school, and you would like to find a way to become friends with them.

(Based on article 30 of the Convention on the Rights of the Child, which says that children of minority groups have the right to practise their own culture, religion and language.)



Activity 9. Taking a Stand Role Plays

Role Play No. 3: Selling Drugs

Role A: You are a drug dealer. You are trying to convince a teenager to sell drugs for you. You explain to this person that you will give him a certain amount of drugs to sell each day, and at the end of the day, he is to bring you all the money. You will then give him a percentage of the profit. You will also give him drugs to use from time to time.

Let this person know that you have asked him because you feel he is honest and will not run away with the money. Remind him how difficult it is for young people to find jobs in this poor neighbourhood. The amount of money to be made selling drugs is far more than he could make by working at a low-paying job, even if one could be found. Get him to think about the things that he could buy with the extra money, or how he could help to support the family with the money made from selling drugs.

Promise this person that you will protect him from other drug dealers in the area, and from the police.

Role B: You are 16 years old. A drug dealer is trying to convince you to work for her selling drugs to other young people in your neighbourhood. You need the money, but you don't want to start using drugs or selling them. You have learned about how dangerous they are for your health. You also know of people who have been killed in arguments over drug deals.

You want to say no to this drug dealer, and get away from her as quickly as possible. But you are also afraid of what her reaction will be if you say no. You are afraid that she might get angry, threaten you, or hurt you in some way, either now or later.

You are also worried about what your friends will say or do if you refuse to sell drugs. Some of them already work for this drug dealer. Even if you can get out of this situation right now, you are afraid and might need protection in the future.

(Based on article 33 of the Convention on the Rights of the Child, which says that children shall be protected from the use of drugs, and from being involved in making or selling them.)

