

# PLAY FOR US BY US FOR OUR RIGHTS



Children's World Games Book  
25th UNCRC Anniversary Edition

**RIGHT  
TOPLAY**

# RIGHT TO PLAY

The resource Play for our Rights: For us by us was developed through collaborative efforts of children, Leaders, and Right To Play staff members around the world.

To all of the children who designed and developed games, we wish to share our sincere appreciation for sharing on rights issues that are important to them, and designing and developing fun, innovative games!

We would like to thank all children and Coaches that participated in designing and developing the games in the following country's: Benin, Burundi, Colombia, Ghana, Jordan, Lebanon, Liberia, Mali, Pakistan, Rwanda, Tanzania, Thailand

To the Right To Play Global Training Team and Child Protection Focal Points, we wish to offer our sincere appreciation for their collaboration with children to design, develop and review games.

Without their enthusiasm, innovative ideas, collaboration with children, and deep insight of child rights needs in their communities, we would not have been able to complete this resource. We appreciate your daily dedication to support children and youth's meaningful participation, healthy well-being and development.

And lastly, we would like to thank the various individuals at Right to Play International and our external designers who without their contribution in managing the design, compilation, production and review itself, this resource would not have been possible.

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**THANK YOU to all of the children in Right To Play programs in Pakistan, Thailand, Lebanon, Jordan, Burundi, Tanzania, Benin, Rwanda, Mali, Ghana, and Liberia who designed EXCITING new games to celebrate twenty-five years of the United Nations Convention on the Rights of the Child!**

Your games will help children around the world learn about their rights to survival, development, participation and protection.

I also want to thank Coaches and staff members who supported the game development and everyone who actively participates in Children's Rights with children and communities.

We believe that every child has the right to play and to grow in a safe and supportive environment. Around the world we see children standing up for their own and their peers' rights, and parents and community members standing alongside them. By promoting and championing child rights as a central part of our work, Right To Play is creating a safer and healthier environment for children. Our vision is for a world free from fear, where your voices are respected, and your opinions make a difference.

The UNCRC has inspired changes in laws and practices that have improved the lives of millions of children. Yet there is still much more to be done! Let's join together and continue to advocate for Children's Rights and ensure your voices contribute to positive change.

**Thank you,**



Johann Olav Koss

## NOTES FOR COACHES, TEACHERS AND LEADERS

### Sharing this Booklet with Children

The games in this book were designed for girls and boys from ages 11–15 to lead with their peers from ages 6 to 15, by girls and boys ages 6 to 15. Younger and older children, adolescents, and grown-ups can also benefit from this book. This book is not meant to equip children with all knowledge on the UNCRC, or to act as a standalone tool for children's safety and protection. It can help children to learn about the UNCRC and types of issues around the world. It is important to use this book alongside other children's rights and protection activities and education in your country.

Some of the subjects in this book are very sensitive! Working with younger children on these issues should be approached carefully. It is important that you assess the risks and have appropriate procedures in place to respond to questions and any disclosures that may arise during activities before you introduce the games booklet to children to use with their peers. It is also important that you have a strong understanding of rights and protection yourself to be able to answer questions and be a supportive individual if children leading the games ask for your support.



# NOTES FOR CHILDREN

## How was this Booklet designed?

The games in this book were designed for girls and boys, by girls and boys from countries Right To Play works in around the world! Each group of children worked with their Teachers, Leaders or Coaches to design games based on a right that was important to them. Children from as young as 6 to as old as 16 helped to make these games. Each group then practiced the game with their peers to ensure it was fun, and that the game connected with the questions they wrote to help their peers learn about rights and the actions they can take.

## Why are there more games on Participation and Protection than Survival and Development?

Girls and boys chose what rights they wanted their games to be about based on child rights violations they saw in their communities. In the booklet you will see more games on children's participation and protection because these areas were important to the children designing the games.

## Why only 25 games? How were these games chosen?

We chose 25 games from children around the world to celebrate 25 years of the UNCRC. All countries that submitted games by children have at least 1 game in the resource. The great games that are not included will be shared with Right To Play teams over the year so that we can all keep learning new games about rights.

## How is this games booklet organized?

The games booklet is separated into 5 sections: Intro to your Rights; Survival Rights; Development Rights; Participation Rights; Protection Rights. Each section has games to support you to learn about the category of rights and what you can do in your community to share your rights and take action.

## How do I use this games booklet?

Each game includes step-by-step instructions on how to lead the game with you peers. Each game also includes the goal, key learning, age group, what you need, and what to watch for to make sure the game is safe and inclusive.

Every game has a diagram to support you to understand the instructions. It is important to always ask the Reflect-Connect-Apply questions after the game to support your peers to reflect on what they experienced, connect it to what they already know, believe or feel, and decide how they can use their learnings to benefit themselves and their community. You can make some changes to the questions to make sure that they make sense for your peers and connect to your needs.

## How can I can change a game to make sure all of my peers can play?

It is important that all children and youth are treated with respect and fairness and have the opportunity to take part in the game you lead, no matter what their culture, race, ethnicity, religion, gender, ability, health status, sexual orientation, family structure or social background is. If you need help, ask your teachers/Coaches/leaders about what

they learned in Right To Play trainings about Inclusion and for ideas on how you can make sure your games are fair and respectful. Work with your peers, teachers/Coaches/leaders, and community to find ways to make changes to the games so that everyone can play!



## ARTICLE 1

Everyone under 18 has these rights.

## ARTICLE 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## ARTICLE 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

## ARTICLE 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

## ARTICLE 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

## ARTICLE 6

You have the right to be alive.

## ARTICLE 7

You have the right to a name and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

## ARTICLE 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

## ARTICLE 12

You have the right to give your opinion and for adults to listen and take it seriously.

## ARTICLE 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

## ARTICLE 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## ARTICLE 11

You have the right to be protected from kidnapping.

## ARTICLE 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.

## ARTICLE 18

You have the right to be raised by your parent(s) if possible.

## ARTICLE 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

## ARTICLE 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

## ARTICLE 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you find and understand the information you need.

## ARTICLE 19

You have the right to be protected from being hurt and mistreated, in body or mind.

## ARTICLE 20

You have the right to special care and help if you cannot live with your parents.

## ARTICLE 21

You have the right to care and protection if you are adopted or in foster care.





## ARTICLE 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

## ARTICLE 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

## ARTICLE 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

## ARTICLE 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

## ARTICLE 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

## ARTICLE 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

## ARTICLE 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## ARTICLE 26

You have the right to help from the government if you are poor or in need.

## ARTICLE 31

You have the right to play and rest.

## ARTICLE 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

## ARTICLE 33

You have the right to protection from harmful drugs and from the drug trade.

## ARTICLE 34

You have the right to be free from sexual abuse.

## ARTICLE 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

## ARTICLE 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

## ARTICLE 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

## ARTICLE 39

You have the right to help if you've been hurt, neglected or badly treated.

## ARTICLE 35

No one is allowed to kidnap or sell you.

## ARTICLE 37

No one is allowed to punish you in a cruel or harmful way.

## ARTICLE 36

You have the right to protection from any kind of exploitation (being taken advantage of).

## ARTICLE 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

## ARTICLE 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

## ARTICLE 43-54

These articles explain how governments and international organizations will work to ensure children are protected with their rights.

## WHAT IS THE UNCRC?

Rights are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child.

Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. We have to think about rights in terms of what is the best for children in a situation, and what is important to life and protection from harm.

- **Why is it important for children to learn about their rights?**
- **You will understand what rights are and how you can help others practice their rights.**
- **You will know if others have gone against your rights and know how to react.**
- **You will respect the rights of other children because you know all children share the same rights.**
- **You will have the knowledge to advocate for your rights!**

## WHAT ARE THE GUIDING PRINCIPLES OF THE UNCRC?

### NON-DISCRIMINATION

Treat everyone fairly and with respect.

### THE BEST INTERESTS OF THE CHILD

When decisions are made that affect your life, it is important that adults and your peers think about what is best for you.

### THE RIGHT TO SURVIVAL, LIFE, AND DEVELOPMENT

You have the right to the basic things to survive, live and develop.

### PARTICIPATION

You have the right to share your opinions in all things that affect you, and have your voice heard and your ideas acted on. Your ideas should always be taken seriously.

# 4 CATEGORIES OF RIGHTS

## 1 SURVIVAL RIGHTS

These rights support you to have healthy food, safe drinking water, a secure home and access to health services.

## 2 DEVELOPMENT RIGHTS

These rights seek to ensure that you have a right to play, to play with whomever and wherever you want, to practice your own culture and religion and to receive a quality education.

## 3 PARTICIPATION RIGHTS

These rights seek to ensure that you can express your opinions and feelings. They also work to support your peers to enjoy the same rights.

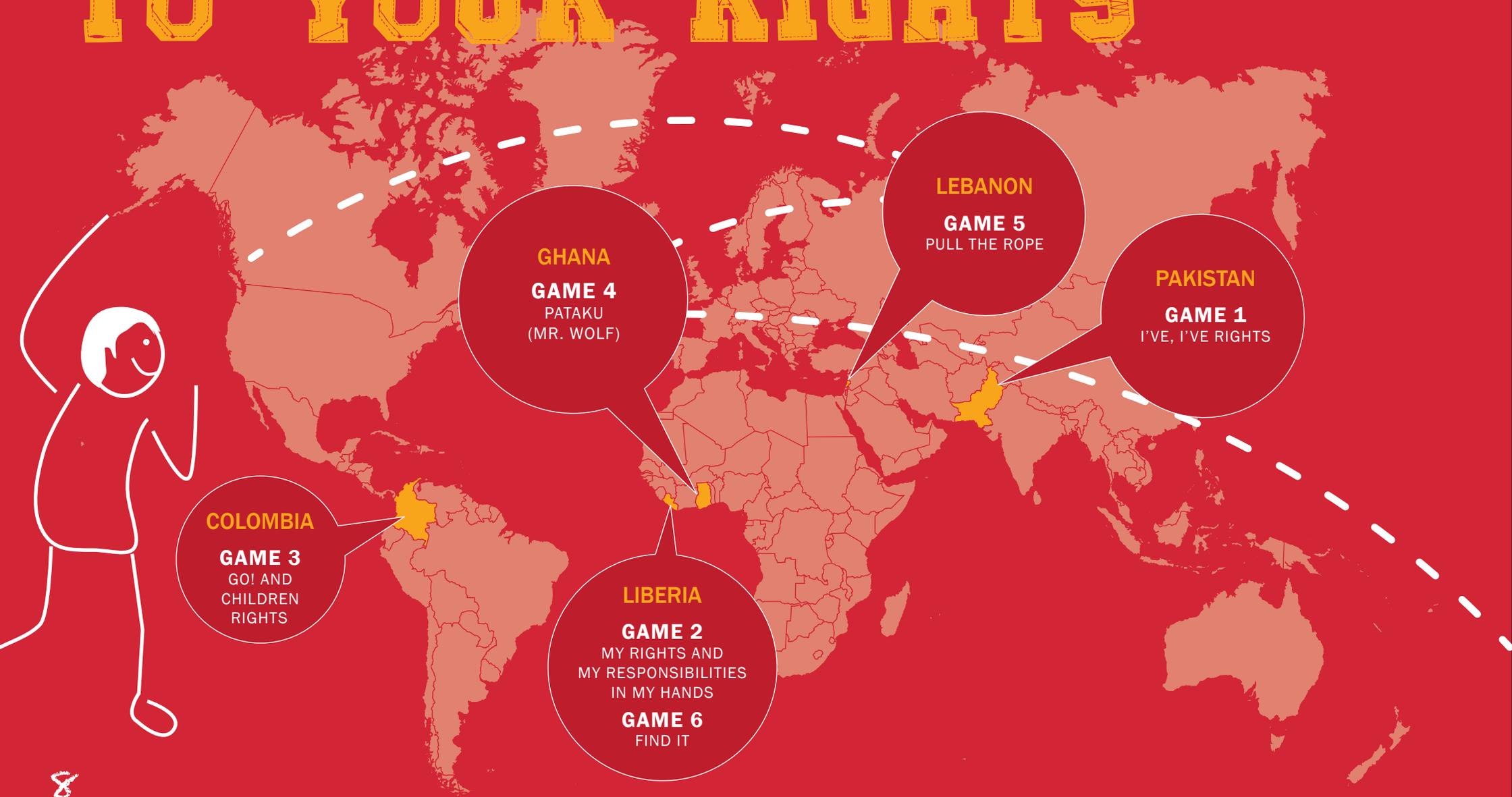
## 4 PROTECTION RIGHTS

These rights seek to ensure no one takes advantage of you and your peers and that your minds and bodies are protected.

**You can make a difference!**

By recognizing and advocating for your rights, you can make a difference. Take the time to get to know your rights, and make your voice heard!

# INTRODUCTION TO YOUR RIGHTS





Rights are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child.

Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. **We have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm.**

## HOW TO PLAY

### STEP 1

Divide the children into groups of 6 to 8, and give each child one rights card.

### STEP 2

Ask each group to form a circle and sit down.

### STEP 3

Ask for one volunteer from each group to start as a tapper.

### STEP 4

Explain and demonstrate that:

- The tapper will walk around the circle tapping players gently on the head.
- Tappers continue to say "I've, I've" every time they tap a player, until they choose one child and say "Right".
- When a tapper says "Right" the player tapped stands up.
- The Tapper & the Child who was tapped will run around the circle in the opposite directions.
- The other children will sing a song:  
*I've.... I've... rights... rights  
rights to..... rights toooo.....  
toooo Huooooo.... huooooo ....  
huoooo Yeahhh!!!..... Yeahhh!!!*

- Both children will race around the circle during the song. As soon as the song ends they have to reach the empty spot as quickly as possible.
- The first child to sit down wins. The child standing will become the Tapper and has to read the Child' Right card out loudly to the group.
- After reading the Tapper will start tapping the children's heads and saying "I've, I've" or "Right."
- Note: In some places it is not culturally appropriate to touch someone on the head. If this is the case in your community modify the game to respect the culture.

### STEP 5

Continue playing until every child has had a chance to be the tapper or Right reader. Ensure that the children are tapping each other gently on the head.

**VARIATIONS:** Make the circle larger so the children must run longer distance around the circle or give two CRC cards to each child at a single time.

### GOAL OF THE GAME:

A circle game in which the children will get acknowledgments regarding their Rights.

### KEY LEARNING:

To gain familiarity of the child rights.

## OPENING DISCUSSIONS

- Why is it useful for you to learn your Rights as a Child?
- How does learning about your Rights help you to make your community better?

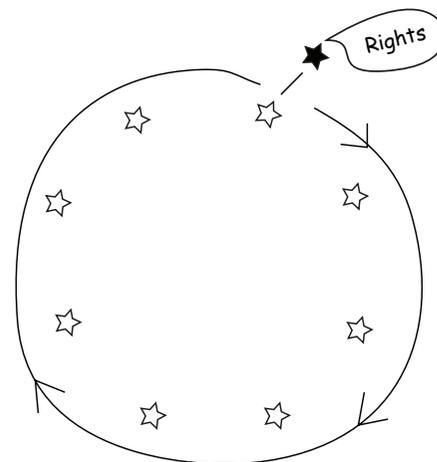


Diagram 2

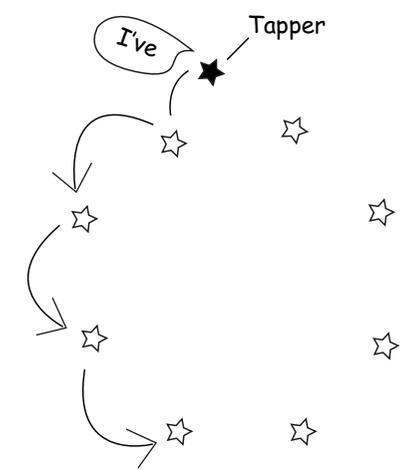


Diagram 1

PLAYER AGE GROUP:  
10-12

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» Children's Rights Cards

WATCH FOR:

Make sure that all children have the chance to be trapper and reader, and that they are tapping each other lightly on the head.

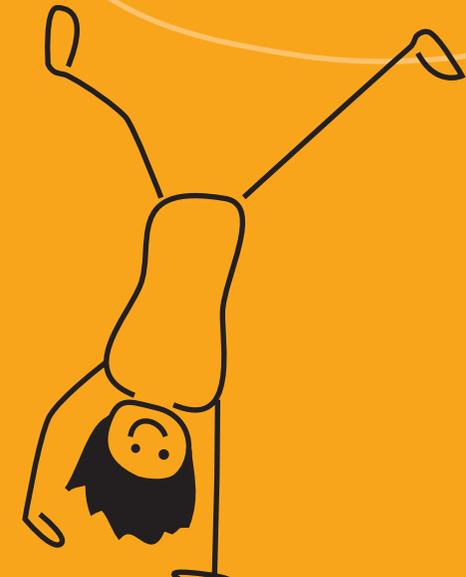
WHO ARE THE DESIGNERS?

Country: **Pakistan**  
Designers Age(s): **9-10**



WHY IS THIS RIGHT IMPORTANT TO YOU?

"To know all our rights is important for us because when we know about our rights others will respect us. **I want to share my rights with other children.**"



REFLECT

- What were the words we used in this game? Why?
- What do those words mean?
- Why do we need to know what our Rights are?

CONNECT

- Do you have experience practicing your Rights?
- What was one time you fought for your Rights?

APPLY

- What will you do to share your knowledge about Child Rights?

JOURNAL SPACE

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MY RIGHTS AND RESPONSIBILITIES IN MY HANDS

HOW TO PLAY

STEP 1

Explain that we are going to explore our rights and responsibilities and that we will have a chance to talk about them more.

STEP 2

Ask children to complete the sentence: "I do not have the Right to \_\_\_ and the responsibility \_\_\_." (Ask the children to say out all of the rights and responsibilities they know or can remember.)

STEP 3

Request the children to form a circle.

STEP 4

Explain:

- Each person in the circle will receive one cone of the same colour.
- There will be two kids that receive a cone which are each in a different colours.
- You should use the phrase: "Everyone has the right to..." When thinking of your right and responsibility.

STEP 5

The game begins when you say "GO" and ends when you say "Stop".

STEP 6

The children start to move the cones around the circle, at the same time the group sings a song that is unique to them.

STEP 7

When you say "Stop" the kids with the two separate colour cone say a right and the corresponding responsibility that has not been called out yet.

STEP 8

Continue playing until all kids have said at least one right or responsibility.

STEP 9

When a kid repeats a right/ responsibility that has been called by a previous kid ask: "Are you willing to say a new right than the one you just said?"

GOAL OF THE GAME:

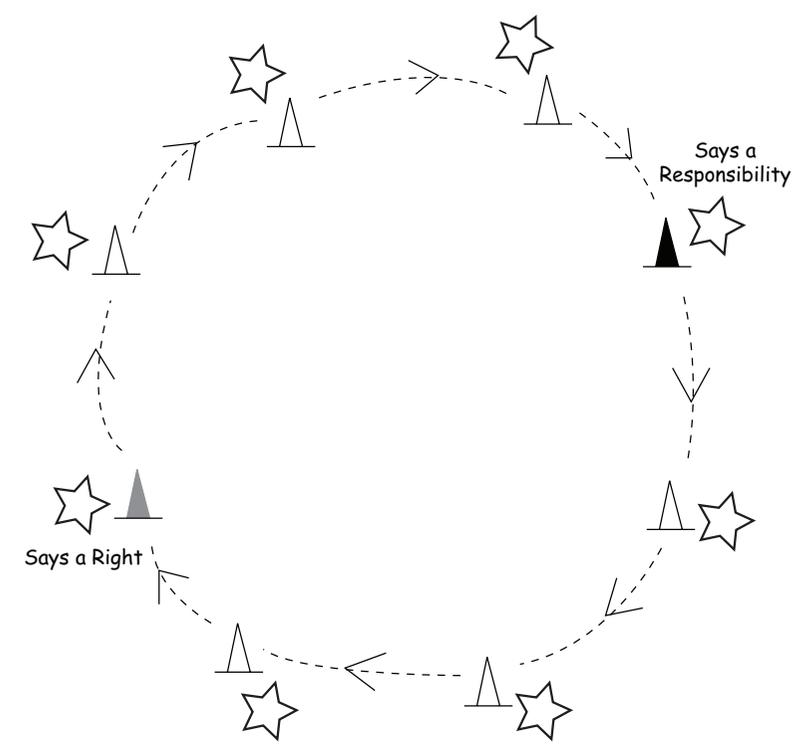
To have a group of Kids call out their Rights with the corresponding responsibilities, with confidence.

KEY LEARNING:

To understand the connection between Rights and responsibilities.

OPENING DISCUSSIONS

- What are some things we think we are supposed to do at home? At school?
- Why do we need to do these things?
- Who do we do these things for?



PLAYER AGE GROUP:  
11+

NUMBER OF PLAYERS:  
7 or more

WHAT YOU NEED:  
» Equipment  
» Cones or pegs

WATCH FOR:  
*Is every child getting the chance to speak?*

### WHO ARE THE DESIGNERS?

Country: Liberia

LIBERIA

### REFLECT

- Was it easy to call out a right?
- Was it easy to create a list of responsibilities?
- What did you learn about rights and responsibilities? How will this rights and responsible help us? Will all these rights / responsibility apply to everyone in our group, no matter who they are, where they come from, what language they speak, what they look like, etc.? *(Answer: Yes. We can say they are "universal.")*

### CONNECT

- What rights do you have in your life (at school, home, etc.)? What responsibilities do you have?
- Why do we have rights and responsibilities in our lives?

### APPLY

- What can you do to help yourself to practice your rights?
- At school, work, home, or the playground, how can you help others to practice their rights?

## JOURNAL SPACE

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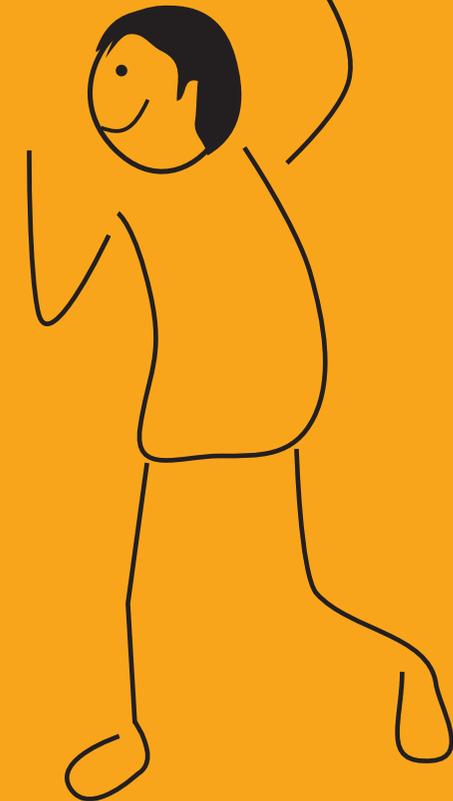
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## HOW TO PLAY

### STEP 1

Write all of the rights on a piece of cardboard or big sheet of paper.

### STEP 2

Start the game by giving every child a right.

### STEP 3

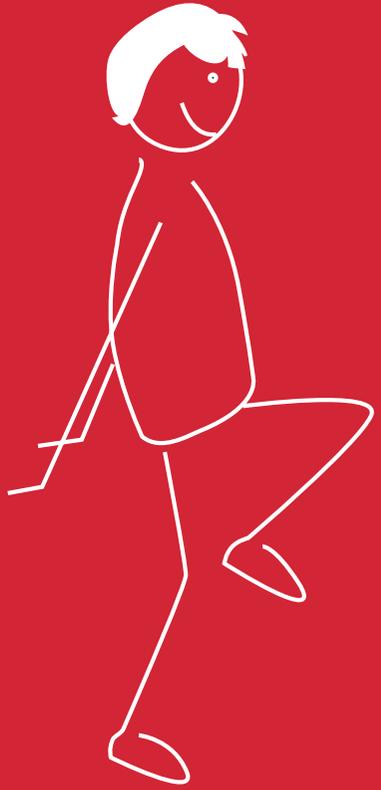
Each child must write his/her Right on a piece of paper, and tape the Right onto his/her back.

### STEP 4

Explain and demonstrate that:

- All the children must form a line with a distance of 2 meters away from the board.
- The first child will throw a little object (e.g. small rock or little bag of sand) on to the board/big sheet of paper.
- If the object falls into one of the rights, for example the right of life, the child that has the paper with that right must protect his/her right by throwing the ball to the other child.
- The other child must cross five zones to get to the cardboard again be safe from the ball/object.

- They can use any type of strategy to cross each zone and be safe from the ball.
- The one that gets to the cardboard without having been touched by the ball must shout GOAL, and the right he/she has.
- If a child is touched by the ball, the Coach will write on the cardboard a minus 1 (-1) next to the right.
- The game ends after all the children have played.



### GOAL OF THE GAME:

Protect your right by throwing the ball kindly to the rest of participants.

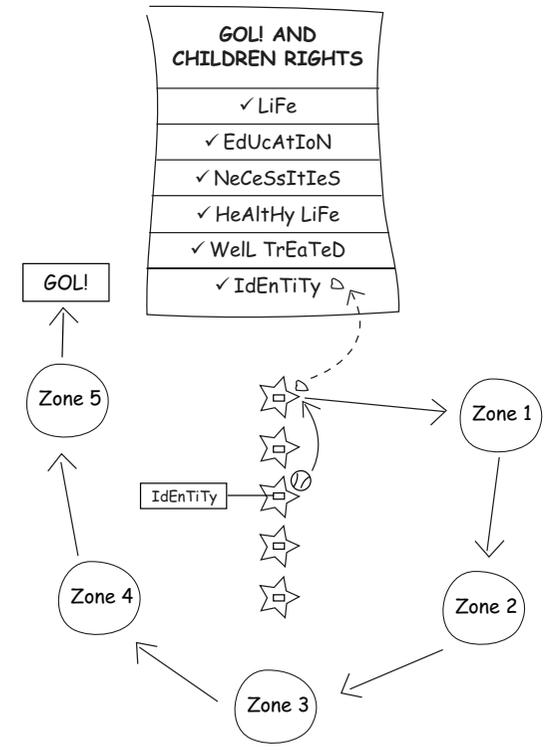
### KEY LEARNING:

To know and safeguard the rights of children.

## OPENING DISCUSSIONS

Start with the open discussion, by asking children about their Rights. Which ones they know and which ones are violated in their community. You can use these questions:

- Do you know that children have Rights? (if the answer is NO, give a little introduction about Children Rights)
- How many of them can you remember?
- Of the ones you said, which ones do you think are violated in your community?



PLAYER AGE GROUP:  
8-15

NUMBER OF PLAYERS:  
6-20

WHAT YOU NEED:

- » Cardboard or similar
- » Markers & Chalk
- » Colourful papers
- » Tape
- » 1 ball & Rings

WATCH FOR:

Are children throwing the ball to the legs of their peers? Are they throwing softly as to not injure their peers?

WHO ARE THE DESIGNERS?

Country: **Colombia**  
Designers Age(s): **14-15**

COLOMBIA



WHY IS THIS RIGHT IMPORTANT TO YOU?

“In this game you will find a number of rights that are fundamental to children. Applying each and every one has a high level of importance and we must ensure that the community respect them. **In our community there are some of these rights that are violated and we need to work more on them.**”

REFLECT

- Which of the rights that you observed today did you already know? Which were new?
- How did you feel when you had to protect your right?

CONNECT

- Do you think is important to protect you and your peers rights? Why?
- Which rights do you think you have to protect the most in your community? Which rights are violated in your community?
- Why do you think people don't respect the rights?

APPLY

- What could you do to make people in your community know about your rights?
- How can you and your peers protect and defend your rights?

JOURNAL SPACE

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PATAKU (MR. WOLF)

HOW TO PLAY

STEP 1

Divide the play area into three (3) zones.

STEP 2

Assign the two outer zones as safety zone, and the middle one as dangerous unsafe zone.

STEP 3

Ask a child to volunteer as "Pataku" (Mr. Wolf) to stand in the middle zone.

STEP 4

Prepare a paper mask for the child in the unsafe zone to wear as a wolf.

STEP 5

Teach children this song:
Children: Mr. Wolf, what says your time?
Wolf: It is 11am. What do you need time for children?
Children: We want to sleep. Shall we come
Wolf: No. You have not had your dinner yet
Children: Our parents are waiting for us. Shall we come? Wolf: Yes. It is dinner time!!!

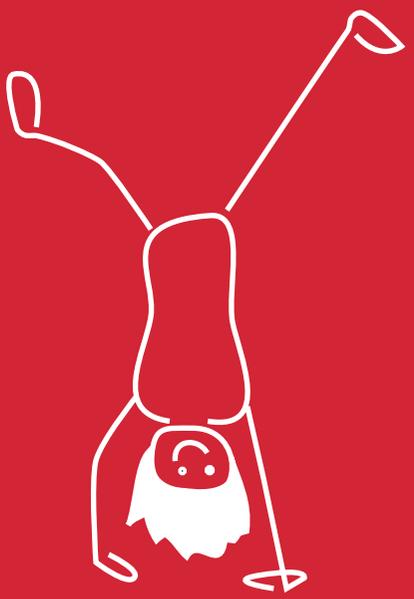
STEP 6

Explain and demonstrate that:

- Children will run across the middle zone to a safe zone to avoid being tagged when they hear "it is dinner time" by the wolf.
A tagged child helps the wolf to tag other children.
The tagged children must stand still and stretch out their arms to tag the children running past. They cannot run like the wolf.
A child is safe only when he/she enters the safety zone.

STEP 7

End activity at your own discretion



GOAL OF THE GAME:

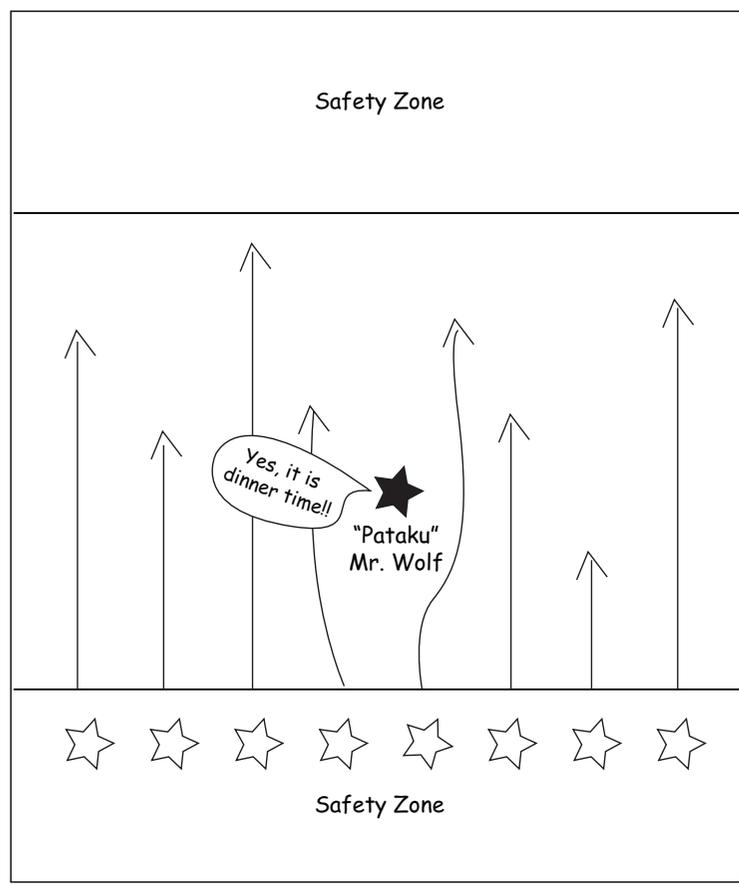
A tag-like activity where children avoid being tagged as they run for safety.

KEY LEARNING:

To develop skills to protect children against neglect or exploitation.

OPENING DISCUSSIONS

- Have you ever been pressured to do something against your will?
How would it feel like to be punished for doing something that you were pressured to do?



PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:

- » Chalk (anything to mark zones on the ground)
- » Cones
- » Paper mask

WATCH FOR:

Are the children engaging the wolf in a call and avoiding being tagged?

WHO ARE THE DESIGNERS?

Country: **Ghana**  
Designers Age(s): **8-11**

GHANA



WHY IS THIS RIGHT IMPORTANT TO YOU?

“To ensure children grow up in the spirit of **peace, tolerance, freedom, love and understanding.**”

REFLECT

- How did you feel to act as a child or wolf?
- How did you become effective as a child or wolf?
- What strategy did you use?

CONNECT

- In your community or school where are the safe places you think children can go for protection when their rights are being violated?
- How do children in your community ensure their own protection?

APPLY

- What safe actions can we take to support children in our community who have their rights violated? (Possible answers: identify safe people in the community that children can trust to seek help from, identify and create awareness about safe places where children can go if their rights are being violated both at school and home.)
- How can we promote child protection and child rights awareness in our community?

JOURNAL SPACE

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# HOW TO PLAY

## STEP 1

Distribute one balloon to each child.

## STEP 2

Ask the children to write their name on the balloon.

## STEP 3

Ask the children to toss the balloon up in the sky.

## STEP 4

Ask each child to choose any balloon.

## STEP 5

Each child will have a balloon of one of their fellows (peers), who will ask about what he/she likes to have in his/her life.

## STEP 6

He/she will write this on the balloon.

## STEP 7

Return back to the circle and ask each child to say the name of their fellow (peer) and what he/she likes.

## STEP 8

The child whose name is said should answer where as well as what he likes, wants, or needs.

## STEP 9

According to each answer the children will be classified into 2 groups: 1) Needs; 2) Wants

## STEP 10

Ask the children in each group to hold each other's hips and form straight line against each other.

## STEP 11

Mark a straight line in the floor between 2 groups.

## STEP 12

The first one from each group will hold each other hands and try to pull the other groups into his side.



### GOAL OF THE GAME:

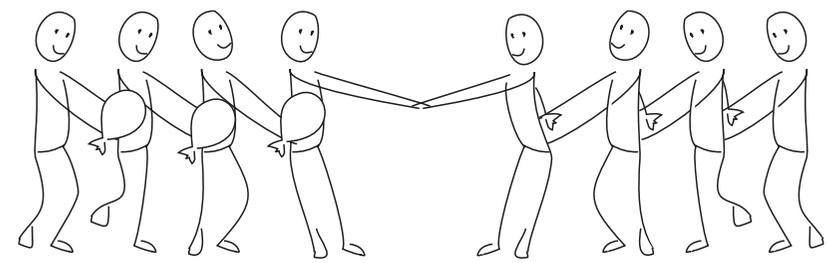
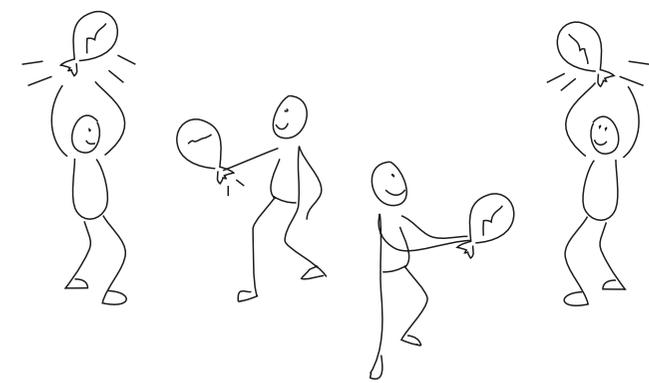
To know the differences among Wants and Needs.

### KEY LEARNING:

To develop an understanding of the difference between wants and needs.

## OPENING DISCUSSIONS

- What are the differences between needs and wants?



PLAYER AGE GROUP:  
8-15

NUMBER OF PLAYERS:  
Even Number

WHAT YOU NEED:

- » Balloons
- » Markers

WATCH FOR:

All children take one balloon, but not their own. All children are working together, to keep all the balloons up high in the sky.

WHO ARE THE DESIGNERS?

Country: **Lebanon**  
Designers Age(s): **13-15**

LEBANON



WHY IS THIS RIGHT IMPORTANT TO YOU?

“Separating Wants from Needs will help us looking for our Rights.”

REFLECT

- What is the difference between wants and needs?
- What is most important, needs or wants? Why?

CONNECT

- How often do you really want something and after you got it, you realise it is not what you need?

APPLY

- If you want to buy anything you want what are the standards that let you know if this is needs or wants. How do you apply these standards?

JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Divide children into groups of 6–10, making sure that you have an even number of two groups.

### STEP 2

Assign half of the group as Team A and the other half of the group as Team B.

### STEP 3

Match each Team A with a Team B. Have each pair of teams sit so that each Team A line is facing Team B line.

### STEP 4

Ask all members of Team A and Team B to turn and face one another.

### STEP 5

Ask the children to sit and extend their legs to touch one another.

### STEP 6

Explain and demonstrate that:

- Children in line Team A, will race the children in line Team B who are sitting across from them. For example, the fourth child in the first line will race the fourth child in the second line.

- You will call out a number, and the two people from each line who are that number will get up and hop over the legs in front of them, then run around their line pick a card (rights or responsibilities) from the bucket, and hop over the legs that were behind them until they reach their spot again and sit down (see diagram).
- Whoever arrives back at their spot first must read out their card, and say the right or responsibility that matches their card (see sample cards). If Team A gets it right, their race partner from Team B joins Team A. If they get it wrong, they join Team B and sit at the end of the line.
- Continue playing until every child has at least 1 chance to race and guess.



### GOAL OF THE GAME:

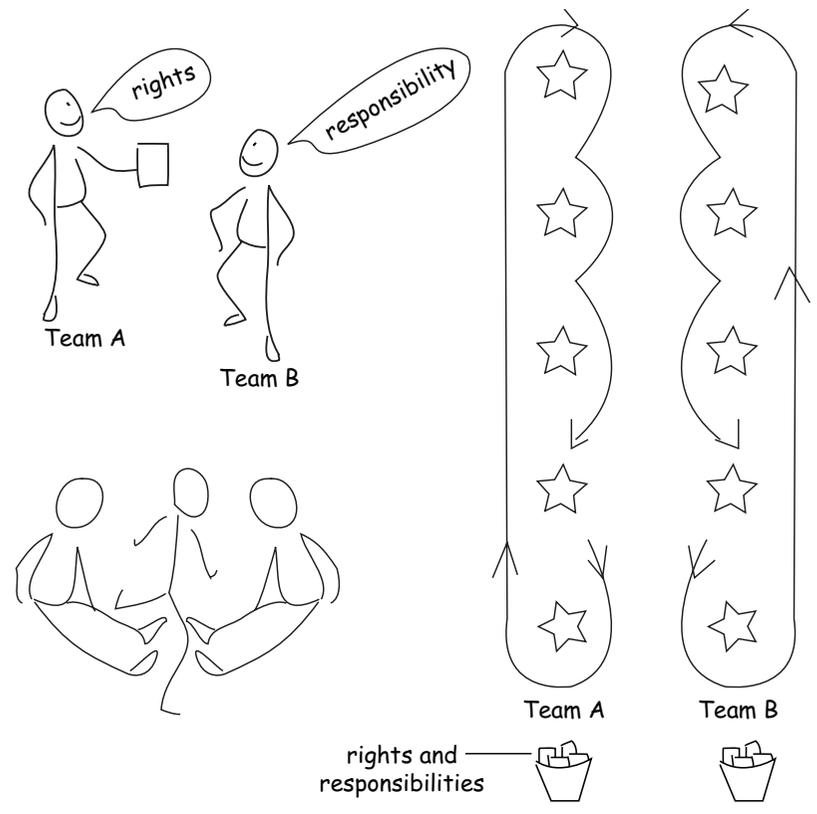
A team race in which a child with an assigned card right must race against another team member.

### KEY LEARNING:

To develop an understanding of your Rights and responsibilities.

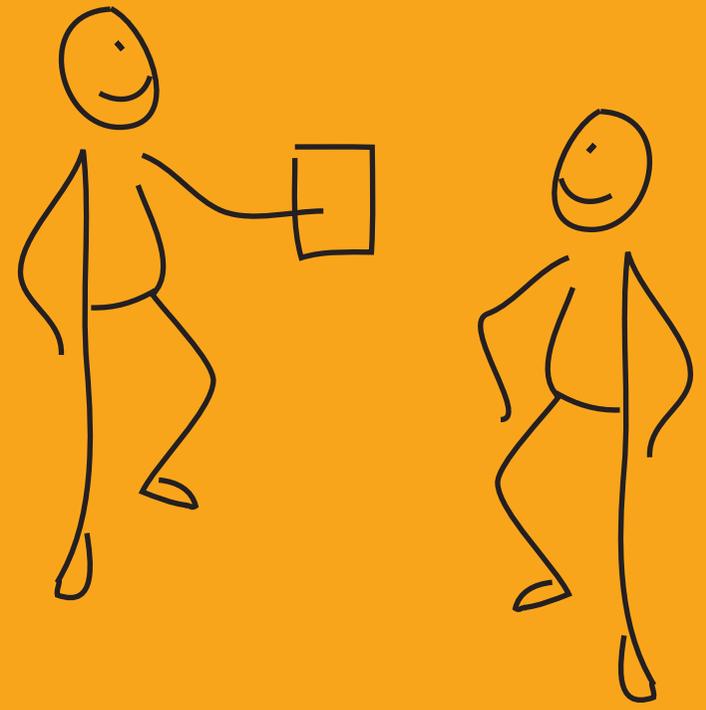
## OPENING DISCUSSIONS

- What are examples of some of the rights you have as children?
- What are examples of some responsibilities you also have as children?



WHO ARE THE DESIGNERS?

Country: Liberia



WATCH FOR:

Are the children remembering the right on their card? Reponding to the correct right when they call it? Responding as quickly as they can?

WHAT YOU NEED:

- » Rights & Responsibilities Cards
- » Basket/ Bucket

PLAYER AGE GROUP: 11+

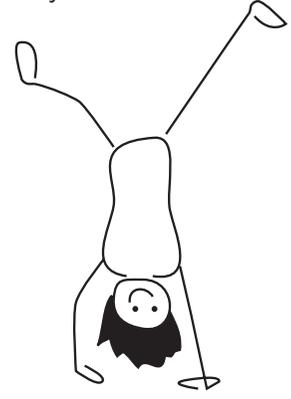
NUMBER OF PLAYERS: 10 or more

REFLECT

- What are some of the different rights that were mentioned during this activity?
- Were any of them new to you? Which ones?
- Were there any rights/ responsibilities mentioned that you disagree with? Which ones? Why?
- Are there any rights/ Responsibilities that we haven't mentioned that you think should be included? Which ones? Why?

CONNECT

- Do you think it is important to know the rights you have as a Child and those responsibilities? Why?



APPLY

- What can you do to become more aware of the rights you have as a child and those corresponding responsibilities? (Possible Answers: ask a teacher, parent or another adult; read the CRC; ask questions at Right To Play activities)
- Who is a safe person for you to discuss the rights and responsibilities of a child?

JOURNAL SPACE

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# SURVIVAL



**LEBANON**  
GAME 8  
**I GOT A HOME**

**THAILAND**  
GAME 7  
**GO TO MARKET**

## ARTICLE 1

Everyone under 18 has these rights.

## ARTICLE 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## ARTICLE 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

## ARTICLE 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

These rights seek to ensure you have nutritious food, safe drinking water, a secure home and access to health facilities.

## ARTICLE 6

You have the right to be alive.

## ARTICLE 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

## ARTICLE 7

You have the right to a name and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

## ARTICLE 18

You have the right to be raised by your parent(s) if possible.

## ARTICLE 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

## ARTICLE 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

## HOW TO PLAY

### STEP 1

Inform the players that in this game we will be looking at why every child has the right to receive clean and right nutritious food and what will happen if you do not receive that right.

### STEP 2

Mark a playing area with “Home” zone and “Market” zone at each opposite ends of the field (see diagram).

### STEP 3

Divide players into 4 teams and stand behind the “Home” zones.

### STEP 4

Ask for one (or two) volunteer to be a thief who will stand inside the playing area.

### STEP 5

Explain and demonstrate that:

- At the other end of the field it is a Market zone.
- The Thief will stand in the middle of the field.
- The rest of the players will stand together at “Home” zone with their team.
- The game begins when the instructor calls out “Go to Market”

- Each team sends one player at a time to run across the playing field and to try to reach the “Market” zone at the opposite end of the field without being tagged by the Thief.
- If the player successfully runs to the other side of the field (Market zone) without being tagged, they will receive a food card.
- After receiving the food card, the player has to run back to “Home” area without being tagged by the thief.
- If the player was tagged during the run from Home to Market, that player has to go back to their group and send another player to run.
- If the player was tagged during the run from Market to Home, the player has to drop the food card at the Market zone and go back to their group and send another player to run.
- The game is over when each group receives six different food cards.

### GOAL OF THE GAME:

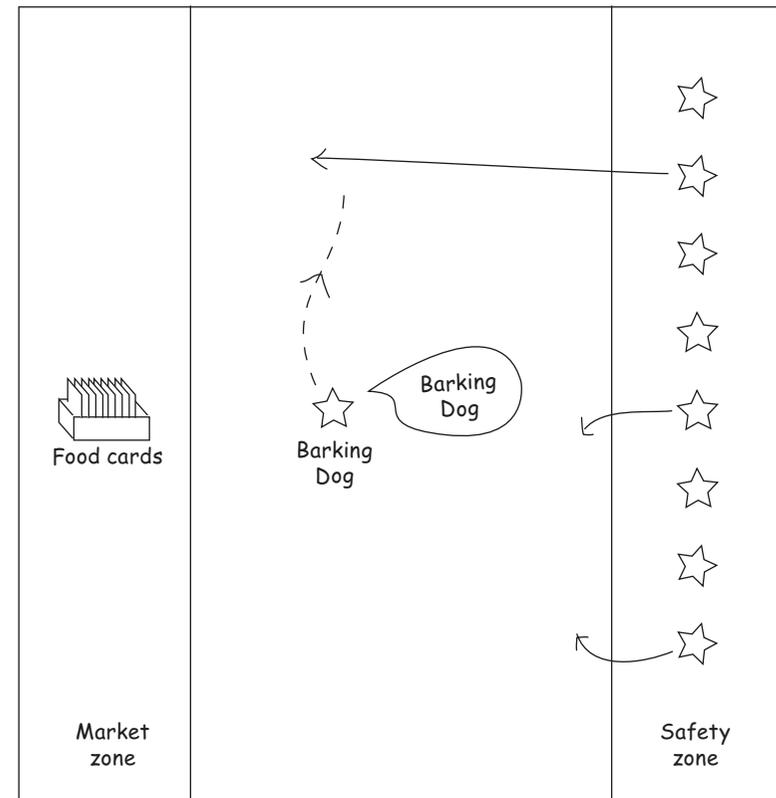
To run across the line without being caught until they receive enough food with the right nutrition and clean water.

### KEY LEARNING:

Every child has the right to access clean water and the right to nutritional food in a suitable amount.

## OPENING DISCUSSIONS

- Why do you need to eat clean food and water?
- What will happen if you do not receive the right nutrition and clean food?



Food cards include: Vegetable, Chicken Meat, Rice, Bean, Fruit, Clean Water. Draw your own food cards.

PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
15-20

WHAT YOU NEED:  
» Pictures of nutrition & clean food & water (6 different cards per group)  
» 8 cones or area  
» 4 Baskets

WATCH FOR:  
Make sure that the playing area is large enough for every player to run safely.

### WHO ARE THE DESIGNERS?

Country: **Thailand**  
Designers Age(s): **10-12**

THAILAND



### WHY IS THIS RIGHT IMPORTANT TO YOU?

“Because it is the basic needs for living.”



### REFLECT

- Was it easy or difficult for you to get the food from the market? Why? Please explain.
- What kind of food from the card did you get? Are they healthy or unhealthy? Why do you think it is healthy or unhealthy food?

### CONNECT

- Do you think every child has the right to have access to healthy food? Why or why not? Please explain.
- From your experiences, have you heard of or know anyone who did not have access to healthy food or nutrition? How does that affect them?

### APPLY

- What can you do to ensure the right to nutrition or healthy food for you and your peers in your community?

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Before the game starts, post pictures of food, clothes and safe space on the wall.

### STEP 2

Divide the children into 2 groups.

### STEP 3

Ask each group to choose one child to act as a child who does not have access to basic needs.

### STEP 4

Explain that on the wall there is a picture where every child has the right to food, clothing, and a safe place to live.

### STEP 5

Each group can find a space in the room/outside to create a safe place using the different materials provided (e.g. blocks, cloths, etc) as in the picture where it will be a safe place for the child.

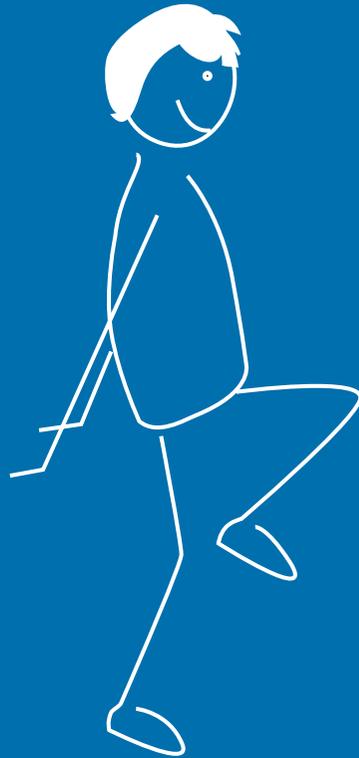
### STEP 6

Create a craft using whatever materials you have available to prepare the place as it is.

### STEP 7

In the end ask the children

- Did they like the place they made?
- What was needed most?



### GOAL OF THE GAME:

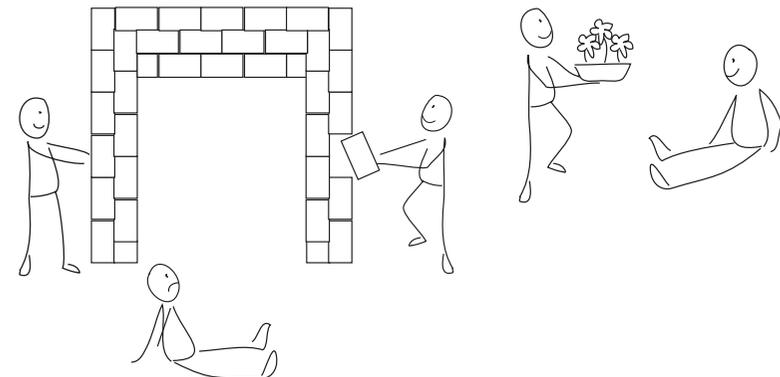
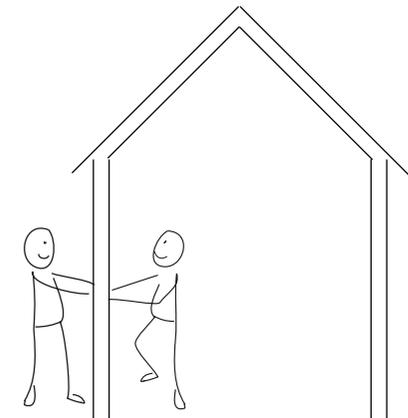
To build a safe place for a child who doesn't have access to basic needs.

### KEY LEARNING:

To learn about Article 27 and be aware of our right about basic needs.

## OPENING DISCUSSIONS

- What does a safe home mean to you?
- What do you need to build a safe home?



PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
8 or more

WHAT YOU NEED:

- » Equipment
- » Blocks
- » Food
- » Cloths
- » A picture

WATCH FOR:

Are the children working together?  
Are children able to realise the things in picture as a needs?

WHO ARE THE DESIGNERS?

Country: **Lebanon**  
Designers Age(s): **13-15**

LEBANON

WHY IS THIS RIGHT IMPORTANT TO YOU?

“We are in a safe place and it’s important to let all children knows their right.”

REFLECT

- For the volunteer who played the role of the child. How did you feel when you had a home?
- For all of the other participants, how did you classify things as a needs or want?
- What was the most difficult part to make?

CONNECT

- Who are the people responsible for securing your needs?
- What are the most important needs you already have access to?

APPLY

- Can you think about the way that you can achieve all your needs?
- How can you support other children to achieve their needs?

JOURNAL SPACE

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# DEVELOPMENT



**GHANA**  
GAME 9  
ARE YOU  
READY?

**JORDAN**  
GAME 10  
RABBITS RACE

## ARTICLE 4

The government has a responsibility to make sure your rights are protected. It must help your family to protect your rights and create an environment where you can grow and reach your potential.

## ARTICLE 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

## ARTICLE 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

## ARTICLE 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## ARTICLE 18

You have the right to be raised by your parent(s) if possible.

## ARTICLE 20

You have the right to special care and help if you cannot live with your parents.

## ARTICLE 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

These rights seek to ensure that you have a right to play, to play with whomever and wherever you want, to practice your own culture and religion and to receive a quality education.

## HOW TO PLAY

### STEP 1

Divide children into groups of 4 or 8

### STEP 2

Draw two concentric circles.

### STEP 3

Divide the big outer circle into 4 or 8 segments. Use the names of towns/Village/countries to represent each segment in the big circle (For example, Ghana, Mali, Rwanda, Benin, Liberia, etc.)

### STEP 4

Explain and demonstrate that:

- A child takes 4 quick steps/hop from the inner circle to tag the nearest child as he/she mentions the child rights/ examples of rights on each step.
- Maximum point is scored if a child gets correctly the simplified child rights/ examples on each successive step taken. However a point is deducted if a child misses any of the rights on each step.
- Assign each child to their preferred country/town/village names written against their segment to stand close to these segments outside the big circle.

- The Coach/ leader will say to the children, Are you ready? Children will respond, "Yes ready" as they prepare to run away from the big circle
- When a child's country/town/ village is mentioned, he/she will have to step/hop back into the smaller circle and say to the rest, "freeze". Where ever each child is when you hear freeze you are to stop.
- The child in the inner circle will take 4 quick steps/hop to tag any child nearer to him/her while mentioning the simplified child rights/examples of rights under any simplified rights(Survival: I have the right to good medical care, safe water, good food).
- The tagged child now occupies the inner circle while others occupy the outer circle with their country/town/ village names and gives the instruction to call the next country/town/village.

### STEP 5

End activity at your own discretion.

#### GOAL OF THE GAME:

To work individually (as a child) to tag and score point through a 4 quick step activity.

#### KEY LEARNING:

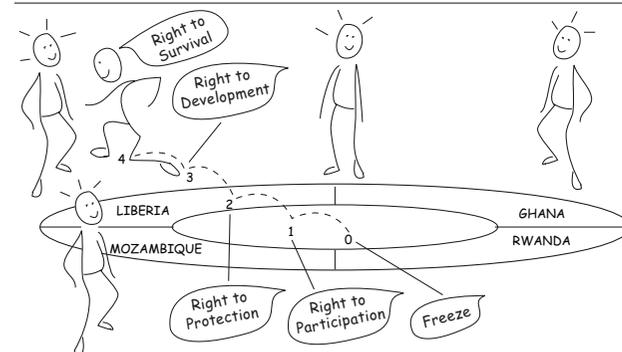
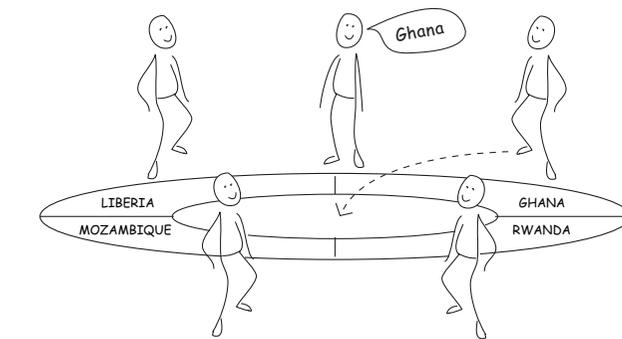
To develop strategies to learn the types of rights in a fun way.

## OPENING DISCUSSIONS

- Have you heard of human rights before? What is a right?
- Do you think it is important for children to learn about these rights?

**EXPLAIN:** The CRC has many articles (rights). Sometimes it is challenging to remember them all. To help us children remember these rights, the rights have been simplified into four main categories. These are:

**RIGHTS TO DEVELOPMENT | RIGHTS TO SURVIVAL**  
**RIGHTS TO PARTICIPATION | RIGHTS TO PROTECTION**



PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» Chalk (anything to draw a circle on the ground)  
» Cones

WATCH FOR:  
*Are the children mentioning the child right as they take steps?*  
*Are the children reacting to the call to run away into the inner circle?*

### WHO ARE THE DESIGNERS?

Country: **Ghana**  
Designers Age(s): **8-11**



WHY IS THIS RIGHT IMPORTANT TO YOU?

"To ensure children grow up in spirit of peace, tolerance, freedom, love and understanding."

### REFLECT

- How did you feel when your town/Village/country was mentioned and you had to step into the inner circle?
- What was most exciting about the game?
- What was most challenging in the game?
- What strategy did you use to overcome those challenges?

### CONNECT

- In your community or school has there been a time when you have had to take a lead role ensuring that everyone performed an activity?
- Which of these simplified child rights/examples are been respected/ violated in your community? Why?

### APPLY

- How can we ensure these rights of the child are respected in our community? Whose responsibilities is it to ensure child rights are respected?
- How can we promote child development in the Convention on the Right of the Child? (Possible answers:create awareness on the importance of play to the child's development, Provide safe play space at school and community to educate children on their rights, encourage parents to send children to school and support their basic needs).

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Draw a large square with four sections in the play area.

### STEP 2

Divide children into four equal groups.

### STEP 3

Ask each group to stand in a section in the square.

### STEP 4

Choose 2 names of categories of types of children's rights, and 2 opposite names of the children's rights. Give these names to each group. (Ex: Education Group, Ignorance Group, Safety Group, Fear Group).

### STEP 5

Explain:

- Give the 'Education Group' and Safety Group' a large rubber ball.
- Ask the other two groups to stand in a separate square opposite to the previous groups.

- Ask 'education' and 'safety' group to line up in two opposite lines, and place 6 cones in front of each.
- The game starts with each child at the line in the education and safety lines to save the other children who are locked in the fear and ignorance square.
- This takes place as each child in the line jumps around the cones, like a rabbit, with the rubber ball under them from the beginning start line till the end line.
- The game ends when all the children in the locked square of ignorance and fear move to the safe square of the safety and education groups; all the fear group should join the safety group, and all the ignorance should join the education group. After everyone is saved, ask groups to change roles (e.g. Safety becomes fear).

### GOAL OF THE GAME:

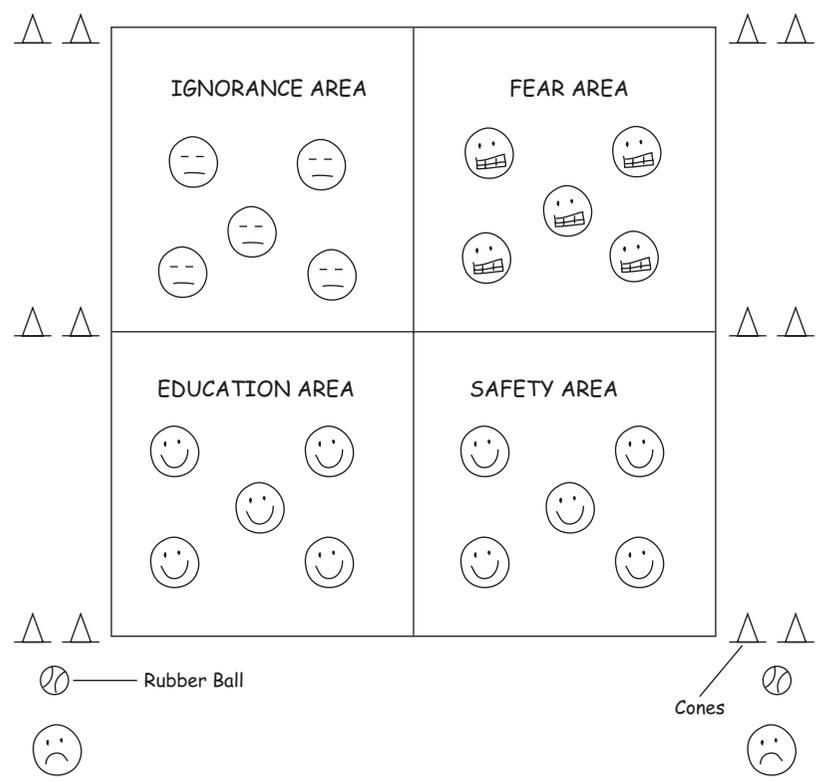
To play a four square game where children in spaces without education and safety, achieve education and safety

### KEY LEARNING:

To learn about education and protection.

## OPENING DISCUSSIONS

- How does education help you learn about feeling safe and protected?
- How can you teach others about how to feel safe and protected?



PLAYER AGE GROUP:  
6-14

NUMBER OF PLAYERS:  
20 or more

WHAT YOU NEED:  
» 2 large rubber-balls  
» 12 cones

WATCH FOR:

Are the children in the safety and education squares helping their mates in other squares to move? Can they easily jump with the ball?

WHO ARE THE DESIGNERS?

Country: **Jordan**  
Designers Age(s): **14**

JORDAN



WHY IS THIS RIGHT IMPORTANT TO YOU?

“The education and safety are two connected rights that can influence a person’s life. **They are very important in terms of developing one’s skills, work, and experience, and feeling safe to be able to look positively towards the future.**”

REFLECT

- For children who played in the safety and education squares, how hard was saving the other groups? Why?
- For children who played in the Fear and Ignorance Squares, what did you feel? Why?

CONNECT

- Did you have any accidents when you played the role of educator? Or protector? Explain.
- Why do you think it is important to be in a safe environment and receive a good education in your life?

APPLY

- After learning about some of the Child Rights, what can you do to learn more about rights?
- What message do you have for the children who refuse or cannot receive education? Or people who put themselves in risky environments?
- How will you tell people in your community about the importance of education and safety now and when you grow up?
- How could we protect ourselves from the risks to education?

JOURNAL SPACE

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# PARTICIPATION



These rights seek to ensure that you can express your opinions and feelings. They also help you to support your peers to enjoy the same rights.

### ARTICLE 12

You have the right to give your opinion and for adults to listen and take it seriously.

### ARTICLE 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### ARTICLE 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.

### ARTICLE 16

You have the right to privacy.

### ARTICLE 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you find and understand the information you need.

### ARTICLE 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

# HOW TO PLAY

## STEP 1

Draw a play space shaped as follows (see the diagram).

## STEP 2

Form 3 teams of 3 children.

## STEP 3

Provide each team with 3 streamers of different colours.

## STEP 4

Play with 2 to 3 teams.

## STEP 4

Explain the game and ask the children to move and sing the song of their choice.

## STEP 5

While moving and singing the Coach gives them the order to make xhúi (a right line) or Adokpé (triangle) by using the troughs of the rectangle and the middles centers of each length and breadth draw.

## STEP 6

Have a demonstration and begin the game by arranging the children and the hoops as drawn in the picture.

## STEP 7

The Coach will end the game when he/she wants or as soon as children show signs of tiredness.



**VARIATIONS:** Children can stand on one foot, join their feet together or by doing the duck walk (walking imitating the duck).

### GOAL OF THE GAME:

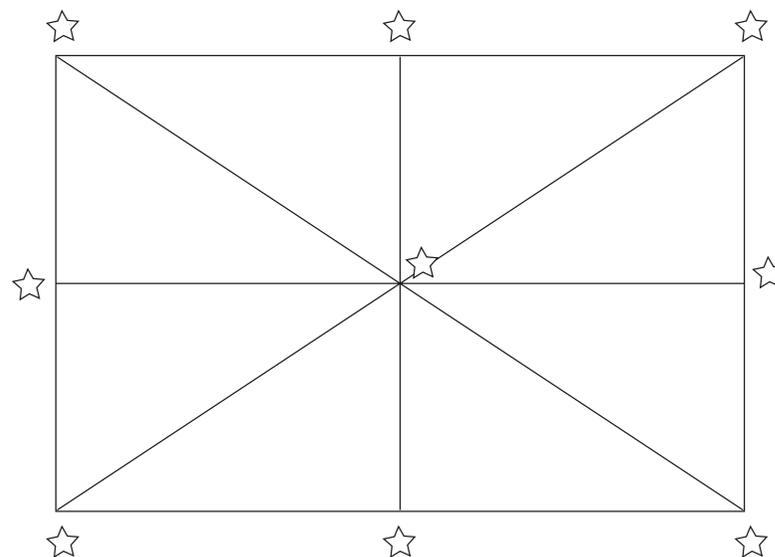
To support children to access the right to participate in decision making within their family, school and community.

### KEY LEARNING:

To support children in becoming aware of the characteristics of true participation.

## OPENING DISCUSSIONS

- Have you heard about what child rights to participation is?
- If yes, what is child right to participation?



## REFLECT

- What did you do to win when the Coach was giving orders?
- What did children who didn't win need in order to win?

## CONNECT

- At home, at school or in your community, do you have the opportunity to participate in decision making as far as you are concerned?
- If yes, what roles did you play?
- If not, why?

PLAYER AGE GROUP:  
10-15

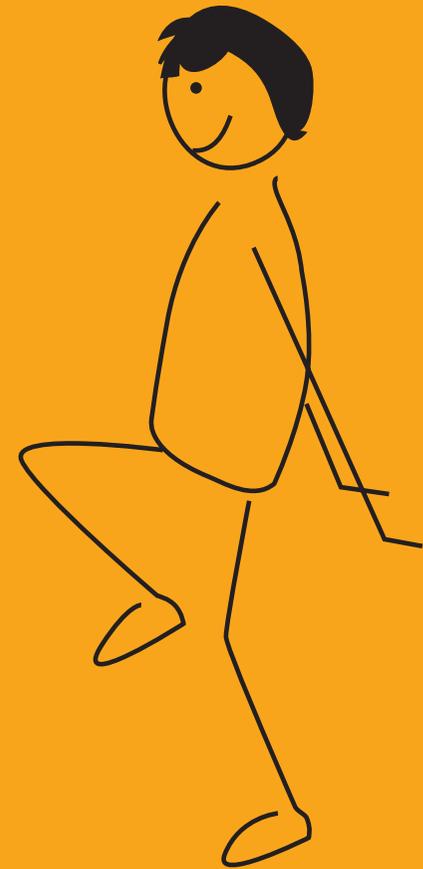
NUMBER OF PLAYERS:  
6-9

WHAT YOU NEED:  
» Hoops  
» Streamers of different colours

WATCH FOR:  
*Do children communicate in their teams and play safe? Are children respectful and do they understand the game rules?*

WHO ARE THE DESIGNERS?

Country: **Benin**  
Designers Age(s): **8-14**



APPLY

- At home, at school or in your community, what conditions allow you participate in decision making concerning yourself?
- At home, at school or in your community, what prevents you from real participation in decision-making concerning yourself?
- When you have the opportunity to participate in an activity or a decision concerning you, how can you realize that you are participating effectively?
- What do you think you can do to improve your participation in activity or decision-making concerning you at home, at school or in community?

JOURNAL SPACE

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# HOW TO PLAY

## STEP 1

Before the activity, create a set of cards for each of the participation articles and paste each one on a stone.

## STEP 2

Ask participants to place the stones on top of each other.

## STEP 3

Divide the children into two (2) groups A & B. Each group should be two (2) meters away from the stones.

## STEP 4

Mark a starting line on the floor. First a child from group A will throw the ball towards the stones and let them fall on the ground.

## STEP 5

When the stones are all on the ground the whole group should come up and build the tower again, but they should only use the participation stones to build it again.

## STEP 6

Group B will try to prevent the children from building their stones, so they will try to throw a ball at the children of Group A

## STEP 7

If a child from Group A is touched by the ball it will be unable to build again and must return back to the start line.

## STEP 8

If group A does not place all the stones on top of each other again than group B will start.

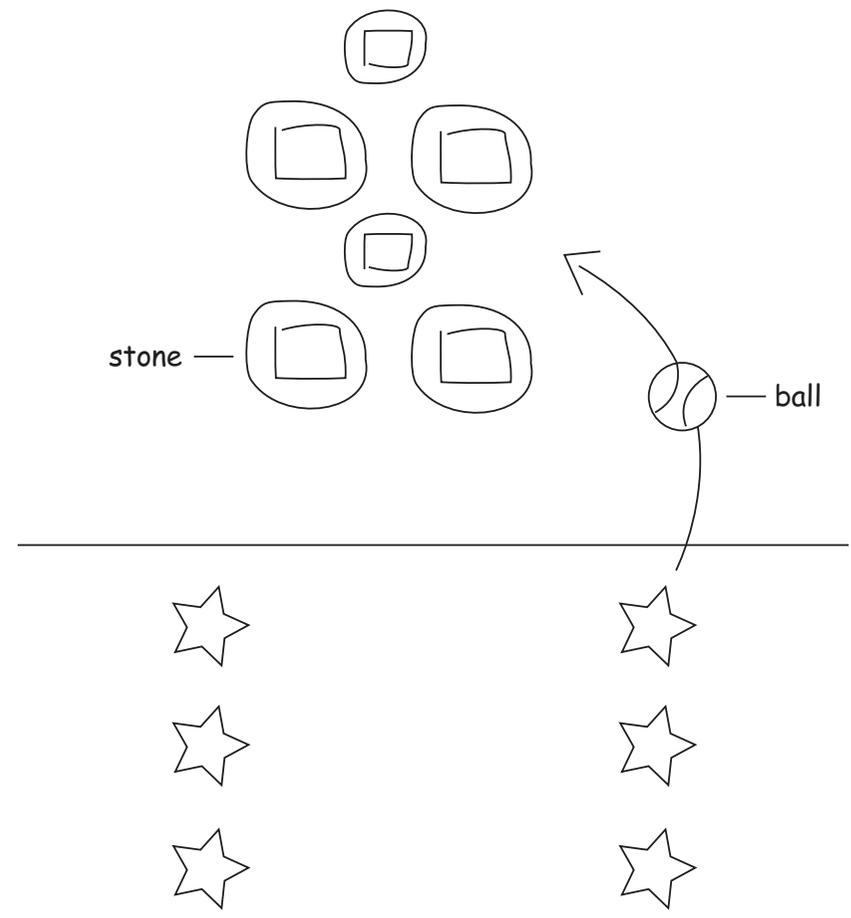


**GOAL OF THE GAME:**  
*To build an article of participation.*

**KEY LEARNING:**  
*Article 12, 13, 14, 15, 30 & 31.  
To know the meaning of participation and its article.*

## OPENING DISCUSSIONS

- Have you ever supported a group in making something?
- How did this experience make you feel?



PLAYER AGE GROUP:  
10-15  
NUMBER OF PLAYERS:  
8 or more

WHAT YOU NEED:  
» 20 stones  
(10 for each group)  
» 2 balls  
(1 for each group)

WATCH FOR:  
» Is every child reading and understanding the cards?

WHO ARE THE DESIGNERS?

Country: **South-Lebanon**  
Designers Age(s): **13-15**

LEBANON



WHY IS THIS RIGHT IMPORTANT TO YOU?

“If we share in all decision that related to us then **we can feel more respect and care.**”



REFLECT

- What are the articles saying about participation?
- How did you realise them?

CONNECT

- Which one of these articles do you practice the most? Why?
- Which one of these articles do you practice the least? Why?

APPLY

- How can you achieve these rights?

JOURNAL SPACE

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# HOW TO PLAY

## STEP 1

Prepare a play area and ensure it is clean.

## STEP 2

Select a Volunteer in a creative way. For example, ask for three volunteers to start by putting their hands together.

Tell them to pull out their hands up and down, two of them will be having similar direction and the one who will remain will stand aside. Continue like this until there is one child who is left in the group and this child will be responsible to tag others when the game begins

## STEP 3

Ask all children to stand in the playing area.

## STEP 4

Show where the standing objects are.

## STEP 5

Tell the children that this is a running game.

## STEP 6

Explain and demonstrate that:

- One child will run after others to tag them and others will be trying to escape from being tagged.
- The player who is tagged must stand still while touching the standing object by stretching their arm and leaving space between their body and the object.
- To continue playing, someone who is not tagged must run between his/her body and the object.
- If there are no still standing objects and there are two children who are tagged they hold hands and raise their arms in the air. Someone who is not tagged will run between them and they will both be free to continue playing.

## STEP 7

After some time select another child to tag others.

## STEP 8

End the activity at your discretion.

### GOAL OF THE GAME:

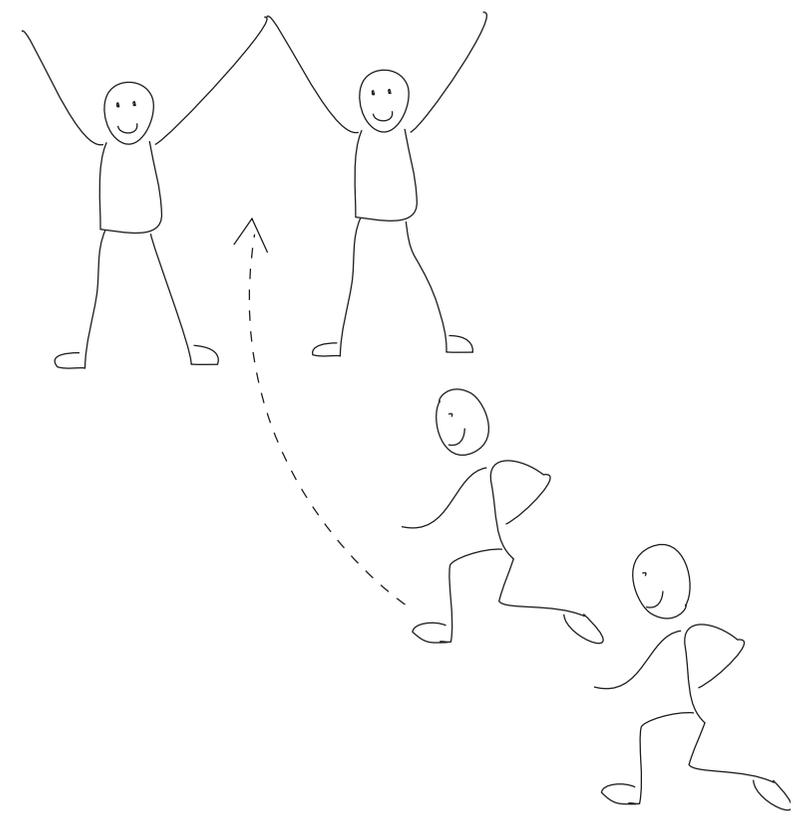
*A running game that requires one child to tag others to stop them from participating in the activity, and the rest untag them to allow them to continue participating.*

### KEY LEARNING:

*To develop a clear understanding of the importance of each child to participate in the activity.*

## OPENING DISCUSSIONS

- What are some examples of the things you often have an opportunity to participate in with your family? Community? School?
- Do you think it is important for children to participate in everything their families do? Why?



**VARIATIONS:** *To increase the intensity of the game increase the number of children to tag others.*

WHO ARE THE DESIGNERS?

Country: **Tanzania**

TANZANIA



**PLAYER AGE GROUP:**  
6 and older

**NUMBER OF PLAYERS:**  
5 or more

**WHAT YOU NEED:**  
» A standing still object(s)  
e.g. a wall, a tree

**WATCH FOR:**  
*Is every child standing still, working well to help one another, tagging gently and not hitting?*

**REFLECT**

- How difficult was it to stand while others were playing?
- During the game, was it important for everyone to continue playing? Why?

**CONNECT**

- What are some things that children are often not given an opportunity to participate in? Why?
- What are examples of things that you are allowed to participate in in your community? Explain.

**APPLY**

- What can you do to help ensure that you all children participate in the activities in your family? Community?
- What person do you trust and who can you speak to if you are not given an opportunity to participate in activities? How do you know they are trusted?

**JOURNAL SPACE**

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## HOW TO PLAY

### STEP 1

Give every child a piece of paper/ cards and a marker.

### STEP 2

Ask them to draw the picture of any emotion on the cards: for example, happy, sad, angry, excited, frustrated.

### STEP 3

Ask the children to name any emotion they can think of.

### STEP 4

Explain that this is a game about expressing emotions.

### STEP 5

Divide the children into teams of 6-8.

### STEP 6

Ask each team to form a straight line behind the start line.

### STEP 7

Place a cone or marker approximately 5-10 meters in front of each team and the emotion cards (all the drawings)

### STEP 8

Explain and demonstrate that:

- This is a relay race.
- Each child will have an opportunity to perform an emotion such as happy, sad, angry and frustrated.
- When you say, "Go!" the first child from each team will run to you and look at the emotion card and then match it with the CRC card you place on the ground. The children run to their cone to perform (without words) the emotion. The team will have to discuss and decide what its guess will be. Then it must state its guess out loud.
- When the team guesses the emotion correctly, the next child in the team takes a turn.

### STEP 9

The game is complete when each child has had a chance to perform at least one emotion.

### STEP 10

Ensure that all children understand what the emotions are before you start.

### GOAL OF THE GAME:

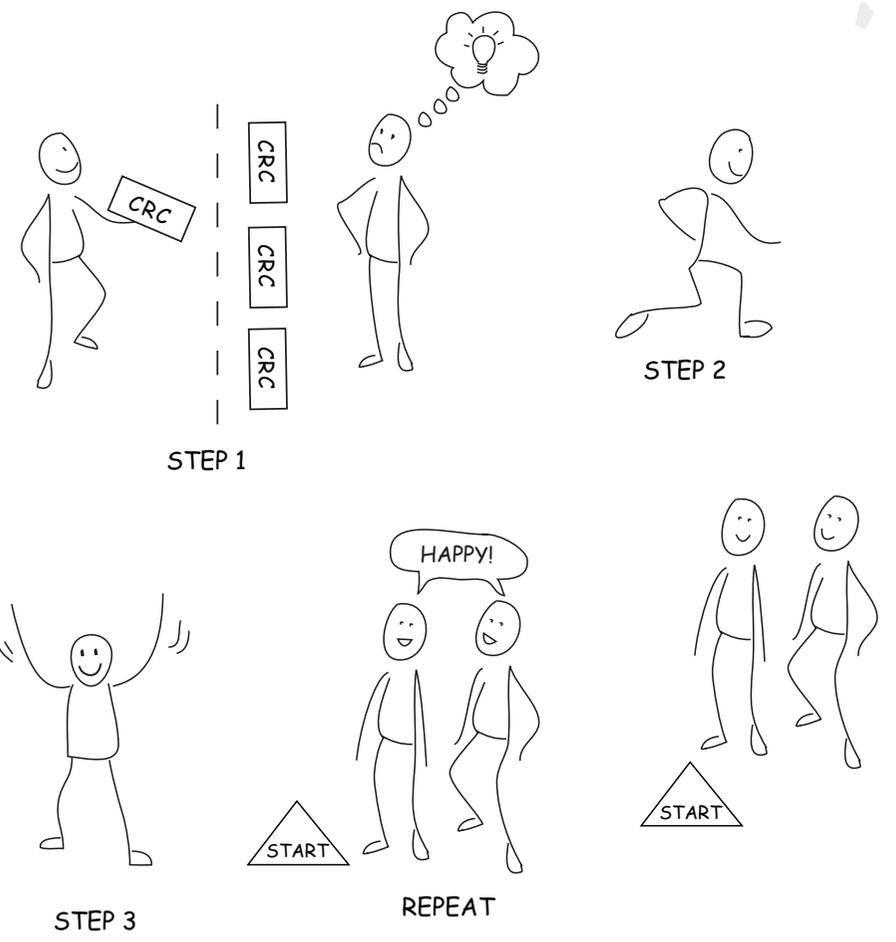
A relay race in which children act out their emotions and match it with the CRC articles.

### KEY LEARNING:

To become more familiar with selected rights from UNCRC and learn about the right of self-expression.

## OPENING DISCUSSIONS

- How do you feel about the CRC articles?
- Are there any that you feel are your favourite? Why?



**VARIATIONS:** Ask the children to draw pictures of more than one emotion and provide two or more cards instead of using picture CRC cards.

**PLAYER AGE GROUP:**  
6-9

**NUMBER OF PLAYERS:**  
6 or more

**WHAT YOU NEED:**

- » 2 cone or marker
- » Chalk (anything to mark a start line)
- » Cards/ colourful papers

**WATCH FOR:**

*Are the children able to illustrate a right and match each CRC card? Do the children understand the emotions to act without using words?*

**WHO ARE THE DESIGNERS?**

Country: **Pakistan**  
Designers Age(s): **10, 11**

PAKISTAN

**WHY IS THIS RIGHT IMPORTANT TO YOU?**

“We as children need to express our inner feelings with others because other will not value us. When we express ourselves.”

**REFLECT**

- What were the different emotions and CRC cards that you learned during this activity?
- What was the hardest emotion to guess and match with the CRC card?
- Are there any emotions that you think are missing? Why?

**CONNECT**

- Do you have the chance to express your emotions/ feelings and suggestions in life?
- Do your friends, parents and community understand and value your feelings?
- Which rights do you think are often violated in your life?

**APPLY**

- What will you do to stop the violation of the rights?
- In which ways will you and your friends prevent the violation of freedom of expression?

**JOURNAL SPACE**

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## HOW TO PLAY

### STEP 1

Divide the play area into three zones.

### STEP 2

Assign one extreme zone as "safety", the other extreme will be "discussion or decision making zone", and the middle zone as "the ocean".

### STEP 3

Ask two children to be volunteers: One as a "Mother" to stand at the decision making zone; and one as a shark to stand in the middle zone.

### STEP 4

Ask the rest of the children to stand at the other safety zone.

### STEP 5

Teach children this song:

- Mother: *Mmofra, mmofra (children, children)*
- Children: *Yes Mommy.*
- Mother: *Where are you?*
- Children: *We are here*
- Mother: *Where is the cup of tea?*
- Children: *We've drank it*
- Mother: *Where is the bread?*
- Children: *We've eaten it*
- Mother: *Where is the cup?*

- Children: *We've broken it*
- Mother: *Come my children*
- Children: *There is shark on the way. It will devour us*
- Mother: *Come, it will do you no harm*

### STEP 6

Explain and demonstrate that:

- When mother says "come to me it will do you no harm" children run across to join their mother at the discussion zone (decision making zone) as they avoid being tagged by the shark.
- A tagged child should go to the mother to join untagged children to discuss strategies to avoid being tagged.
- Mother alternates safety zone and leads children through the song and calls them to her side.
- A child is safe only when he/she enters the discussion zone (decision making zone).

### STEP 7

Have each child volunteer as Mother after every two minutes.

### STEP 8

End activity at your own discretion.

### GOAL OF THE GAME:

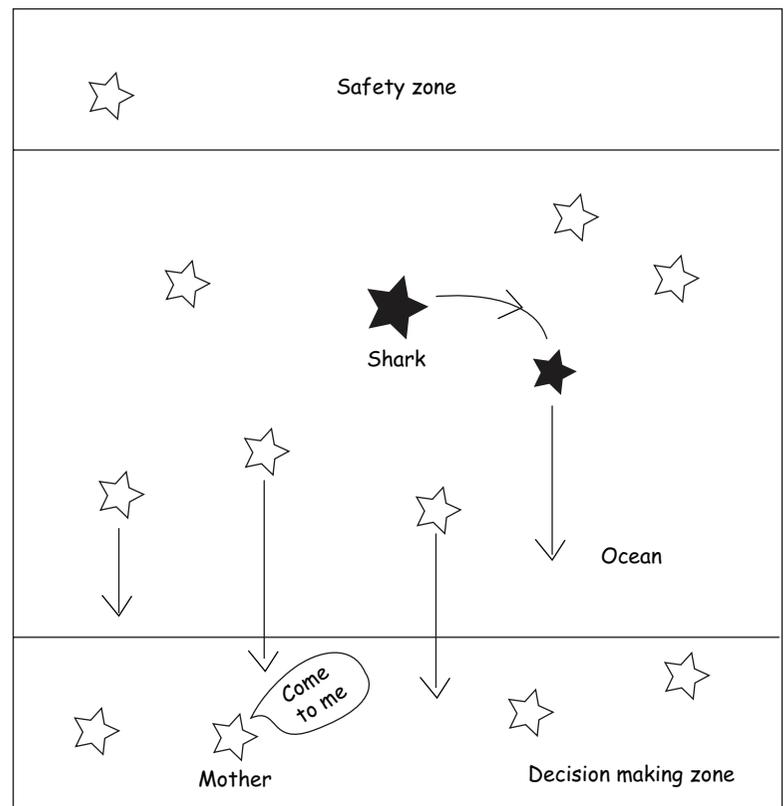
To share children's idea on participation in decision making process as they respond to series of instructions.

### KEY LEARNING:

To understand the rights of children to participate and be involved in decision making.

## OPENING DISCUSSIONS

- Do you like giving your opinion?
- In your school, how do you come by prefects?
- When has some one listened to what you had to say?



**VARIATIONS:** Ask tagged child to join the shark and help in tagging. Shark can only tag by stretching their hand out and not by running.

**PLAYER AGE GROUP:**  
6-12

**NUMBER OF PLAYERS:**  
6 or more

**WHAT YOU NEED:**

» Chalk (anything to draw a circle on the ground)

» Cones

**WATCH FOR:**

*Are children avoiding crashing into one another while responding to their mother's call? Are they joining to discuss strategies at the decision making zone?*

**WHO ARE THE DESIGNERS?**

Country: **Ghana**  
Designers Age(s): **TBD**

GHANA

**WHY IS THIS RIGHT IMPORTANT TO YOU?**

“To ensure children grow up in spirit of peace, tolerance, freedom, love and understanding.”

**REFLECT**

- How did you feel to be tagged? Did moment for discussion help prevent more children from being tagged? Was it easy or difficult to agree on a single strategy?

**CONNECT**

- What does children's participation mean? Listen for: children being able to express their opinions on matters affecting their lives and having their opinion taken seriously by adults.
- In your community, home or school do you have opportunity to share or participate in decisions affecting you as children?

**APPLY**

- What can you do to promote other children's right to participation? Possible answers: listen when they speak, respect their opinions even if they are different from mine, invite them to be part of the decision that affect them.

**JOURNAL SPACE**

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# PROTECTION



## MALI

GAME 22

**SÈGUÈ YE SIYEN  
DEN TA (SPARROW HAWK  
HUNTS THE CHICKS)**

GAME 25

**CHILD RIGHTS  
FISHING, WHO  
WINS !**

## THAILAND

GAME 17

**GO "AWAY" DRUG**

GAME 21

**WE KNOW  
OUR RIGHTS**

## RWANDA

GAME 16

**GIVE ME MY RIGHT**

GAME 24

**IKIRUKA  
(HYENA)**

## BENIN

GAME 20

**ALLOUGBAHOUE**

## BURUNDI

GAME 18

**NATAFUTA  
MWANANGU/  
I AM SEARCHING  
FOR MY CHILD**

## TANZANIA

GAME 19

**SIMBA NI MKALI/  
LION IS DANGEROUS**

GAME 23

**KOMBOLELA (HIDE  
YOURSELF)**

## ARTICLE 19

You have the right to be protected from being hurt and mistreated, in body or mind.

## ARTICLE 33

You have the right to protection from harmful drugs and from the drug trade.

## ARTICLE 34

You have the right to be free from sexual abuse.

## ARTICLE 35

No one is allowed to kidnap or sell you.

## ARTICLE 37

No one is allowed to punish you in a cruel or harmful way.

## ARTICLE 36

You have the right to protection from any kind of exploitation (being taken advantage of).

## ARTICLE 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

## ARTICLE 39

You have the right to help if you've been hurt, neglected or badly treated.

## ARTICLE 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

## ARTICLE 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

These rights seek to ensure no one takes advantage of you and your peers and that your minds and bodies are protected.

## HOW TO PLAY

### STEP 1

Ask all children to do a warm up, run with speed and jump.

### STEP 2

Continue this exercise until the players have stretched enough.

### STEP 3

During the running; each child will take a piece of paper from the basket and communicate roundly to others the number she/he got.

### STEP 4

Stop the exercise and ask players to make a straight line according to their numbers: 1-10.

### STEP 5

Ask the number 3, 5 and 8 to take hands of their right and left side, then take a cord or rope and carefully tie their legs together.

### STEP 6

Ask number 10 to say stand up with a ball which is considered as the right to survival.

### STEP 7

Use a whistle to divide players into two teams

- Team A is composed of tied players
- Team B is made up of untied players

### STEP 8

Ask number 10 to pass the ball to the team of the non- tied children.

### STEP 9

Ask tied children to try and touch the ball.

### STEP 10

When a tied player touches a ball or the ball touches him/her, the non-tied player takes the ball and you give instructions to free the child and join the non-tied team.

### STEP 11

After, pass the ball to a new corner and ask all players continue to play.

### STEP 12

Explain that once the ball touches a person she/he gets the right to something.

### STEP 13

The game continues and ends when all tied players are liberated and free.

### STEP 14

Restart the game and ask teams to exchange the roles played.

#### GOAL OF THE GAME:

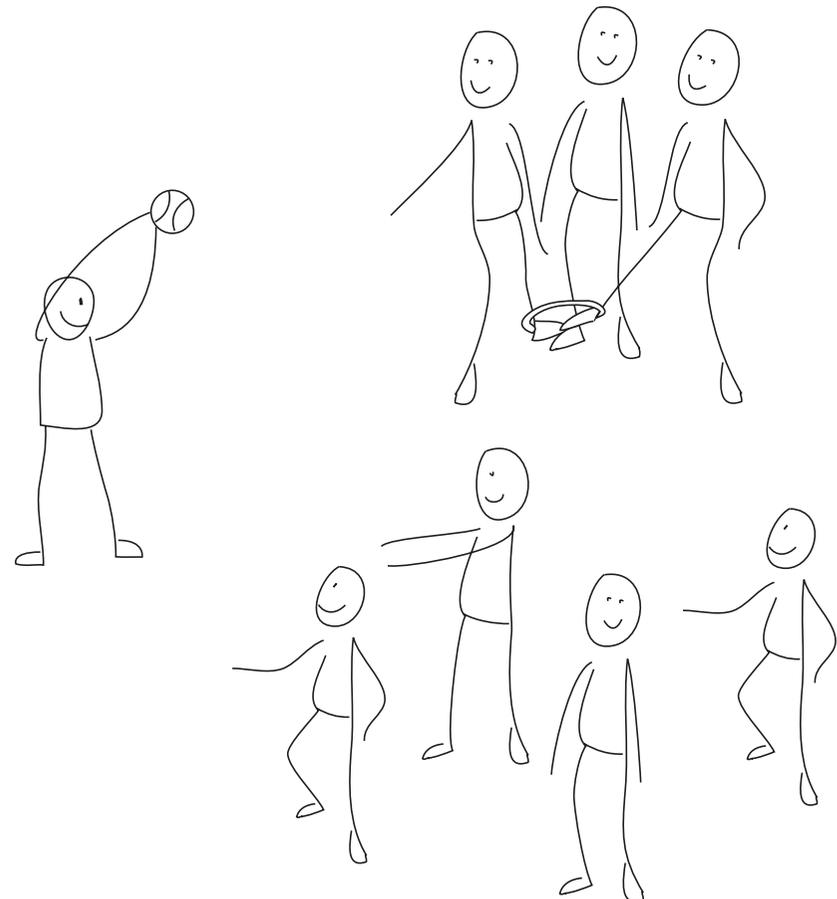
*To go beyond the challenges and look for your rights*

#### KEY LEARNING:

*To learn some factors or situations that contribute negatively and result in children's rights violation.*

## OPENING DISCUSSIONS

- Why do you need to eat clean food and water?
- What will happen if you do not receive the right nutrition and clean food?



**PLAYER AGE GROUP:**  
12-15

**NUMBER OF PLAYERS:**  
10

**WHAT YOU NEED:**

- » 1 ball
- » Chalk
- » 1 Black or other coloured rope
- » Whistle
- » 10 Pieces of paper numbered from 1-10
- » A basket or anything which may contain those pieces of papers

**WATCH FOR:**

- » Are players tied motivated to touch or to be touched by a ball?
- » Are tied children safe?

**WHO ARE THE DESIGNERS?**

Country: **Rwanda**  
Designers Age(s): **13, 14**



**WHY IS THIS RIGHT IMPORTANT TO YOU?**

“Playing is very interesting but where we live there is no place for kids to play except at our school.”

**REFLECT**

- How did you feel playing the game when you are part of the tied players?
- How did you feel when the tied players were liberated and joined your team?
- What did you do to touch the ball when you were part of the tied players?
- What does the ball represent in this game?
- What does the cord or rope represent in this game?

**CONNECT**

- What kind of child abuse do children in your community face?
- What do children do if they have been abused? Where do they go for support?

**APPLY**

- What will you do to fight for your rights?
- What can you advise your peers to do if they are abused?
- Where should they go for support?

**JOURNAL SPACE**

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## HOW TO PLAY

### STEP 1

Explain to participants that there will be three characters for the game: 1) children; 2) drug addicts; 3) care takers

- Ask for three volunteers to be the children
- Ask for two volunteers to be the drug addicts
- Ask the rest of players to be the caretakers

### STEP 2

Explain and demonstrate that:

- When you say "Go!" the drug addicts will walk and try to tag children.
- Children need to run and ask for help from caretakers before drug addicts reach them.
- After caretakers are asked for help form children, they will hold each other's hands and form a circle surrounding the children. They can move in any direction to protect the children.
- Drug addicts must find ways to tag children.

### STEP 3

Take turns for the next round.

### STEP 4

End the activity at your discretion.



### GOAL OF THE GAME:

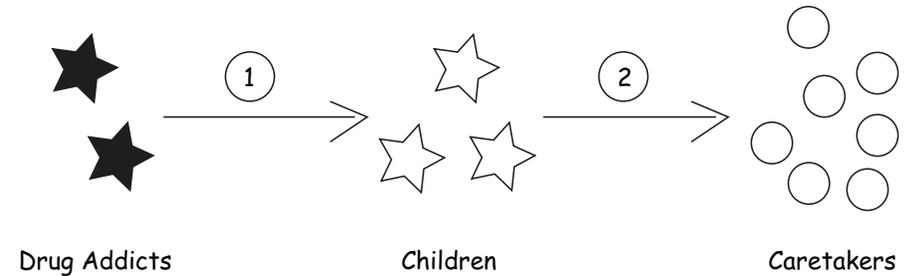
To protect a teammate form being tagged.

### KEY LEARNING:

Article 33: For children to know that they have right to protection from harmful drugs and from drug dealing.

## OPENING DISCUSSIONS

- What is a drug? Could you give an example?
- What are the impacts of someone who uses drugs or who is addicted to drugs?



PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» *Just yourselves!*

WATCH FOR:  
*Are children able to ask for help from caretaker and how?*

### WHO ARE THE DESIGNERS?

Country: **Thailand**  
Designers Age(s): **9-11**

THAILAND



### WHY IS THIS RIGHT IMPORTANT TO YOU?

“Children need to know that they have the right to be protected from drugs and know **how to avoid it.**”



### REFLECT

- How do the children feel when “drug addicts” try to tag you?
- How do those who are “children” ask for help from caretakers?
- What did the caretakers do to protect children?

### CONNECT

- In your experiences/ opinions, why do children get involved with drugs?
- What do you think happens to people in your community after they use drugs?

### APPLY

- What should you do when a drug addict asks you to try or tells you to take drugs? Give an example.

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Ask children to make a circle

### STEP 2

Ask 2 children to volunteer for two roles, one as a child the other as a perpetrator who can be a man who wants to beat a child

### STEP 3

In the circle, ask children to make a fence by putting their hands together to protect the child against the perpetrator who wants to capture him

### STEP 4

Ask the volunteer child to stand in the middle of the circle.

### STEP 5

Ask the perpetrator to walk around outside the circle looking at all connecting hands asking to pass to go to see his child.

- Perpetrator says: "I am searching for my child mentioning the name (e.g. Charles!)"
- Children: Charles is not here.., he is not here!
- Perpetrator: where is s/he?
- Whole group: Maybe he went to the market!

- Perpetrator says: Am looking the weak joint; what is your fence made of?

### STEP 6

The children whose hands are put together at that particular place in the circle has to tell the perpetrator how strong the fence is by mentioning strong things such as cement and concrete.

### STEP 7

When the perpetrator succeeds to break up the circle and gets into the circle, the game ends and two other children take over the roles.

### STEP 8

The game continues until almost all the children have got the opportunity to play the roles of perpetrators and protected child.

**VARIATIONS:** Children are able to leave the play space if this game makes them scared or uncomfortable. We can have more than one child playing the role of perpetrator or the child to be protected.

### GOAL OF THE GAME:

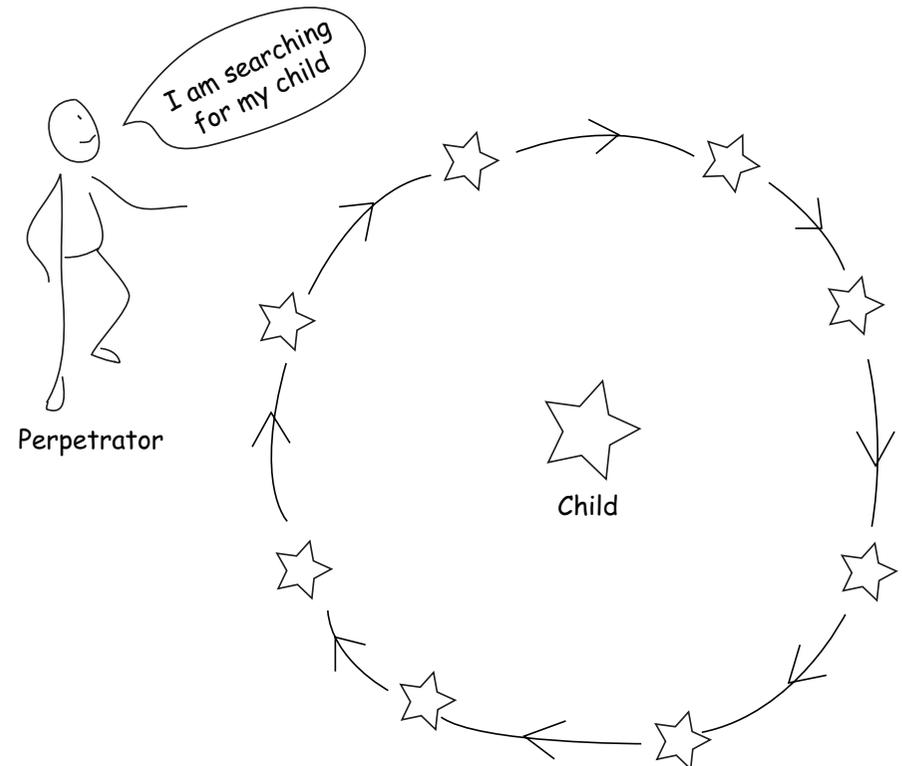
To cooperate as protective mechanism.

### KEY LEARNING:

To build sense of synergy on addressing and preventing abuse.

## OPENING DISCUSSIONS

- What do you do to protect yourself?
- What can you do to make someone feel safe around you?



**PLAYER AGE GROUP:**  
6-12

**NUMBER OF PLAYERS:**  
6 or more

**WHAT YOU NEED:**  
» Just yourselves!

**WATCH FOR:**

*Are children making a strong sense as a protected system? Are children trying to block the perpetrator to get inside the circle and not causing harm to each other?*

**WHO ARE THE DESIGNERS?**

Country: **Burundi**

**BURUNDI**



**REFLECT**

- Was it easy or difficult to prevent the perpetrator getting into the circle? Why, or why not?

**CONNECT**

- How does your community strategize to protect children who need support?

**APPLY**

- What are protective measures that can you put in place as a group of children to ensure that you come together to prevent other children from abuse in your community?

**JOURNAL SPACE**

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## HOW TO PLAY

### STEP 1

Divide the play area into 3 sections with a starting zone, dangerous and safety zone (see diagram).

### STEP 2

Ask for two volunteers: one to act as lion and one as a mother.

### STEP 3

Ask other children to stand up in the starting zone 2–3 meters away from the lion who stands in the dangerous zone.

### STEP 4

Ask the mother to stand behind the lion in the safety zone.

### STEP 5

Explain and demonstrate that:

- This is a tag game
- Teach the mother and children the following song:
  - » Mother sings “*watoto wangu nyiee (you my children)*”
  - » Children in starting zone will have to respond...*Eeeee! (Yees)*
  - » Mother continues: *.mimi mama yenu (I am your mother)..... Eeeee! .....Sina nguvu tena (I don't have strength ) ..... Eeee(yees).....ya kuua simba( to kill the lion) .....Eeee(yees) ...aliua mama, akaua baba sasa kimbieniiii (he killed my father, he killed my mother, then run and save yourself).*
- Cautiously children run across the dangerous zone.
- The lion will chase and tag as many children as possible before reaching their safety zone where the mother stands.
- A child tagged before reaching the safety zone becomes a second lion.

### STEP 6

The game continues until no children can cross untagged because of the number of lions in the dangerous zone

### STEP 7

Ensure that there is enough open space to play this game safely.

### GOAL OF THE GAME:

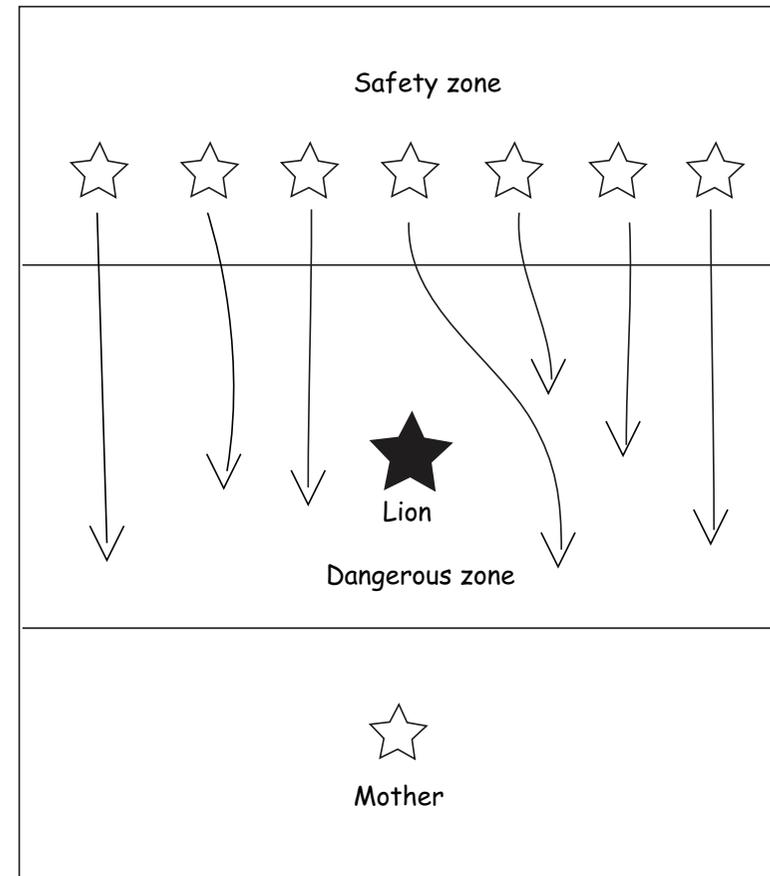
Creating an awareness that protection begins with self.

### KEY LEARNING:

To develop sense of safety and taking precautions.

## OPENING DISCUSSIONS

- How do you know when you are in a safe environment?
- How does your body and heart feel when you or your family feel threatened?



**PLAYER AGE GROUP:**  
6-12

**NUMBER OF PLAYERS:**  
6 or more

**WHAT YOU NEED:**  
» Chalk or white powder

**WATCH FOR:**  
» Are children creatively escaping the danger?  
» Are children running when they are supposed to?

**WHO ARE THE DESIGNERS?**

Country: **Tanzania**  
Designers Age(s): **13**

TANZANIA



**REFLECT**

- For those who have successfully crossed the dangerous zone, what did you do to cross safely?
- For those who were tagged while crossing the dangerous zone; why was it not easy for you to cross?

**CONNECT**

- What other types of threatening environment might a child come across in your community?

**APPLY**

- What can you do to make sure that you're always in a safe environment?
- What can you do as a group of children to pass across a dangerous situation?

**JOURNAL SPACE**

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## HOW TO PLAY

### STEP 1

Ask for a volunteer.

### STEP 2

Hand the volunteer a scarf to hide their face and ask them to start singing and the participants follow him/her as written here:

- Child with blindfolds: *Allougbahoué*
- Other participant children: *Djanto*
- Child with blindfolds: *Allougbahoué*
- Other participant children: *Djanto*
- Child with blindfolds: *N' mon tovi o*
- Other participant children: *Na whlui*
- Child with blindfolds: *N' mon nonvi o*
- Other participant children: *Na whlui*
- Child with blindfolds: *N' mon nonvi o*
- Other participant children: *Na whlui*
- Child with blindfolds: *E sou gbanhoun do gbeto ta*
- Other participant children: *Gbeto do houn*
- Child with blindfolds: *Eyaah*

### STEP 3

While saying *Eyaah* (Ready) he/she starts running while looking for those who aren't in a circle or a hoop.

### STEP 4

As soon as he/she arrives to reach someone with the scarf out of a circle or hoop that child replaces him/her to lead the game singing as described previously.

### STEP 5

The Coach/teacher ends the game when he/she wants or as soon as children are tired.



### GOAL OF THE GAME:

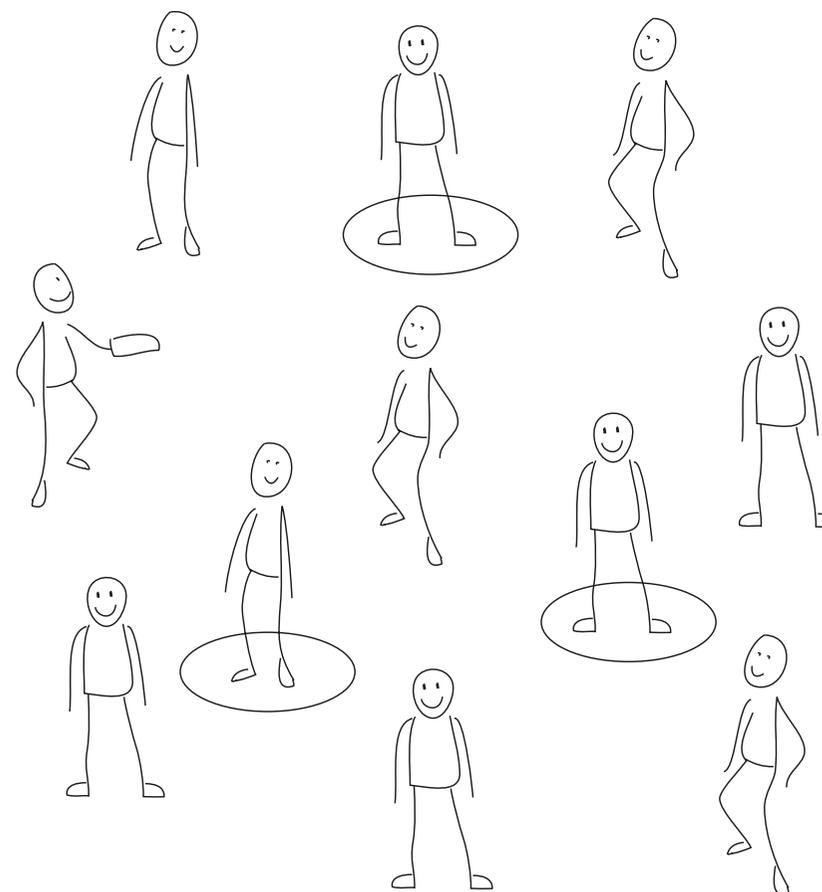
To increase children's understanding of child protection services

### KEY LEARNING:

To learn about child protection services.

## OPENING DISCUSSIONS

- What do child rights mean?
- What child rights do you know?



**VARIATIONS:** Instead of running, children can jump on one foot or on joined feet. Reduce continuously the number of hoops during the game

PLAYER AGE GROUP:  
6-15

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:

- » Hoops
- » Blindfolds
- » Cones
- » Scarf

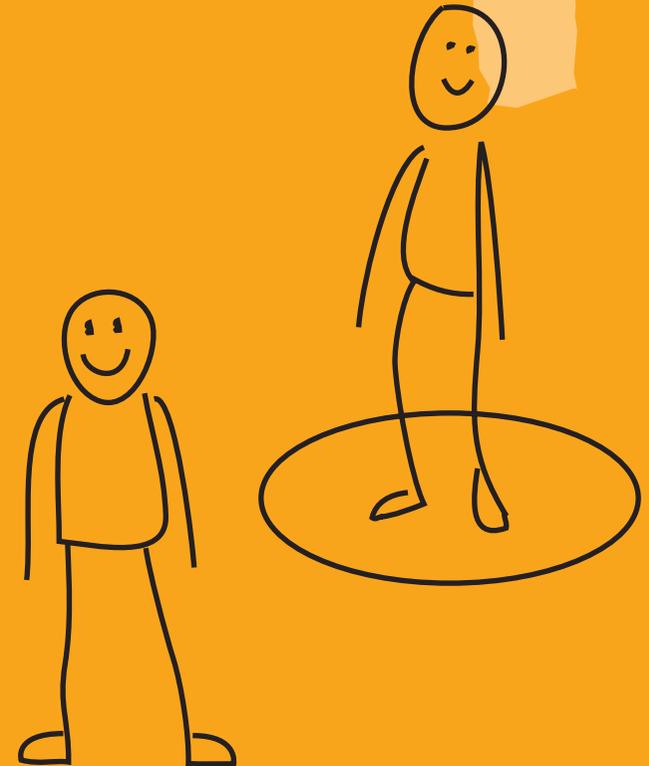
WATCH FOR:

- » Do children respect their peers when playing?
- » Do they accept to take the scarf immediately when it touches them!
- » Are they happy and do they make the sing funny!

WHO ARE THE DESIGNERS?

Country: **Benin**  
Designers Age(s): **8-14**

BENIN



REFLECT

- Can the scarf touch those who are in the hoops or circles?
- Who could the scarf reach?
- Who couldn't be reached by the scarf?

CONNECT

- Are there some places at home, at school and community where you feel safe as the hoops or circles?
- Are there some places at home, school and in the community where children you know don't feel safe?

APPLY

- What do you think can be done to make safe places safer for you?
- What can be done to make the unsafe places safer for you?
- Who can help you have the place safe and stay in safety?

JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Divide children into 2 teams: A and B.

### STEP 2

Team A will be a blocker.  
Team B will be a seeker.

### STEP 3

Explain and demonstrate that:

- The role of the “blocker” is to hide the photo cards before the game starts
- The role of the seeker is to search for the picture cards at least one per person.
- When you say “Go!” Team B will search for the picture cards, while Team A will do what they can to block the way.
- Once each member of Team B finds the cards, they have to share the rights which relate to the picture on the card one by one.
- Team A will release the team members of Team B who are able to recognize the right related to the picture.

### STEP 4

Change the roles for the next round.

### STEP 5

End the activity at your discretion.



Ensure that children have learned about the UN Convention on the Rights of the Child before playing this game.

### GOAL OF THE GAME:

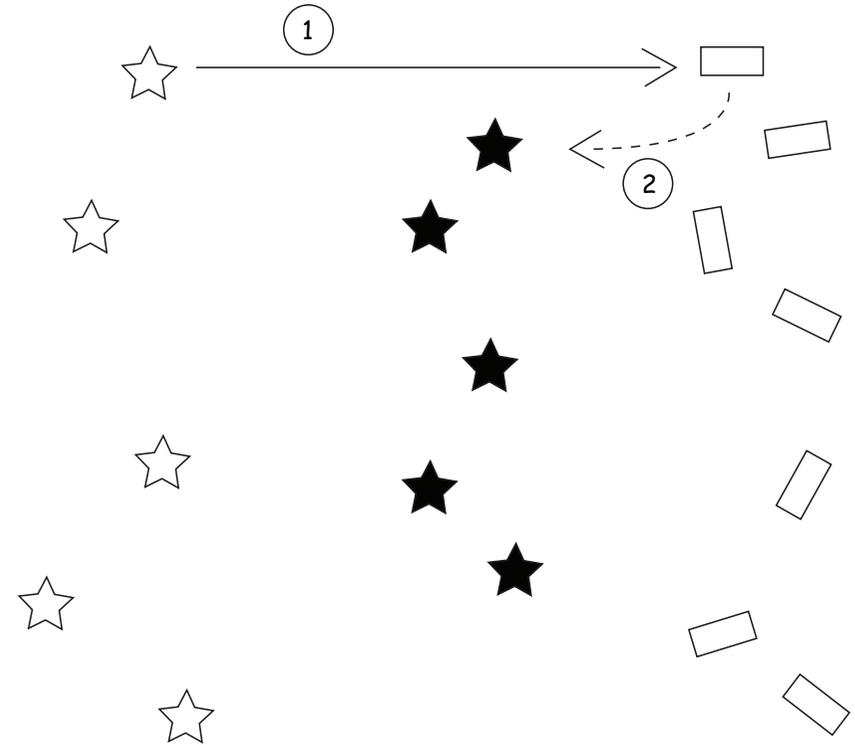
And activity that children try to find and explain the meaning of CRC cards

### KEY LEARNING:

Article 2: To raise awareness that all children have rights and no child should be treated unfairly on any basis.

## OPENING DISCUSSIONS

- Does anyone know what the Convention on the Rights of the Child (CRC) is?
- Give examples of some rights in the CRC



Group 2: Seeker

Group 1: Blocker

Hidden photo cards

PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» CRC cards  
(1 set, can be found with Game #1)

WATCH FOR:  
*Are the children able to link the picture with CRC?*

### WHO ARE THE DESIGNERS?

Country: **Thailand**  
Designers Age(s): **9-11**

THAILAND



### WHY IS THIS RIGHT IMPORTANT TO YOU?

“Children **need to know** their rights.”



### REFLECT

- Was it easy or difficult to think of the rights related to the picture card? Why was it easy or difficult?
- Are all of these rights important to you? Why or why not?

### CONNECT

- In your opinion, who should support children to have all the rights?

### APPLY

- How can you help other children know about the CRC?
- What do you think you can do to help others get their rights?

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Ask a volunteer to act as a chicken mom.

### STEP 2

Ask another volunteer to act as the sparrow hawk.

### STEP 3

All other players will be the chicks (baby chickens).

### STEP 4

When the game starts, all chicks must name a child's Right to be protected.

### STEP 5

Any chicks that repeats a Right already named or does not know one is hunted by the sparrow hawk.

### STEP 6

Any chick that gets caught must name another child Right that has not been said yet during the game. If s/he cannot name another right then she/he will be considered captured and moved to the side of the sparrow hawk.

### STEP 7

Ask all other players to be the chicks.

### STEP 8

A player (Chicken mom) protects her "chicks" (all other players) against attacks from another player (the sparrow hawk). Any "chick" that is caught by the sparrow hawk, moves to his side.



### GOAL OF THE GAME:

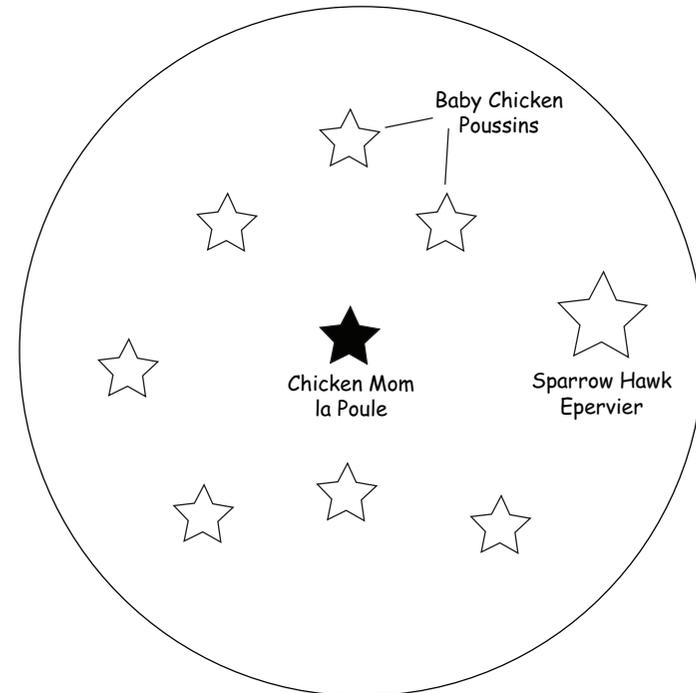
A game of the sparrow, hawk and the hen in which the players try to avoid getting caught by the sparrow hawk. While knowing their rights.

### KEY LEARNING:

Learn to recognize different ways children can protect their rights.

## OPENING DISCUSSIONS

- What are some child rights?
- Who are the people with whom you feel most safe and protected? Why do you feel protected when these people are around?
- What are the places in your community that can be dangerous for you?



Ensure that children have learned about the UN Convention on the Rights of the Child before playing this game.

PLAYER AGE GROUP:  
6-10

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» Just yourselves!

WATCH FOR:  
*Do the children know about their rights? If no elaborate and explain.*

WHO ARE THE DESIGNERS?

Country: **Mali**  
Designers Age(s): **6-12**



WHY IS THIS RIGHT IMPORTANT TO YOU?

“Learn to recognize different ways children can protect their rights.”

REFLECT

- What is a child right?
- Why is it important to know your rights?

CONNECT

- What are the child rights that are reinforced in your community? How?

APPLY

- What can you do to raise awareness in your community on child rights?

JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Ask one child to be the searcher

### STEP 2

Explain and demonstrate that:

- The searcher will shoot a ball from the center to any direction of the playground.
- The searcher will follow the ball and bring it back to the centre of the playground while other children run and hide themselves
- All the other children will hide near the playground
- Once the searcher has brought back the ball to the center he must start searching for the children who are hidden, while also keeping an eye on the ball
- The searcher will be active to find the hidden children when the searcher sees one of the hidden children, he calls his name out in a loud voice after mentioning the word Kombolela (E.g. Kombolela Michael).

- Once it happens that one of the hidden children comes out to shoot the ball without being seen he will save the other children who were already caught by the searcher child.
- He will go back to collect the ball while the children keep hiding.
- If he succeeds to discover one of the hidden children and calls his name, the one mentioned takes over his place and the volunteer child also hides himself.
- The game continues with the children playing these different roles: hiding, protecting and kicking the ball.

### STEP 3

The game ends if all the children have been discovered by the searcher or protector of the ball.

Ensure that the playing area is a clean and safe environment.

### GOAL OF THE GAME:

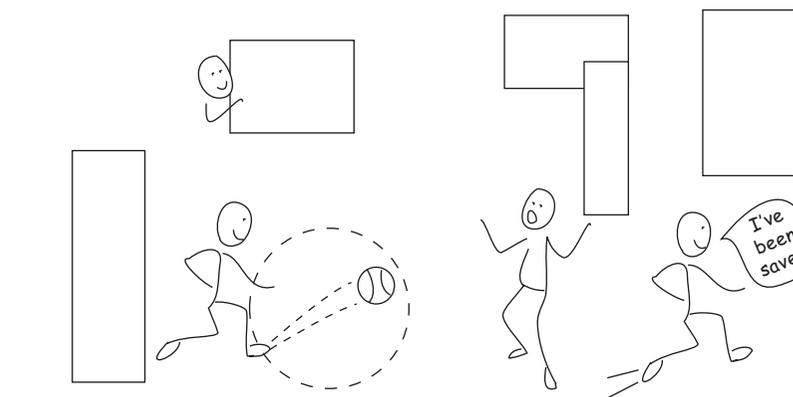
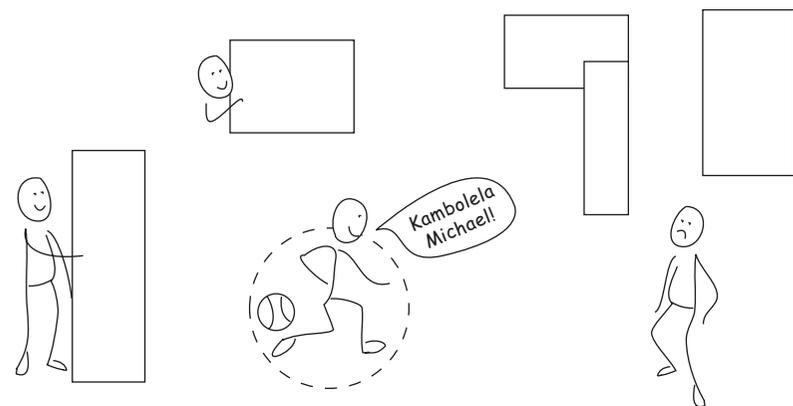
To help children to know on how they can help each other to protect their own right.

### KEY LEARNING:

How to protect the rights of other children.

## OPENING DISCUSSION

- What are some examples of how your community protects you?
- What emotions do you feel when you are in a safe space?



PLAYER AGE GROUP:  
6-9

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:  
» Football or cones

WATCH FOR:  
*Are the children near the play area? Are children accepting to come out after being mentioned by the searcher child?*

### WHO ARE THE DESIGNERS?

Country: **Tanzania**  
Designers Age(s): **13-14**

TANZANIA



### REFLECT

- How did it feel to be the searcher? How did it feel to be the child hiding?
- How did it feel when you were caught?

### CONNECT

- Have you ever tried to protect your fellow children (peers) who were in danger?
- What types of dangers are faced by children in your community?

### APPLY

- What will you do to help your fellow children (peers) facing danger in your community?
- What will you do as a group of children to protect yourself against any danger?

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Divide the play space into 3 zones.

### STEP 2

Ask one volunteer to be a attacker and 4 others to be protectors.

### STEP 3

Ask the attacker to be in the middle of the play space and protectors to be on one edge.

### STEP 4

Let all remaining children be in one zone at the other edge of the play space.

### STEP 5

Explain that the protector calls loudly all children from the other edge and says: "My friends why aren't you coming?"

### STEP 6

All children reply: "We are afraid."

### STEP 7

Protector says: "You are afraid of what?"

### STEP 8

All children mention any type of abuse. e.g. We are afraid of being sexually abused

### STEP 9

Protector says: "Please come, I will protect you."

### STEP 10

Children run to protector's zone avoiding to be touched by the attacker who moves in middle and try to touch as many children as he can.

### STEP 11

The protector tries to touch any of abusers who stops from moving whenever he/she is touched.

### STEP 12

The protector can also liberate children touched by attackers by giving them a hand and these ones continue to run to the free zone.

### STEP 13

When a teacher gives a sign, the game stops and all children touched by attackers become new attackers.

### STEP 14

New protectors volunteer are appointed and the game continues.

**Note:** Before the protectors call loudly the children, these ones must have agreed on a type of abuse they will mention.

### STEP 15

The game ends at teacher's discretion.

### GOAL OF THE GAME:

This is an activity in which children try to leave one zone and try to reach the second zone of protection without being touched by the attacker.

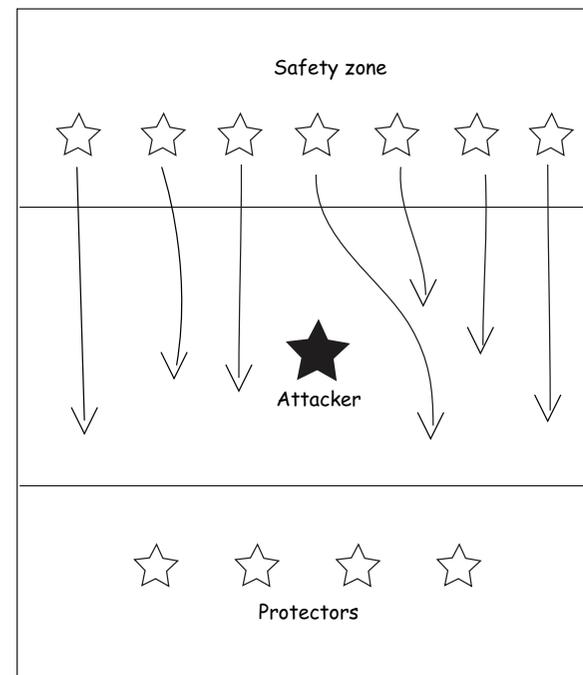
### KEY LEARNING:

Develop the capacity to protect children against abuse.

## OPENING DISCUSSION

- Has someone ever helped protect you?
- How did you feel about this person?

**NOTE:** This game may cause emotional stress. Before you start this game tell all participants they can choose to step out at any time. Adults and Coaches can provide support where necessary.



PLAYER AGE GROUP:  
6-12

NUMBER OF PLAYERS:  
10 or more

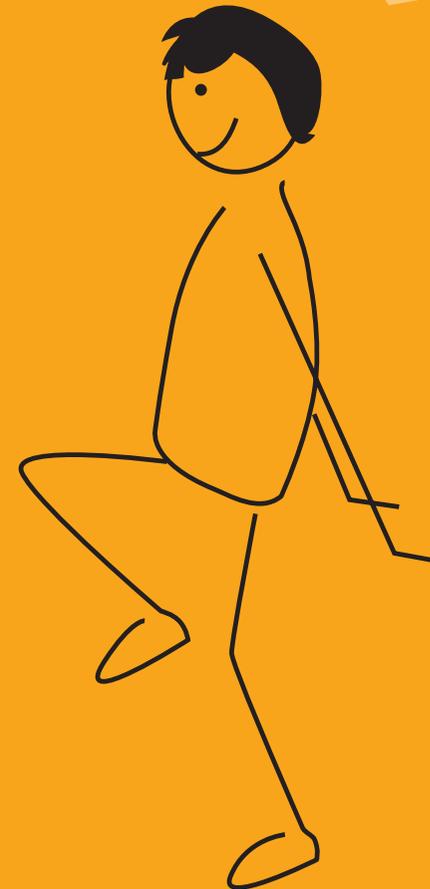
WHAT YOU NEED:  
» Coloured rope  
» Cones

WATCH FOR:  
*Are the children running safely?*  
*Are the protectors working to liberate the Children?*

### WHO ARE THE DESIGNERS?

Country: **Rwanda**  
Designers Age(s): **13-14**

RWANDA



### REFLECT

- How did you feel to be the Protector? Why?
- How did you feel to be the Perpetrator?
- How did it feel to be the child? Why?
- What was your strategy to protect others?

### CONNECT

- What kind of child rights violations occur in your community?
- What is being done in your community to fight against child abuse?

### APPLY

- What can you and your peers do to protect yourself in your community? Where can you go for support?
- What can you do to increase awareness for your peers?

## JOURNAL SPACE

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## HOW TO PLAY

### STEP 1

Ensure the play space is clean and safe.

### STEP 2

Divide children into two equal groups facing each other and with a distance of at least 6 meters.

### STEP 3

Place the cards at the center between the two groups.

### STEP 4

The team on your right have to send one member in the center arrange the card by pair.

### STEP 5

While the team on your left have to place two members at each edge with one ball each.

### STEP 6

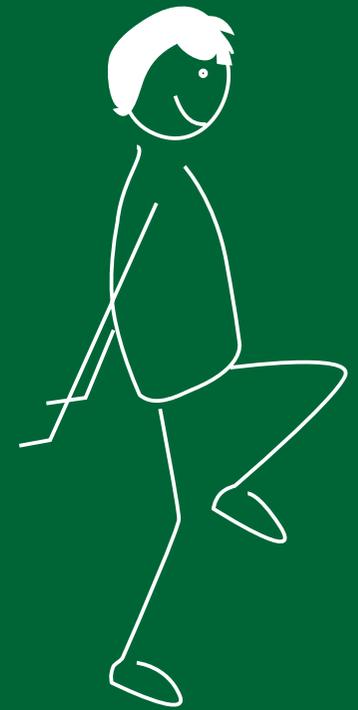
When you give the start sign, the player from team one must start arranging the card and avoid shots from his right and left from team two players. He has the right to catch the balls and send them away to have time to continue.

### STEP 7

If the player from team is able to complete the arrangement without being touched by a ball, his team scores one point. But if the player is touched by a ball, the other team wins the score and they have to rotate.

### STEP 8

The game can continue until the children have clear ideas about the child right categories and the links between them.



### GOAL OF THE GAME:

A competitive game in which children look for cards on which appear categories of child rights and place them by pair while avoiding non-protective bullets

### KEY LEARNING:

Familiarize yourself with child rights and violations.

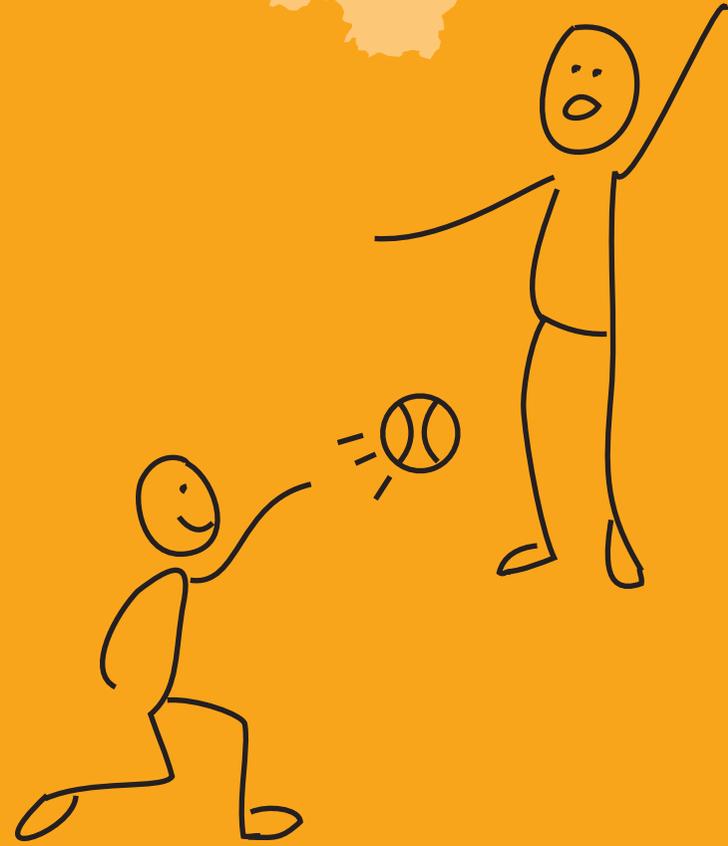
### OPENING DISCUSSION

- Can anyone tell me what a child rights violation is?
- What are the reasons of the violations according to you?
- Do you know the child right categories?



WHO ARE THE DESIGNERS?

Country: **Mali**



PLAYER AGE GROUP:  
7-9

NUMBER OF PLAYERS:  
6 or more

WHAT YOU NEED:

- » Rights & Responsibilities Cards (1 set, can be found with Game #6)
- » Small balls

REFLECT

- Which child right category did you learn during this game?
- Were any of the rights surprising to you? If yes which one(s) and why?
- Is there any child right to which you will not agree and why?

CONNECT

- According to you what are the child rights that are well known in your community and why?
- What are the rights which are most often violated and why?

APPLY

- Is it important to know your rights and why?
- Why is it important that your parents and other adults know child rights?

JOURNAL SPACE

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## A GAME FROM US TO YOU

# HOW DO YOU PLAY THE INTERACTIVE BOARD GAME?

### STEP 1

Invite your friend to find 2 small stones from the ground to start the game. These will be the 'moving stones' – one for your friend and one for you. Give yourselves enough time to find your unique 'moving stone'. Be a friend if they ask you for help.

### STEP 2

Set the 2 stones on the house in the upper left corner of the game.

### STEP 3

Ask one another any questions or comment about the board game.

### STEP 4

Invite your friend to choose the direction their moving stone will travel. You will move your stone in the opposite direction. Players take turns.

### STEP 5

Action boxes: Each player will move their body according to the action in the box. Encourage the use of space and as much creativity as the child feels comfortable expressing.

### STEP 6

Emotion boxes: Invite the Child to respond to the question by telling you or showing you ("When I feel joy, I\_\_\_\_\_") through conversation or body movement.

### STEP 7

To start next turn count the number of feet to jump forward.

» Where do we go from here?

» How can you use these games to be Child Rights leaders in your community?

## JOURNAL ACTION PLAN

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Do you want to play this game with me?



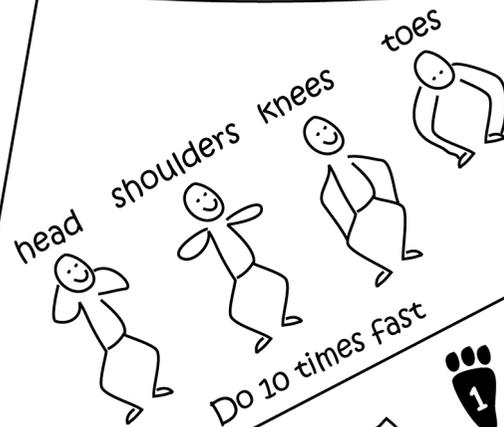
dancing



mirror



WHEN I FEEL JOY I \_\_\_\_\_



Do 10 times fast



# PLAY

MOVE. LAUGH. EXPRESS YOURSELF.

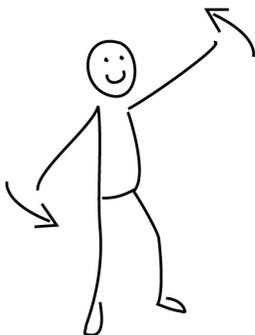
skipping robot



WHEN I FEEL ANGRY I \_\_\_\_\_

WHEN I FEEL MUSIC I \_\_\_\_\_

move arms in opposite direction



Do 5 times fast

skipping



shadow





**RIGHT TO PLAY**