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“Rights4Kids”

Child participation workshop methodology



Athens, Greece



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1. Background

Although the Convention on the Rights of the Child changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and assistance, the violations of children's rights still have no boundaries and remain detectable all over the world.

The Convention on the Rights of the Child is the most rapidly and widely ratified international human rights treaty in history. 196 states committed to promote children's rights and to use the Convention as a framework to change their laws, policies and services so that all children are protected.

It is a fact that some important laws have been adopted worldwide but the violation of children rights remains an issue. Every day, even in our modern Western society, the fight against children exploitation is endless. Moreover, the right to education, the rights of children with disabilities, the principle of non-discrimination according to which all children should have the same rights without distinction of race, sex, language and religion are often infringed.

Consequently, it is very important to help children learn and assert their rights while respecting those of others. Teaching children is not only a way to improve their current social life but to prepare responsible future citizens who will respect human rights.

Theatre has an effective role in young people's lives. Through theatre, young people can talk about their problems, life situations, doubts and uncertainties, but also communicate and interact with their peers. Theatre also creates a bridge between the worlds of children and adults.

2. Objectives

The goal of the “Rights4Kids” project is to ensure every child has a human rights-based approach to education that respects and promotes her or his right to dignity and harmonious development through:

- Promoting an understanding and awareness of the value of the arts in the educational process. Theatre in education supports learning about social issues and fundamental rights. The performances about the rights of the children are a real opportunity to engage young people and educators with relevant life issues, through their interaction with the actors;
- Encouraging children to reflect on their rights and share their experiences and stories. At the end of each performance, children will be solicited to reflect and converse with the actors and educators about their impressions and experiences;
- Supporting the transnational circulation of artistic performances regarding the rights of children amongst the partners’ countries;
- Raising awareness and advocacy initiatives on children rights by disseminating to educators the material gathered throughout the project.

More info:

- *Vimeo:* <https://vimeo.com/showcase/7829788/video/481136323> & <https://vimeo.com/showcase/7829788/video/481139422>
- *Website:* <http://rightsforkids.eu/> & <https://ddp.gr/rights4kids-festival-pagkosmia-imeragiatadikaionmata/>



3. Workshops Methodology

a. Introductory session: Presentation of the Convention on the Rights of the Child

Timing: 3 hours Aims:

- Presentation of the United Nations Convention on the Rights of the Child (UNCRC)
- Make sure the teens understand their rights (teens' recommendations)
- Encourage teens to express themselves about their rights (teens' recommendations)

Materials:

- Convention on the Rights of the Child in a child-friendly language (poster)
- I have rights, you have rights, he/she has rights (poster) link [here](https://edoc.coe.int/en/11-18-years/5510-i-have-rights-you-have-rights-heshe-has-rights-.html)
<https://edoc.coe.int/en/11-18-years/5510-i-have-rights-you-have-rights-heshe-has-rights-.html>

Method:

20 minutes Ice breaker:

- Prepare nametags for each teen;
- "Discovering the space around you": Teens will walk around the room where the workshops will take place and will stop in front of any object that got their attention. They will explain to the group why they chose this object;
- The teens should make a brief presentation of themselves;
- Then, in pairs, they will photograph one feature of the other that impressed or reminds them of something. They will talk to each other about them and after all teens will present the traits they chose and why to the group using tablets/phones to show the picture.

Activities:

Before the presentation, the facilitators should mime some rights being violated (for example, one of the facilitator could put his hand on top of the mouth of the other facilitator to prevent him from speaking)

60 minutes 1. Presentation of the UNCRC to the teens

Explain that all children have rights without distinction of race, sex, language and religion.

**Use the posters I have rights, you have rights and the child-friendly version of the UNCRC.*



15 minutes 2. Break – play a game. Apple, Pear, Fruit salad

The teens seat on chairs in a circle. The facilitator who will be at the center of the circle will name each participant as a fruit (apple, pear, banana). He/She will then yell the name of one fruit. Every child that has heard its “name” should change seats with the same fruit. Whoever stays in the center will yell another fruit name. If he/she says “fruit salad” everyone must change seats.

15 minutes 3. Ask the teens to think which rights they exercise in their daily life. For this activity, you will need to use the flashcards. Put one in the middle of a whiteboard and ask them to share their opinions.

30 minutes 4. Get the teens to explore why each right is important and who is responsible for upholding them. Give them universal symbol for the main civil services. You may find it useful to use the table below to facilitate the discussion.

POLICE	HOSPITAL	SCHOOL	COURTHOUSE

Make sure that you conclude by reassuring the teens that: it is the responsibility of the State to uphold the child’s rights. Make sure the teens understand that if their rights have not been respected it is not their fault. But it’s their responsibility to learn their rights, comprehend them and respect the rights of others.

15 minutes 5. Invite teens to note down their ideas from this session (they can choose one thing to note down or more):

- Are the rights discussed during this session important and why?
- Who is responsible for protecting and upholding these rights?

Teens are invited to express their ideas on post-its and stick them a cardboard (material to keep for the reports)

5 minutes Follow-up/Preparation for the next workshop

During the next workshop participants will be invited to discuss scenarios where the rights of the child would be respected or not. Teens will also be invited to choose the articles of the rights they will use to develop their scenarios.



b. [Workshop 1 – Exploring the rights through speech and movement](#)

Timing: 2 hours Aims:

- Resume the Rights of the Child from the last session
- “Discover your uniqueness”
- Explore the actions teens can take if their rights are violated (gather teens’ views and recommendations)

Materials:

- Convention on the Rights of the Child in a child-friendly language (poster)
- I have rights, you have rights, he/she has rights (poster)
- Children’s rights flashcards

Method:

10 minutes Ice breaker: “Discover your uniqueness”

Each teen will write two names of other members of the group. Through discussion, he/she will try to find two things he/she thinks he/she has in common with them and one thing that makes him/her really different.

Activities

10 minutes 1. Mind map: Write the word “Rights” in the center of a whiteboard and invite the teens to say what comes to their minds. Using all the thoughts of the teens, write one very long sentence: “I have the right to ...”

20 minutes 2. Ask teens to write the article and the right they choose (out of the UNCRC’s 54 articles) and explain their choice. Put all papers in a box. Go through the papers and write the results on a whiteboard (Stick the post-its on a cardboard and keep them for the reports). Choose the most popular rights (at least 2) and form 2 or 3 groups (depending on the number of children).

30 minutes 3. Recognising a violation of the rights of the child

Write the words “Violation” and “Right” on the whiteboard and ask teens to find different verbs for each word. Then, using the two opposite verbs of each category, they will create a sentence.

For example:

Violation	Right	Sentence
Preventing	Authorizing	If you are preventing You are not authorizing ...

20 minutes 4. Read a story where a right is not respected and ask the teens to recognise which type of violation it is.

5 minutes 5. Invite teens to write down their ideas from this session (they can choose one thing to note down or more):

- Why is it important to know their rights? Use the flashcards

Teens are invited to express their ideas on post-its and stick them on a cardboard.

5 minutes Closing/Preparation for next workshop

During the next workshop, participants will learn about theatre and will be invited to write a short story



c. [Workshop 2 – Creative writing Part I](#)

Timing: 2 hours Aims:

- Learn about how theatre can affect our lives
- With the help of a screenwriter, teens will be given the tools to write their own scenario
- Encourage and empower teens to express themselves

Materials:

- Children's rights flashcards Method:

10 minutes Ice breaker: Mind map, write the rights chosen in the center of a cardboard, the teens will make a poster putting post-its with their opinion around it, creating a web with different opinions.

Through this activity, the teens will realise that everyone can perceive or see something **differently** but they should be able to *accept it without judging*.



Activities:

30 minutes 1. Introduction to theatre

The screenwriter will do a short presentation of what is theatre, the effects it has on our lives and briefly explain to the teens the key aspects of writing a play. You can also show some extracts of a play (ancient Greek theater, opera, modern theatre, musicals) or watch an extract of a movie (for example, from Woody Allen's *Manhattan*).

30 minutes 2. Finish the story

Give the beginning of a story and encourage them to continue the story. "This morning, I woke up and ..."

Teens in teams of two will then mime their story to the group.

30 minutes. 3. Each teen will choose one character, hero or thing and will develop its story. They should keep in mind:

- Who is he/she? (name, features, age, sex)



- Where is he/she?
- When?
- What problem is he/she facing?
- How does he/she feel?
- Does this hero/character have any friends, family, colleagues...
- In which situation is he/she?

10 minutes 4. Invite the teens to note down their ideas from this session (they can pick one thing to note down or more):

- Do they believe that theatre is a way to express oneself?
- What advice would they give to a friend who feels their rights are not respected?

Teens are invited to express their ideas on post-its and stick them on a cardboard.

5 minutes Closing/Preparation for next workshop

During the next workshop participants will be invited to write the script using the right they chose.

d. [Workshop 3 – Creative writing Part II](#)

Timing: 2 hours Aims:

- Encourage and empower teens to express themselves. Working in teams to create their own story (scenario).

Materials:

- Children's rights flashcards

Method:

10 minutes Ice breaker: Each team will give a brief presentation of their story.

Activities:

90 minutes 1. Write a scenario

The facilitator will divide the teens in groups of two or three and ask them to think of the right they want to write about. The facilitator will write on a whiteboard which rights each group has chosen. They will say why they chose this one and if they already have an idea for the scenario. **Each group should work on a different right.**

With the help of the screenwriter, the teens will write their scenario.

10 minutes 2. Invite teens to note down their views about the topics of previous workshops.

- Did they learn something about their rights?
- Do they think the workshops will help them deal with future issues regarding their rights?
- Do they think theatre helps them to express themselves?
- Children are invited to express their ideas on post-its that will be used to form a picture of the "Rights4kids" human.



Thank participants for their participation and contributions. Ask participants if they have any more questions or comments.