

## THE RIGHT TO PROTECTION

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With the support of:

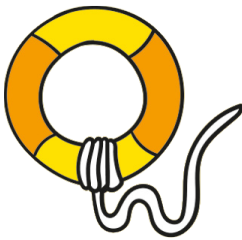


## INTRODUCTION TO THE PROJECT

### Welcome!

Welcome to our collection of activities and games on children's rights! This manual is part of a the All Children, All Right(s) toolkit and is designed to assist youth workers, educators, teachers and anyone else working with children and youngsters in promoting and safeguarding children's rights. The manual includes a variety of activities and games that can be used to engage children and youth in learning about their rights, developing their skills and knowledge, and taking action to promote their rights and those of others.

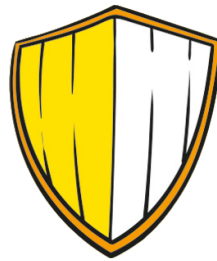
The activities and games are organised according to the different dimensions of children's rights: provision, protection and participation (as defined in the [UN Convention on the Rights of the Child](#)). Each section focuses on a specific dimension and includes an introduction to the topic, activities for young people and activities involving or related to duty-bearers. We have created 11 educational posters related to the different dimensions. The activities and games linked to these posters are listed first in each chapter. Additional energizers are also available for each dimension.



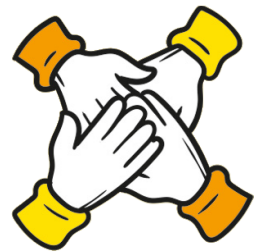
**SURVIVAL**



**DEVELOPMENT**



**PROTECTION**



**PARTICIPATION**

Perhaps you noticed our five main characters on the front page? Julia, Anna, Priya, Fredrick, and Ibrahim will guide you through the children's rights and learning materials we have created. Want to get to know them better? Then feel free to listen to the audio stories which can be found through the QR-codes on our educational posters!



We hope that this manual will be a valuable resource for anyone working with children and young people, and that it will contribute to a better understanding and promotion of children's rights.

Let's play and learn together!

## Tips for the facilitator

Working with children and young people can be both rewarding and challenging, especially when it comes to children's rights. As a youth worker, you play a crucial role in helping young people learn about and exercise their rights. To support you in this important work, we have compiled a list of 10 general tips to help you engage and empower the young people you work with. We hope these tips provide you with practical guidance and inspiration and help you make a meaningful impact in the lives of the children and young people you work with.

1. Become familiar with the different dimensions of children's rights and related activities. This will help you choose activities that are most relevant and suitable for your target audience.
2. Choose age- and developmentally appropriate activities for your target audience.
3. Use the manual as a starting point, but don't be afraid to modify or adapt the activities to better suit your specific context or needs.
4. Introduce the activities in an attractive and fun way so that children and young people get involved in the topic of children's rights.
5. Encourage participation and teamwork between children and young people, ensuring that everyone can contribute and learn. This can help build trust and a sense of belonging within the group.
6. Create a safe and inclusive environment where everyone feels valued and respected to share their thoughts and ideas. Set clear expectations for behaviour and communication, and make sure everyone understands and agrees to these rules. This can help create a sense of safety and respect within the group.
7. Be prepared to offer emotional support to children and young people who may be experiencing difficult emotions related to the topic of children's rights. Make sure they know that it is okay to feel upset and that you are there to listen to them and support them.
8. Use activities to facilitate discussion and reflection on the topic of child rights and encourage children and young people to think critically and empathetically about these issues.
9. Evaluate the impact of the activities and solicit feedback to improve future sessions. This can help create a more responsive and effective learning environment.
10. Have fun and enjoy the learning process with the children and young people!

## More information about the project

### CONTEXT

Despite the fundamental right to healthcare, housing, education, etc., not all children have equal access to children's rights. Armed conflicts, natural disasters, poverty, pandemics, ... worsen pre-existing inequalities, making it even more difficult for youth in vulnerable communities to exercise their rights. To address this issue, we've developed the 'All Children, All Right(s)!' toolkit. Our aim is to empower youth workers and to provide them with guidelines and methods to promote children's rights. Many youth workers are familiar with the United Nations Convention on the Rights of the Child (UNCRC) but may not know how to apply it practically and those who do may lack the theoretical framework. This toolkit aims to fill this gap and help youth workers overcome the obstacles preventing children from reaching their full potential.

### OBJECTIVES

- Provide youth workers with pragmatic and innovative tools to work with children and young people in non-formal education on children's rights.
- Provide youth workers with pragmatic and innovative tools to work directly and indirectly with/around the topic of duty-bearers.
- Provide youth workers with accessible training on crucial topics that requires a limited time investment.
- Provide organisations with tools to train new staff and volunteers within their organisation on children's rights.

### THE TOOLKIT 'ALL CHILDREN, ALL RIGHT(S)!'

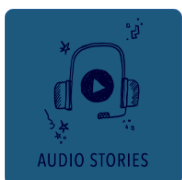
The toolkit 'All Children, All Right(s)!' consists of ...



11 new educational posters. These posters can be found in this game manual, on StreetSmart Play and on the website of our toolkit <http://www.street-smart.be/all-children-all-rights> where they can be downloaded for free.



A game manual with all activities related to children's rights. All activities and games are available for free on StreetSmart Play. It is also possible to download individual chapters of the manual if you want to work on a specific dimension via <http://www.street-smart.be/all-children-all-rights>.



10 audio stories related to the educational posters. The audio stories are available in six languages (EN, DU, FR, ES, GR, DE) and can be listened to for free on various platforms, like [Spotify](#). A QR code on the poster leads immediately to the corresponding audio story.



6 training programmes on children's rights. Each programme consists of self-paced theoretical courses and good practices that can be followed online and for free on [StreetSmart Learn](#).

## CONTRIBUTING ORGANISATIONS



Mobile School vzw is a Belgian non-profit organisation that supports youth workers through StreetSmart. Within StreetSmart, they develop innovative tools for talent development and empowerment of vulnerable children and youngsters worldwide.

[www.mobileschool.org](http://www.mobileschool.org) | [www.street-smart.be](http://www.street-smart.be)



mobileschool.org  
streetsmartyouthwork



mobileschool\_org  
streetsmartyouthwork



streetsmartyouthwork



Uit De Marge is a Flemish organisation that advocates for socially vulnerable young people and youth centres. Uit De Marge works with youth workers from different organisations, policymakers at different political levels and the wider society, as well as with young people themselves through their own youth workers.

[www.uitdemarge.be](http://www.uitdemarge.be)



uit.demarge



uitdemarge



e.p.a. - the european playwork association - is an independent international youth NGO based in Hamburg. They have a partner network in more than 40 countries in 4 continents and are involved in international youth exchanges, trainings, seminars etc. They work mainly with young people from disadvantaged communities, create access to non-formal learning and support European youth projects. <http://epa-network.org>



European playwork  
association



epa\_rainbow



ARSIS - Association for the Social Support of Youth - is a Greek NGO active in the field of child and youth protection. The main aim of ARSIS is to protect children at risk and help re-integrate socially vulnerable groups threatened with social exclusion and marginalisation.

[www.arsis.gr](http://www.arsis.gr)



arsis.gr



arsis.gr



ARSIS - Association for the  
Social Support of Youth



This project is co-funded by Erasmus+. Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

<https://erasmus-plus.ec.europa.eu>



Erasmus+

## CHAPTER: THE RIGHT TO PROTECTION

### Introduction

Every young person deserves to feel safe and secure as they grow and develop. Due to their physical and mental development, children are particularly vulnerable, which is why it's crucial to prioritise their protection. Tragically, too many children still face violence, exploitation, and abuse, which can have lifelong consequences. By assuring the right to protection, we can create a world where every child is free to grow and thrive. It's time to come together and safeguard their physical, psychological, and cognitive needs, so that they can reach their full potential and make a positive impact on our world.

All the following articles have a link to protection:



Want to work on this topic with children and youngsters? Or with duty-bearers? Check out the following pages for a selection of activities and games related to the topic that may be useful to you. Not only does every game include a manual, but you can also access them through StreetSmart Play by scanning the QR code, which provides free downloadable posters.

### Structure



POSTERS - P8



ENERGIZERS - P15

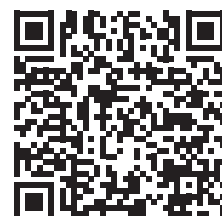


DUTY-BEARERS - P29

GAMES & ACTIVITIES FOR YOUTH

### Want to know more?

Our online training programme, '[The Right to Protection](#)' on StreetSmart Learn, includes a comprehensive introduction to the right to protection. You will learn about the specific children's rights that fall under the right to protection and gain practical skills for working with children and youth on this topic within your organisation, community, and will get inspired by our proposed activities and games. Additionally, we offer valuable tips and tricks for collaborating with duty-bearers to uphold the right to protection and promote the well-being of all children.



StreetSmartLearn



# Camera Catchers: explore the right to protection

Learn more about the different children's rights linked to the right to protection by exploring the camera catchers discussion poster

Panel code(s): SOCIETY C8; SOCIETY C1



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator		
Citizenship & human rights		> 15 minutes		Calm		Communication & expression				
Health		Game Mechanic	Icon	Materials	Icon	Logical thinking				
Number of Players	Icon					Empathy & social awareness				
	Difficulty	Icon	Play Space	Icon	Self-awareness					
					Age		Icon			
+5 players			Intermediate			Small space			12-14	12-14
2 - 4 players									15-17	15-17

Materials

## Materials

- Poster 'Camera Catchers'
- A smartphone to scan the QR-code
- Pencil or chalk (optional)

## How to play the game?

1. As an introduction to the activity, scan the QR-code on the panel and listen together with the group of participants to the audiostory.
2. Then, explore the different rights linked to the right to protection in the left top corner of the panel. It's useful to have the children's rights overview panel at hand to check the different icons.
3. Try to find for each right a situation where the specific right is respected and where it is violated.
4. Discuss with the players the specific situations and why it's linked to the right to protection.
5. The game ends when all the rights linked to protection are discussed.

## Additional game information?

The 'Camera Catchers' poster is the overview poster for the right to protection. The posters zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right hand side of the panel links to an audiostory that gives a good introduction to start up the conversation on the right to protection with your target group.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

Ask the children to make a drawing about the right to protection and what it means to them.

StreetSmartPlay

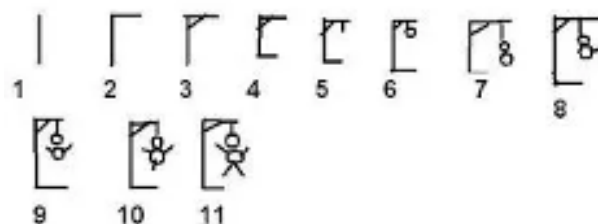




# Camera Catchers: hangman

Guess the word ... if not, you hang!

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Calm		Language, reading & writing		
						Attention & concentration		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
+5 players		Board game		Printable downloads		12-14		
2 - 4 players		Difficulty	Icon	Play Space	Icon	15-17		
		Intermediate		Medium space		6-11		
						18+		

## Materials

- Poster 'Camera Catchers'
- Chalk and board or pen and paper

## How to play the game?

1. Player 1 chooses a situation from the 'Camera Catchers' poster (e.g. the situation with the girl being bullied on social media). He or she chooses a word or phrase that reminds him or her of this specific situation (e.g. online bullying), this word should be kept secret.
2. Player 1 writes down flat lines for each letter of the word e.g. for the word online bullying it would look like this: \_ \_ \_ \_ \_
3. The other players may take turns to each say a letter of the alphabet. Each time the word does not contain a named letter, player 1 must draw an element of a stick figure (see pictures).
4. If the stick figure is finished before the other players have guessed the word on the board, player 1 wins. Otherwise, the other players win.
5. Once a player has found the word, look for the situation on the poster and discuss it with the group.
6. The game ends when all the players have chosen at least 1 situation.

## Additional game information?

The 'Camera Catchers' poster is the overview poster for the right to protection. The posters zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right hand side of the panel links to an audiostory that gives a good introduction to start up the conversation on the right to protection with your target group.

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## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Camera Catchers: problem-solving heroes

Allow children to think of possible solutions in situations where their right to protection is violated, making use of role play.

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Medium		Communication & expression		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Critical & reflective thinking		
<b>Number of Players</b>	<b>Icon</b>	Role play		Printable downloads		Creative thinking		
+5 players		Group discussion		Basic		Problem solving & decision making		
		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Coordination & flexibility		
		Difficult		Medium space				
						<b>Age</b>	<b>Icon</b>	
						12-14		
						6-11		

## Materials

- Poster 'Camera Catchers'
- Costume clothes for role play

## How to play the game?

1. Show the children the 'Camera Catchers' poster and explain that different situations happen on each of the screens. Discuss what they see to warm up.
2. The players are divided into two groups. Ask each group to choose a particular situation on the poster that they would like to change.
3. Each group is given 10 minutes to prepare. With the help of the youth worker, one should be the director (who can change in each round) and the others the actors. They should create a short scene showing how the situation can be solved and present it to the other group.
4. Afterwards, the youth worker can initiate a short discussion with the children in which they give their opinions on the proposed solution. Would they do it differently? Why is it important to protect people from this situation?

## Additional game information?

The 'Camera Catchers' poster is the overview poster for the right to protection. The posters zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right hand side of the panel links to an audiostory that gives a good introduction to start up the conversation on the right to protection with your target group.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Refugee Journey: path of life

Discover the path of life of a refugee with this exciting board game and reflect on good luck, bad luck and life choices.

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Creative thinking		
Game Mechanic	Icon	Materials	Icon	Learning skills	Icon	Creator		
Board game		Printable downloads		Critical & reflective thinking				
Group discussion				Problem solving & decision making				
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
2 - 4 players		Intermediate		Small space		6-11		
						12-14		
						15-17		

Materials

- Poster 'The Refugee Journey'
- Bottle caps (or any other pawns)
- A die

## Materials

- Poster 'The Refugee Journey'
- Bottle caps (or any other pawns)
- A die

## How to play the game?

1. This game is played by 4 players. Each player gets a bottle top (pawn). The game starts at the top of the panel and ends at the bottom.
2. The first player throws a die.
3. The bottle top of the player will be placed on the image under the indicated number. For example: if a player spins 4 or 5, he will place the bottle cap or pawn below the angry father.
4. Now the player needs to invent a story, explaining why he was sent away from home by his angry father.
5. After the story has been told, another player will throw the die and come up with a story about the image he landed on.
6. If all players have invented and shared their stories for the first level, player 1 will throw the die again and will place his bottle cap on the indicated number of the second level. The player now needs to continue the story he started before.
7. By going through the different levels, you go along your life path, which is very often full of surprises. If you reach the bottom of the panel, you will reflect on what happened during the game: What did you do? Were you lucky or unlucky? What did you like about your imaginary life?
8. To end the game, you can talk about what you would like to change about your life path: Which options would you prefer and why? How are these options linked to your dreams in real life?

### Additional game information?

Below the main characters on the board, you see 4 rows, each representing a different stage of a refugee's journey. From top to bottom:

- Reason for fleeing: war, family violence, natural disaster, repression, poverty
- With whom?: alone, with parents, with friends, via a smuggler
- Mode of transportation: car/truck, boat, train, plane, on foot
- Environment: refugee camp with tents, independent living, welcoming family, police, border guards, refugee camp with containers
- Future: passport, family reunification, travel by plane, giving inspirational presentations, graduation.

Above the drawings, you'll see different numbers, which are linked to the rotation disc or to a dice.

### Specific Learning Objectives?

- Creative storytelling

### Variations?

(1) Make an additional row with pictures of different duty-bearers, e.g., a policeman, a teacher, a parent, a youth worker, the government ... Have the children turn the rotation disc again and let them continue the story about their character they started earlier. Make a new row by looking for pictures on the internet and printing them out or by drawing these pictures yourself (for example 1-2-3 Police, 4-5 Teachers, 6-7 Health workers, 8-9 Parents, 10-11-12 The Government).

(2) Play the game with the duty-bearers you work with and have them think about different reflection questions afterwards:

- Do you reflect on the different backgrounds (their life histories) of the children you work with?
- Do you know if they have experienced some of the situations depicted on the panel?
- How do they talk to children about these experiences?
- ...

(3) Find the storylines that connect to Ibrahim's story.

(4) If children find it difficult to invent their own story, let them start from the stories of the five characters used in our education toolkit (Anna, Frederick, Julia, Ibrahim, Priya). More information about the characters can be found via <http://www.street-smart.be/all-children-all-rights>

(5) If possible and psychologically safe, ask the children about their own path of life. When doing this, make sure to prepare some questions beforehand. Some example questions are included in different games within this bundle.



# The Refugee Journey: secret jar

What is happening here? Choose a word from the jar, find the object or character on the poster and explain what is happening.

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking	Icon	
2 - 4 players		Role play		Printable downloads		Problem solving & decision making		
		Group discussion		Self-made materials		Logical thinking		
		Difficulty	Icon	Play Space	Icon	Empathy & social awareness		
		Easy		Medium space				
						Age	Icon	
						6-11	6-11	
						12-14	12-14	
						15-17	15-17	

## Materials

- Poster 'The Refugee Journey'
- A jar
- Pieces of paper

## How to play the game?

1. Cut small pieces of paper and write on them words of objects or characters depicted on the poster (see instructions material). Put them all in a jar or box.
2. Let the players each choose a word. Show the poster 'The refugee's journey' and ask the children to find the word on the poster.
3. Ask each player to imagine what happens in this situation and what the possible outcome of the story is and let them share their thoughts with the group of players.
4. When the story is over, the youth workers can ask some additional questions to promote group discussion (see additional game information).

## Additional game information?

Questions for a group discussion:

- How do you think the person feels?
- What does he/she see around him/her?
- Can you imagine what would be a better situation there?
- ...

This is an observation and identification game. It helps children understand the characters and imagine the situations better and not just superficially.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# The Refugee Journey: who am I?

Who am I? Try to figure out which character of the poster you are by asking yes/no questions!

Panel code(s): SOCIETY C9



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon			
+5 players		Quiz & challenge game		Printable downloads		Critical & reflective thinking		
		Group discussion		Self-made materials		Cooperation		
		Difficulty	Icon	Play Space	Icon	Empathy & social awareness		
		Intermediate		Small space		Self-awareness		
						Age	Icon	
						6-11	6-11	
						12-14	12-14	
						15-17	15-17	

## Materials

- Poster 'The Refugee Journey'
- Post-it's with the characters from the poster 'The Refugee Journey': Write on post-it's the characters out of the poster 'The Refugee Journey'.

## How to play the game?

1. Discuss with the players the situations on the poster 'The refugee journey'. See which characters are involved in the stories or zoom in on a specific storyline each time.
2. Stick a post-it on the forehead of each of the players. The players cannot see the character they represent, but they can see the post-it's about the other players.
3. Explain that the players must guess which character from the poster they represent and help the other players discover who they are too. The players can take turns asking yes/no questions about their character. The player who can guess their character first wins the game.
4. Then discuss how their character must have felt in the situations depicted on the poster.

## Additional game information?

## Specific Learning Objectives?

## Variations?

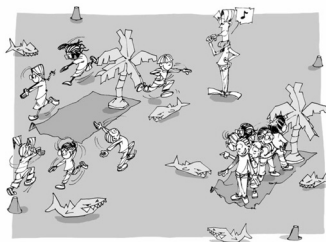
StreetSmartPlay



# The Shark's Island

Players learn about the right to protection after using their imagination to be on a shark island.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Strategy & logic		5-15 minutes		High		Empathy & social awareness		
Citizenship & human rights						Cooperation		
						Coordination & flexibility		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
+5 players		Teambuilding game		Basic		6-11	<b>6-11</b>	
		Energizer & ice breaker		Play Space	Icon			
				Large space				
		Difficulty	Icon					
		Easy						

## Materials

- Small mat

## How to play the game?

1. Gather the players around the room and explain that you are going to tell a story while playing the game. Ask the players to re-enact the story.
2. "You are at sea, swimming and playing in the water. But suddenly a shark arrives!" The supervisor (= the lifeguard) gives a signal (clapping hands, whistling ...) and shouts "Everyone must get out of the sea!". All players go to the island (a small mat) without their feet off the mat.
3. "The danger has passed and everyone may return to the water". The lifeguard gives another signal and the players can leave the mat.
4. "But, the tide is rising and the island begins to disappear under the water little by little." The facilitator folds the mat, so that the surface gets smaller and smaller.
5. The lifeguard gives the signal again and the players must again try to reach the island without leaving anyone in the sea.
6. If one or more children are left in the water (one foot over the edge of the mat) and are eaten by the sharks, the whole group must do a lump sum action: for example, sing a song, run around the playing field three times, make a human pyramid, etc. The children must find a way to work together and manage to all find a place on the mat.
7. When the game is over, end a game with some discussion questions (see additional game information).



## Additional game information?

### Discussion questions

This metaphorical game provides an opportunity for discussion:

- Who are the 'sharks' in their daily lives?
- Who are their 'rescuers'?
- Where are the 'islands' (safe places) or other places where children can feel protected?
- How can the children help each other to be safe?
- It is also possible to discuss the other "dangers of the sea", e.g. the places or situations where the children may be more or less at risk (e.g. on the street, leaving unaccompanied, being a victim of domestic violence, etc.).

### Tips for the facilitator

- The level of difficulty depends on the number of players and the surface area of the mat. It is up to the facilitator to manage and evaluate the players' skills.
- The facilitator should be clear and strict with instructions: no body part should go over the edge of the mat or touch the floor; this makes the game fun.
- It is interesting to see what strategies develop. The tendency is often to think only of oneself (e.g. some players sit on the mat without thinking of the others). Individualistic behaviour can be a topic of discussion.
- It is important to repeat the instruction and encourage players to discuss among themselves to find creative strategies (e.g. holding each other's elbows; balancing on the inner foot, lifting the outer foot; or making a human pyramid, or other shapes).
- Players must agree to touch each other and accept being touched. Respect for each other and trust are important concepts that the animator should remind the children of.

Source: Meuwly, Michèle, Rennesson, Gaël (2012). Traditional games for child protection. Terre des hommes.  
[https://resourcecentre.savethechildren.net/pdf/1662\\_1477\\_jeuxtradgb-def\\_original\\_original.pdf/](https://resourcecentre.savethechildren.net/pdf/1662_1477_jeuxtradgb-def_original_original.pdf/)

## Specific Learning Objectives?

- Developing observing skills
- Developing strategic thinking
- Developing cooperation strategies
- Reinforcing balance or strength
















## Variations?



# Escape From Prison

Children in detention must escape prison without being caught by police officers!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Movement & sports		5-15 minutes		High		Attention & concentration		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Coordination & flexibility		
						Gross motor skills		
		Tag game		None				
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Easy		Large space		6-11		
						12-14		

## Materials

## How to play the game?

1. Introduce the game by telling the players that there are children who are in prison for breaking the law. It is important to mention that prison should be the last choice and that it may be for a short period of time (in relation to Article 37 of the UNCRC). Therefore, we will play a game to escape from prison.
2. Put the players all in a horizontal line. The main goal is for the players to run to the other side without getting caught by the police officers.
3. Ask one player to be the policeman, he or she should face the other players (= the trapped children).
4. The detained children sing "Police police police, don't be silly, I want to escape from this prison quickly".
5. The police must think of a way for the players to cross the playing field to get to the other side. He says "all the children who may leave the prison". For example, "all children crawling on knees and hands may leave the prison". If they do this, the police cannot catch them. If they don't do what the police ask, he can catch the trapped child. If the trapped child is caught, he must join the police to catch the other trapped children who do not respect the rule.
6. When the trapped children have arrived on the other side, the same routine takes place (draw), only here the policeman has to come up with a visible feature, e.g. "all trapped children wearing the colour green are not allowed to escape from prison". The children not wearing green need not worry and can cross the playing field without worrying. The others wearing green have to run to get out of the prison to the other side without getting caught by the police. If caught, they must join the police.
7. The last child who did not join the police is the winner and gets to escape from jail.

## Additional game information?

Based on "Skipper, can I cross the river?"

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Free Me From The Witches' Spell

The witches are in town! Who will free you from the witches' spell?

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Movement & sports		5-15 minutes		High		Gross motor skills		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Attention & concentration		
		Tag game		None		Coordination & flexibility		
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Easy		Medium space		0-5		
						6-11		
						12-14		

## Materials

## How to play the game?

1. The players stand in a circle with their eyes closed. The facilitator designates the witches (one for every five players) by giving two taps on the back. The rest of the players are the villagers and get one tap on the back.
2. Everyone opens their eyes and the game begins. The goal of the witches is to enchant all the villagers by tapping both shoulders. When the villagers are enchanted, they freeze. The villagers' goal is to stay away from the witches and free the bewitched victims by putting their arms around them ('hug'). Make sure the playing area in which the game is being played is marked.
3. The game ends when all villagers are enchanted.
4. The game can be replayed by designating other players as witches (see step 1) or a discussion can be started to end the game (see additional game info).

## Additional game information?

Using the 'witch' character means that the facilitator can talk about the 'bad people' to be avoided in real life; and the villagers who free each other can be linked to the protectors in the real world: in concrete terms, who can they turn to if they need protection?

### Discussion questions

- How did you feel during the match?
- Was it uncomfortable to have physical contact?
- Should you give people permission to touch you?
- Where do you draw the line when someone wants to touch you?

## Specific Learning Objectives?

## Variations?















StreetSmartPlay



# Let's Find Our Protector

Find your protector blindfolded by following his voice, but watch out for the thief!

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		5-15 minutes		Medium		Body awareness		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Visual & auditory perception	Icon	
+5 players		Tag game		Basic		Attention & concentration		
Difficulty	Icon	Play Space	Icon	Age	Icon			
Easy		Large space		0-5				
				6-11				
				12-14				

## Materials

- Blindfold for each player

## How to play the game?

1. Bring all players together and start by discussing the importance of being loved and cared for, and how this is usually provided by parents, family or friends, foster parents, or living groups.
2. Choose one player to be the 'protector', who will represent a parent, and another player to be the 'thief'.
3. Blindfold all the players, except for the protector, and scatter them around the playing area.
4. Instruct the blindfolded players to find the protector by listening to his/her sounds while avoiding the thief.
5. The thief should repeat "I will find you" while trying to catch the players. The other players should listen to the thief's voice to keep a safe distance. If a blindfolded player is tagged by the thief, they are out of the game and must sit down quietly until the game ends. They are not allowed to help other players find the protector.
6. The protector should call out to the players by saying "Children I'm here," and the players should listen carefully to find their protector.
7. When a player finds the protector, they should call out "Mum/dad." Once they touch their protector and call out "mum/dad" again, the parent cannot answer, indicating that the player has found their protector.
8. The game continues until all the blindfolded players find the protector, or until the thief catches all the players.
9. After the game, hold a brief discussion with the players to reflect on the experience and what they learned (see additional game information for discussion questions).

## Additional game information?

Discussion questions:

- Ask the players what they felt during the game? How did you feel while looking for your protector? How did you feel while looking out for the thief?
- Who are the protectors and 'thieves' in the players' daily lives?
- Are there people who prevent them from being protected from certain dangers?

## Specific Learning Objectives?

## Variations?

- Make the game more fun and engaging for younger players by letting them make animal sounds. They make a sound of, say, a sheep and the 'older sheep' responds back with the same sound.









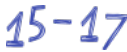



StreetSmartPlay



# Protectors And Enemies

The players are divided into the 'right', the 'protectors' and the 'enemies'. The protectors will try to defend the right from the enemies, who act against it.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Medium		Communication & expression		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Age	Icon	
+5 players		Role play		Basic		15-17		
		Difficulty	Icon	Play Space	Icon	18+		
				Medium space				

## Materials

- Papers and pencils for each group

## How to play the game?

1. The facilitator randomly divides the group into three subgroups - "protectors", "enemies" and "the right" (only two players) - and assigns them specific roles. All three groups should be in a different room (if possible).
2. The facilitator gives the groups some minutes to prepare for the game, and explains the details of their roles. The 'protectors' discuss the right to protect and how to protect and support others, the 'enemies' discuss how to attack the right, and 'the right' choose a right to perform and think of movements to portray it.
3. Once the groups are ready, the facilitator gathers them all in a central space, with 'the right' in the middle. The 'protectors' form a circle around the right, and the 'enemies' form a circle around the 'protectors'. The game now begins, with each group playing its role.
4. The 'righties' play the right they have chosen, and the 'protectors' protect them from the 'enemies'. The 'protectors' can be parents, friends, police, teachers, neighbours or hospital staff, and their role is to encourage and support the 'judge'. They can "build a wall" to protect them from the "enemies" and remind the "righties" that they are great and special. The "enemies" can include parents, friends, police, teachers, neighbours or hospital staff, but their role is to act against the right. They can use words to judge the way players act.
5. After the game, the facilitator gathers the players in a circle to discuss their feelings (see additional game info).

## Additional game information?

### Discussion

- Some children may have been hurt during the game, so it is important to take some time away from the roles and the intense situation that occurred after the activity.
- The facilitator can use this opportunity to discuss the rights of the child in general and all the rights the children exercised during the game.
- The actions of all players can be analysed, and it can be interesting to see if they chose the same characters as protectors, enemies or offenders.

## Specific Learning Objectives?

## Variations?

StreetSmartPlay



# Moon And Earth

You have the right to maintain a personal space and decide whether to allow someone to approach or keep a distance from you.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		Medium		Body awareness		
Citizenship & human rights						Relationship skills		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Empathy & social awareness		
+5 players		Energizer & ice breaker		None				
		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Easy		Medium space		6-11		
						12-14		
						15-17		

## Materials

## How to play the game?

1. Ask the players to stand in a circle, facing each other. Explain that they are going to imagine that they are "moons" circling around their "earth."
2. Ask each player to secretly choose one person to be their "earth" and another person to be their "shooting star." These choices should not be revealed to others.
3. When the game starts, all the "moons" must move around the room, trying to avoid their "shooting stars" while at the same time circling around their "earth."
4. The game ends when everyone has successfully circled around their "earth."
5. After the game is over, take some time to reflect on personal boundaries and the importance of respecting others' boundaries. Discuss how it felt to have someone invade your personal space during the game and relate it to real-life situations (see additional game info).

## Additional game information?

Discussion questions

- How can we express our willingness to be with someone or avoid someone?
- Do we have the right to avoid situations that might harm us?
- How can we avoid things we don't like?
- How can we protect ourselves and our rights?

## Specific Learning Objectives?

Learning about body boundaries and personal space

## Variations?

StreetSmartPlay



# Winking

In this game, two players stand in a circle, with one player trying to catch his partner by winking, while the partner tries to escape. After each successful escape, the escaping player switches positions with his partner and the game continues.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		5-15 minutes		High		Strength & endurance		
Citizenship & human rights						Relationship skills		
Number of Players	Icon	Game Mechanic	Icon	Materials	Icon	Body awareness		
+5 players		Circle group game		None		Empathy & social awareness		
		Group discussion						
		Difficulty	Icon	Play Space	Icon			
		Easy		Medium space		Age	Icon	
						6-11	6-11	
						12-14	12-14	
						15-17	15-17	

## Materials

## How to play the game?

1. The players line up and stand in front of each other and form a circle.  
One player stands alone in the circle with no one in front of him.
2. This 'solo' player winks at another player standing in front of someone else. This indicates that the player who received the wink should run to this player.
3. The player behind the person who received the wink should try to catch it before it reaches the player who winked.
4. If the player escapes, he/she takes place behind the player who winked. So on the outside of the circle.
5. The player who is now alone must find a new partner by winking at someone in the circle.
6. The game continues as long as the players want to play.
7. At the end of the game, participants can have a conversation about the right to protection, personal boundaries and their feelings during the game (see additional game info).

## Additional game information?

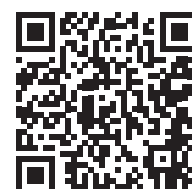
Discussion questions

- What does the right to protections means?
- Which articles are linked to the protection?
- How can we protect ourselves or our rights?
- Do we participate on the protection of our right? Who is responsible?
- How can the government (organizations etc) protect our rights?

## Specific Learning Objectives?

## Variations?

StreetSmartPlay





# Ashique's Story

Get to know the story of Ashique, a child labourer, and discuss together what can be done about Ashique's situation!

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Citizenship & human rights		> 15 minutes		Calm		Communication & expression		
Society						Critical & reflective thinking		
Labour, business & entrepreneurship						Empathy & social awareness		
Game Mechanic	Icon	Materials	Icon					
Group discussion		Basic						
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Intermediate		Small space		12-14		
						15-17		
						18+		

## Materials

- Copies of handouts of Ashique's story, one per participant (see image)
- Pens or markers for each group
- Flipchart paper or large sheets of paper (A3)

## How to play the game?

1. Ask participants what they know about child labour.
2. Explain that the activity is based on a case study of Ashique, who works in a brick factory in Pakistan.
3. Warm up with a round of 'composed telling' where players take turns adding a sentence to an imaginary story about a day in Ashique's life.
4. Divide the players into small groups of up to 5 people per group.
5. Give everyone a copy of Ashique's case study and allow 10 minutes to read and share comments.
6. Further, explain that their task is to come up with solutions to the problems of Ashique and other child workers like him.
7. Players should write down in the appropriate columns the possible steps that can be taken to solve the problem "by tomorrow", "by next month" and "by 2030". They have 30 minutes to complete this task and appoint a spokesperson to report back.
8. Make plenary rounds to get feedback on each column.
9. Summarise the ideas on the flipchart and allow discussion on the ideas.
10. Proceed to a more extensive discussion and debrief using the reflection questions in the "Additional game information" section.

### Additional game information?

The depth of the discussion will depend on participants' general knowledge, but try to address questions about both their views on child labour and possible solutions.

- How much did people know about the existence of child labour before doing this activity? How did they know? Where did they get the information?
- Does child labour exist in their country/city? What work do children do and why do they work?
- Should children be allowed to work if they want to?
- In what ways do we, as consumers, benefit from child labour?
- How difficult was it to think of possible steps to solve child labour? Which of the three columns - "by tomorrow", "by next month" and "by 2030" - was the most difficult to fill in? Why?
- There have been many national and international statements and conferences on child labour. Why is it still such a widespread problem in the world?
- How does the Convention on the Rights of the Child protect the exploitation of children?
- Who is responsible for solving the problem?
- What can ordinary people like us do to contribute to achieving the SDGs, especially those of eradicating extreme poverty and hunger and achieving universal primary education? How and when?

### Specific Learning Objectives?

### Variations?

- If you want to develop participants' knowledge of the concept of child labour prior to the activity, you can use a quiz, for example from the web pages [www.unicef.org](http://www.unicef.org) or [www.thinkquest.org](http://www.thinkquest.org).
- Instead of a warm-up with a "composed storytelling" exercise, divide the participants into small groups of up to five people per group. Give each group five pieces of A3 paper and ask them to draw five events from a typical day in Ashique's life and present them as in a comic strip. When the groups are ready, ask them to present their story.
- Companions who are good at cartooning can draw Ashique's story as a comic strip with each scene from his life in a different square. Make sure you keep it simple, with only the basic information. Make photocopies of the story (one copy per group) and cut out the squares. Give each group a set of photos and ask them to make up a story about Ashique by adding short texts or speech bubbles. When the groups are ready, ask them to present their story.

Source: <https://www.coe.int/en/web/compass/46>



# Bullying Scenes

Children discuss bullying and show how they would react to different bullying scenes.

Panel code(s): /



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Medium		Communication & expression		
Citizenship & human rights						Critical & reflective thinking		
		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Self-awareness		
		Group discussion		Basic				
<b>Number of Players</b>	<b>Icon</b>	<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	<b>Age</b>	<b>Icon</b>	
+5 players		Intermediate		Medium space		6-11		
						12-14		
						15-17		

## Materials

- Coloured Paper
- Markers
- Scissors
- Papers with a number for each corner of the room
- Bullying scenes (see 'image', 'additional game info' or via [http://www.eycb.coe.int/compasito/chapter\\_4/pdf/4\\_8.pdf](http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf))

StreetSmartPlay



## How to play the game?

- Introduce the topic of bullying with questions like these:
  - What is bullying?
  - What are the different ways people bully?
  - Why do you think people bully?
  - What effect does bullying have on people who are bullied? People who bully? The whole community?
- Ask each child to draw their hand on a coloured piece of paper and cut it out. For each finger, they should think of a person they can turn to for support if they are bullied (e.g. friend, parent, teacher, school headmaster, police, counsellor, sibling). Ask the children to explain their named supporters.
- Explain that you are now going to look at different ways people can respond to situations where bullying occurs. Show how this works:
  - The facilitator reads out a description of bullying. Three possible responses are given for each situation. A fourth response is always open if you think of another response.
  - Each corner of the room is numbered. After hearing the situation and the responses, go to the corner that represents what you think you would do in this situation.
- Read out the bullying situation and give the players time to choose their answer and go to the corresponding corner of the room. Once the players have taken a position, ask a few children in each position why they chose that response and what its advantages and disadvantages are. Let the children who chose the open corner explain how they would respond.

### Additional game information?

Scenarios (Source: [http://www.eycb.coe.int/compasito/chapter\\_4/pdf/4\\_8.pdf](http://www.eycb.coe.int/compasito/chapter_4/pdf/4_8.pdf))

1. Your friends start scolding you, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What should you do?

- 1. Nothing. You must have done something wrong to make your friends behave like this.
- 2. Start scolding and threatening them.
- 3. Talk to your parents or teacher and tell them what is happening.
- 4. Something else (open corner).

2. A group of children in your class spread hurtful rumours about you by sending messages around. Many children now don't want to play with you or even talk to you. Even your friends are starting to think it might be true. What should you do?

- 1. Nothing. No one will believe you if everyone thinks the rumours are true.
- 2. Spread bad rumours about the other children.
- 3. Telling everyone that the rumours are not true.
- 4. Something else (open angle).

3. Your older sister or brother keeps hitting and kicking you when no one is looking and tells you that if you tell anyone she/he will only hurt you more. What should you do?

- 1. Tell your parents or teachers what is happening.
- 2. Ask your friends at school to help you fight her/him.
- 3. Tell her/him that it hurts and she should stop.
- 4. Do something else (open corner).

4. Your teacher keeps calling you 'stupid' every time you get an answer wrong in class and says there's no point in even trying to teach you because you can't learn. Other children also start scolding you. What should you do?

- 1. Go straight to the headmaster and tell him what is going on.
- 2. Start missing classes because you don't like going to school.
- 3. Ask your parents if you can change classes or schools.
- 4. Do something else (open corner).

5. You notice that one of your friends teases and ridicules the younger children at summer camp. Your friend has also started taking things from them. What should you do?

- 1. Tell the camp staff what is going on without informing your friend.
- 2. Help your friend take things from the younger children when he/she starts taking things from you.
- 3. Tell your friend that you think what he/she is doing is wrong and that he/she should leave the younger children alone.
- 4. Something else (open angle).

6. A group of older children from another school bully the youngsters from your primary school. They wait for a child to walk home alone or wait for the bus, surround him or her and take money, food or toys. They also throw stones and threaten worse things. What should you do?

- 1. Make sure you get to and from school in groups.
- 2. Tell the adults at school what is happening and ask for help.
- 3. Carry stones or a knife to protect yourself.
- 4. Something else (open corner).

7. A new boy in your class is a refugee. Your friends are always saying racist things to him, laughing at his English and telling him to go back home. What should you do?

- 1. Join in, he is not your friend so you don't have to worry about him.
- 2. Tell your teacher that your friends are saying racist things to him.
- 3. Teach him English when you are not playing with your friends to help him.
- 4. Something else (open angle).

### Debriefing and evaluation

- What did you think of the activity? Were some scenes difficult to respond to? Which ones and why? Can you empathise with any of the bullying scenes?
- Do people who are bullied need help and support? Why? Where can people who are bullied find help and support? What are some reasons why people bully others? Are they honest? What should you do if you are bullied and the person you turn to for help and support does nothing about it? Are some bullies more likely to be accepted by children and adults? Why or why not?
- Who is responsible to help and support children when they are bullied?
- Can adults also face bullying? Give some examples. Who is responsible to help adults if they are bullied?
- What can be done to help people who bully change their behaviour?
- What happens if no one stops people who bully? To the bully? To the community?
- Does anyone have the right to bully someone else? Why or why not? What human rights can be violated when someone is bullied? How does ending

### Specific Learning Objectives?


















#### Variations?

- Ask the children to look back at their 'hands of support' and add another person or organisation they could turn to for support when they are bullied. Hang up the 'hands of support' somewhere in the room for the children to refer to in the future.
- Write your own bullying scenes that the children in your group can identify with. Divide the children into small groups, give each one a bullying situation and ask them to play both the bully and their reaction. Discuss and debrief each role-play and ask the other groups for alternative responses.

# My Life Is Not A Show

Make the players aware of information and communication technology misuse in general, and cyberbullying in particular.

Panel code(s): /

Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Identity & emotions		> 15 minutes		Medium		Communication & expression		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Critical & reflective thinking		
Society						Self-awareness		
		Group discussion						
				Basic				
Number of Players	Icon	Difficulty	Icon	Play Space	Icon	Age	Icon	
+5 players		Intermediate		Medium space		12-14		
						15-17		
						18+		

## Materials

- Flipcharts and pens
- List of statements (see 'additional game info')
- Tape or string to mark a long line on the floor

## How to play the game?

1. Start with a brief brainstorming session on bullying. Ask participants to take a couple of minutes to think about bullying, what it is and how it is manifested. Then collect their answers and write them on a flipchart.
2. Do the same again with a clean sheet of flipchart paper, this time thinking about cyberbullying, what it is and the forms it takes.
3. Mark a line on the floor with tape or string that you call the "yes line". Ask the participants to line up in two straight lines, one on either side of the "yes line".
4. Explain that you are going to read some statements (see additional game info) about cyberbullying and that you want them to respond, but without using any words. If they can answer "yes" to a statement, they should take a step sideways onto the "yes line." They should respond honestly.
5. Read out the first statement. Give people time to think and respond. Then ask them to look around and take a note of how many there are on the "yes line".
6. Ask people to return to the starting lines and read out the next statement.
7. At the end, draw everyone into a circle and move on to the evaluation and debriefing. Start with comments about the statements and people's experiences and then go on to talk about how common the different sorts of bullying are and how to tackle them (see additional game info).

## Additional game information?

### Statements

- Has anyone ever opened your e-mail box without your permission?
- Has anyone ever read your text messages without your permission?
- Has anyone ever sent you offensive messages, nasty photos or videos, either to your mobile phone or email?
- Has anyone ever sent information / photos / videos of you to anyone else without your permission?
- Has anyone ever posted photos or information about you on a website or social networking site without your permission?
- Has anyone ever manipulated / changed any of your photos or videos without your permission?
- Have you ever given your passwords to someone else?
- Has anyone ever insulted you in an interactive game room or chat?
- Have you ever received disturbing / annoying phone calls?
- Has anyone ever made inappropriate comments on your blog / social networks?
- Has anyone ever sent false / nasty information / rumours about you via email or SMS?
- Do you know anyone who is a victim of cyberbullying?
- Do you know that there are special laws for this kind of violence?
- Do you think there should be limits to what people can put on the internet?
- Is it right to ban mobile phones in schools?

### Debriefing and evaluation

- What did you know about cyberbullying before doing this activity?
- Are all statements serious enough to be labelled cyberbullying? Why? Why not?
- Are there other ways of cyberbullying that have not been mentioned?
- How common is cyberbullying in your community and in your country?
- What human rights are violated by cyberbullying?
- Why do people bully? Why do people become victims?
- Why do people who have been victims sometimes go on to bully others?
- What can be done to stop cyberbullying? By the victim? By others?
- What can you do to protect yourself from cyberbullying?
- What children's rights are at stake when people are bullied?

### Tips for facilitators

- Bullying and cyberbullying are sensitive topics and you should be aware that some participants get emotional when they remember bad experiences. People who have been bullied feel guilty and ashamed; they do not see themselves as victims and those who bully may not fully realise why they are doing it.

More information/examples on how to respond to bullying, how to protect yourself from bullying and the consequences of bullying/being bullied can be found here: <https://www.coe.int/en/web/compass/my-life-is-not-a-show->

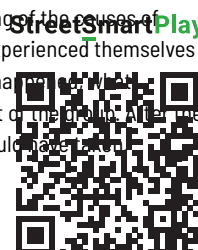
### COVID-19

While this game focuses on cyberbullying, it also provides an opportunity to discuss the ways in which COVID-19 has increased instances of online harassment and the importance of being kind and supportive in our online interactions during this time.

## Specific Learning Objectives?

## Variations?

- Many people who are bullied become bullies, so it is important to get people thinking about personal responsibility. After reading the statements, conduct a second round based on the same statements, but now made from the point of view of the person who bullies.
- If bullying is a recognised problem, you can address the issue at a deeper level. Forum theatre is a good way to build understanding of the causes of bullying and ways to tackle it. Ask people to talk in small groups about true cases of bullying. This could be an incident they have experienced themselves or that someone they know has experienced. Participants should try to imagine why the bully is bullying, how the bullying actually happened next and what the consequences were. The groups should then develop their work into a short play to present to the rest of the group. After the play, repeat the last scene, "what happened as a consequence", and ask the "audience" to suggest alternative actions the victim could have taken.



# Camera Catchers: how do duty-bearers protect your rights?

Let the dice define your character and tell his/her story: How do they feel in this situation? Who could they ask for help? ...

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Calm		Critical & reflective thinking		
Citizenship & human rights		Game Mechanic	Icon	Materials	Icon	Empathy & social awareness		
						Self-awareness		
Number of Players	Icon	Group discussion		Printable downloads				
+5 players		Difficulty	Icon	Play Space	Icon	Age	Icon	
		Intermediate		Small space		6-11	6-11	
						12-14	12-14	

## Materials

- Poster 'Camera Catchers'
- Coloured dice: Make your own colour dice (if you don't have one) by swapping the numbers on your dice with the colours red, green, yellow, blue, purple and white, for example using stickers.

## How to play the game?

1. Gather five children around the poster on the right for protection.
2. Have each child roll the colour dice and have them look at the experience situations of the character of their colour.
3. Have them look at the situations as their character and let them choose one specific situation to think and talk about.
4. Have them briefly explain the situation and then focus on the duty bearers involved in this situation by asking questions about them (see supplementary game information for some sample questions).
5. Play as long as you like and discuss other situations of the character as well.



### Additional game information?

Each colour on the dice corresponds to a character. If a child rolls the colour white, they get to choose which character they want to be.

- Blue: Anna
- Purple: Frederick
- Green: Julia
- Red: Ibrahim
- Yellow: Priya

More information about our characters can be found on the poster 'The stories of our five characters' or via <http://www.street-smart.be/all-children-all-rights>

#### Example questions

- Which rights are violated in this situation? Which rights are protected?
- Which duty-bearers are included or should be included in this situation?
- Do they take up their responsibility or not?
- What can be done if these responsibilities are neglected?
- Have you ever experienced this situation yourself?
- ...

The 'Camera Catchers' poster is the overview poster for the right to protection. The poster zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right-hand side of the panel links to an audio story that gives a good introduction to start the conversation on the right to protection with your target group.

This game has been specially created to work on the topic of duty-bearers with children and youngsters.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

### Specific Learning Objectives?

#### Variations?

If you don't have a colour dice or don't want to make one, have each character correspond to a number on a traditional dice.



# Camera Catchers: Opening a discussion

Use the poster 'Camera Catchers' to start a conversation/discussion with relevant duty-bearers within your network on the right to protection.

Panel code(s): SOCIETY C8



Topic	Icon	Duration	Icon	Intensity	Icon	Learning skills	Icon	Creator
Society		> 15 minutes		Calm		Critical & reflective thinking		
Citizenship & human rights		<b>Game Mechanic</b>	<b>Icon</b>	<b>Materials</b>	<b>Icon</b>	Visual & auditory perception		
<b>Number of Players</b>	<b>Icon</b>	Group discussion		Printable downloads		Empathy & social awareness		
+5 players		<b>Difficulty</b>	<b>Icon</b>	<b>Play Space</b>	<b>Icon</b>	Self-awareness		
		Intermediate		Small space		Self-management & future orientation		
						<b>Age</b>	<b>Icon</b>	
						18+		

## Materials

- Poster 'Camera Catchers'
- Coloured dice: Make your own colour dice (if you don't have one) by swapping the numbers on your dice with the colours red, green, yellow, blue, purple and white, for example using stickers.

## How to play the game?

The poster on the right to protection can be used when working with duty-bearers to make them aware of all kinds of violations of the right to protection. This can initiate a discussion on how they can help children in these specific situations, to whom they can refer these children and what barriers may arise.

1. Have duty bearers choose a specific character by rolling the colour dice.
2. Have them point out one specific situation of this character.
3. Ask them an opening question to start a conversation/discussion. See 'Additional game information' for some example opening questions.

### Additional game information?

Each colour on the dice corresponds to a character. If a child rolls the colour white, they get to choose which character they want to be.

- Blue: Anna
- Purple: Frederick
- Green: Julia
- Red: Ibrahim
- Yellow: Priya

More information about our characters can be found on the poster 'The stories of our five characters' or via <http://www.street-smart.be/all-children-all-rights>

#### Opening questions

- How would you specifically help the children in these situations? What role do you play in this situation?
- Which other duty-bearers would you contact/refer the child to in this situation?
- What different agencies or organisations should you work with to fulfil this protection need?
- At what point should you refer a child to a support organisation?
- ...

The 'Camera Catchers' poster is the overview poster for the right to protection. The poster zooms in on the protection aspect present in the stories of the five main characters of the toolkit. The panel is designed as a security room, where security cameras allow you to look at the stories with a 'right to protection'-lens. On the left top side of the panel, all the separate rights linked to the right to protection are listed. The QR code on the right-hand side of the panel links to an audio story that gives a good introduction to start the conversation on the right to protection with your target group.

This game has been specially created to work with duty-bearers on the theme of children's rights.

All children's rights icons used on the posters are created by UNICEF for their child-friendly version of the Convention on the Rights of the Child.

### Specific Learning Objectives?

#### Variations?

- (1) Collect key insights and responses from the different duty-bearers in the discussion, to become aware of their positions and remember which duty-bearer can help with which problem. This can be relevant to staying aware of the duty-bearers within your network and their thoughts and ideas.
- (2) Collect a list of relevant duty-bearers and their responsibilities, which you can disseminate in your community.

