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## In and Out of School: Different Ways of Using the Activities

The activities in this book can be adapted for use in the many types of settings in which learning about the Convention on the Rights of the Child may take place. Wherever possible, it is desirable that young people or workshop participants experience activities that allow them to explore and respond to rights issues, as well as to consider ways of taking action on what they have learned. Below are some suggestions for activities that would be appropriate in different situations. These are offered as guidelines only; many different combinations of activities could work equally well.

### In youth groups

In a group which meets regularly over time, young people will benefit from exploring the notion of rights through activity 1, **Wants and Needs**. A second session might explore the articles of the Convention on the Rights of the Child as a whole through activity 2, **Clustering**. Later, they might look in more depth at individual articles through the use of activity 3, **Statistics Line-up**, or activity 4, **The Test**.

A fourth session could use activity 6, **Rights in Conflict Cartoons** to develop problem-solving skills in a graphic way. Next, the group could move on to activity 8, **Rights and Responsibilities Card-Game**.

Young people could practise confronting rights denials with activity 9, **Taking a Stand Role Plays**. Activity 10, **What are the Issues?**, activity 11, **What Can We Do?**, and activity 13, **Project Time Line**, could be used to help develop an action plan.

### In a secondary school curriculum

In a school that can devote several weeks to a study of children's rights, activity 1, **Wants and Needs**, can be an effective introductory activity. The next session or two can be given over to familiarizing the group with the Convention on the Rights of the Child through activity 2, **Clustering**, or its variations. Activity 5, **Linking Rights**, can help them see the inter-relationships between the articles.

Activity 4, **The Test**, is an effective way to make an abstract rights issue come alive, as is activity 7, **Shifting Perspectives**.

Activity 10, **What are the Issues?**, can help students focus on rights issues in their own community. Activity 12, **Action Projects Around the World**, could help inspire creative thinking on a range of types of action projects. If it is possible for the group to carry out an action project, activity 14, **Force Field Analysis**, or activity 15, **The Planning Tree**, is useful in encouraging in-depth planning.

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### **In a one-session workshop for young people**

A single session poses special challenges. Assuming there is sufficient time, perhaps a 90-minute session, activity 1, **Wants and Needs**, could be followed by a brief introduction from the facilitator on the provisions of the Convention on the Rights of the Child. The group could then learn more about the implications of the Convention by doing activity 5, **Linking Rights**. If time permits, they could then go on to look at rights issues in their own communities with activity 10, **What are the Issues?**

### **In a training session for adult volunteers**

Adults can begin familiarizing themselves with the articles of the Convention on the Rights of the Child through activity 2, **Clustering**. Activity 3, **Statistics Line-up**, would then be an appropriate way to get across specific information on children's rights. Activity 5, **Linking Rights**, and activity 10, **What are the Issues?**, would also be appropriate for this type of group.

### **In a presentation to a large group**

Presentations often require a facilitator to work with large numbers of people in circumstances that make small group work difficult. A brief talk on the Convention on the Rights of the Child could be followed by having participants work with the person sitting next to them to classify the articles of the Convention according to whether they refer to survival, development, protection or participation (the second variation of activity 2, **Clustering**). Activity 6, **Rights in Conflict Cartoons**, could be carried out in a similar fashion. The group could be asked to suggest a rights issue that is pertinent to the community and a possible action project to address that issue. The facilitator could then create a **Planning Tree** (activity 15) on a chalkboard or overhead transparency with input from the group. More active types of learning experiences could simply be described to the group.