

SAMPLE FOR
DEMONSTRATION



speaking rights



human rights education toolkit
for youth - 13 to 17

equitas

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SAMPLE FOR DEMONSTRATION

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introduction

What is the goal of this Toolkit?

The Toolkit aims to promote human rights, non-discrimination and peaceful conflict resolution through the active participation of youth between the ages of 13 and 17.

Who is this Toolkit intended for?

This Toolkit is designed for use in non-formal educational settings, such as youth centres, youth organizations, community and recreation centres and other settings where activities for youth are offered.

The Toolkit is intended for:

- **Youth - 13 to 17** to foster the integration of human rights values into their attitudes and behaviours. It is hoped that youth participants who have more experience with the Toolkit will also facilitate activities with their peers.
- **Youth program workers:** responsible for coordination / programming, in particular those who work directly with young people.

What's in the Toolkit?

The Toolkit has four sections.

A **Reference** section that includes:

- An index of the reference sheets
- 13 reference sheets that focus on building an understanding of human rights principles and values, as well as on how to use the Toolkit

A **Dinamica Activities** section that includes:

- A reference sheet describing the goal and format of a dinamica activity
- 13 dinamica activities

An **Activities and Projects** section that includes:

- A thematic index of activities
- 24 activities
- 3 projects

An **Additional Resources** section that includes:

- An introduction explaining how the additional resources were selected
- A summary table outlining 30 additional resources related to the issues being addressed that can be consulted, if necessary
- Detailed descriptions of each resource

What are the values promoted by this Toolkit?

The Toolkit helps to reinforce the positive values that stem from the fundamental principles of human dignity and equality underpinning the *Universal Declaration of Human Rights*. The **human rights values** promoted by this Toolkit are:

- **Cooperation**
- **Respect**
- **Fairness**
- **Inclusion**
- **Respect for diversity**
- **Responsibility**
- **Acceptance**

What is the educational approach?

The approach promotes the active participation of youth - 13 to 17 in a capacity-building process that encourages them to incorporate human rights values into their lives by developing:

- **Knowledge**
For example: knowledge of rights and responsibilities, diversity within the community, local and global issues, etc.
- **Skills**
For example: skills such as critical thinking, teamwork, peaceful conflict resolution, active participation, self-awareness, creative and technical skills, etc.
- **Values, behaviours and attitudes**
For example: openness to diversity, self-esteem, responsibility, respect, acceptance, cooperation, etc.

The Toolkit is a facilitation tool for conducting human rights education activities and projects with youth groups.

The Toolkit is designed to engage groups of young people in a process that **extends over a period** of a few weeks or a few months. Specific activities can also be used on their own.

introduction

What are the themes addressed in the activities and projects?

The activities and projects address one or more of the following themes¹:

- Self-esteem, relationships with others, sense of belonging to a group and identity
- Violence and bullying
- Intimate relationships, sexuality, gender roles and hypersexualization
- Exclusion, marginalization, discrimination and racism
- Youth participation, leadership and civic engagement
- Rights and responsibilities

How does the Toolkit help promote youth participation?

The Toolkit's educational approach builds on the experience of young people and is intended to engage them in a process where they will realize that they have not only the right to participate in their community, but also the responsibility to do so. Young people are given the opportunity to live meaningful group experiences, reflect on their own life experiences, express their views and take concrete actions within their youth organizations and communities.

The activities and projects outlined in this Toolkit are aimed at laying the groundwork for young people to become responsible citizens and to be aware of their rights and responsibilities. It is hoped that these activities and projects will encourage young people to integrate positive human rights values into their lives and will provide them with the tools they need to participate in building a world that is more respectful of these values. The "debrief" part of each activity is an opportunity for participants to reflect on what happened during the activity and to draw life lessons that they can later apply in other contexts. Through the discussion, they become actively involved in exercising their right to express themselves and to be heard. They can also suggest specific actions that they can take in their own environments.

All the activities in this Toolkit foster youth participation. However, five activities deal more specifically with the theme of citizen participation: activities 3, 8, 17, 23 and 24. Projects also provide an opportunity for real involvement, as young people are encouraged to create a work of art depicting their concerns. They use art to express the issues they feel strongly about and to raise awareness around these issues within their communities.

The goal is that the youth who participate in the activities and projects included in the Speaking Rights Toolkit will become committed and responsible citizens as well as agents of change.

How to use the Toolkit?

1. **Read the reference sheets** to learn about human rights principles and values and to fully understand how to use the Toolkit.
2. **Plan the steps** to integrate Toolkit activities and projects into your programming. Consult all staff and youth, and involve them in decision-making.
3. **Identify the activities and projects** that meet the group's needs by referring to the index in the activities section.
4. **Prepare the activities and projects** that you will facilitate by reading the activity sheets carefully.
5. **Meet regularly with staff and youth to discuss** uses of the Toolkit. Share successes and challenges you face, and brainstorm different ways to make the most of the Toolkit.

¹ These themes were determined based on the needs and interests expressed during a 2008 needs assessment with 131 youth program leaders and 79 youth participants in Montreal.

What are youth rights?²

Youth rights are **specific rights** that aim to protect all individuals under **18 years old**. The human rights proclaimed in the *Universal Declaration of Human Rights* apply to all human beings regardless of their age, and as such youth benefit from the same rights as adults. However, because of their vulnerable position in society, youth also have specific rights that afford them special protection.

What are youth rights for?

Youth rights aim to ensure that each child has the opportunity to **reach his or her full potential**. Youth rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Youth rights are a tool to **protect children** from violence and abuse. Youth rights foster **mutual respect**. Respect for the rights of young people can only be fully achieved when everyone, including youth themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviours showing respect, inclusion and acceptance.

What is the *Convention on the Rights of the Child*?

The *Convention on the Rights of the Child* is an international treaty that recognizes the civil, political, economic, social and cultural rights of youth. This treaty was adopted by the United Nations on November 20, 1989.

In December 1991, Canada ratified the *Convention on the Rights of the Child* and thus committed itself under international law to respect, protect and fulfil the rights of youth in Canada.

The Convention requires governments from around the world to respect and uphold youth rights, particularly through the laws they develop at a national level. However, in order for youth to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the youth themselves.

² Article 1 of the *Convention on the Rights of the Child* states that a child is a person below 18 years of age, unless the age of majority is younger under a given country's laws. In this manual, we will use "youth" or "young people" instead of "children" to refer to 13- to 17-year-olds.

What are the guiding principles of the *Convention on the Rights of the Child*?

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be upheld. These principles must be respected in order for youth to enjoy their rights.

1. Non-discrimination and equal opportunity

(Article 2)

All youth have the same rights. The Convention applies to all youth, whatever their ethnic origin, religion, language, culture or sex. It does not matter where they come from nor where they live, what their parents do, whether they have a disability, nor whether they are rich or poor. All youth must have the same opportunity to reach their full potential.

2. Best interests of the youth

(Article 3)

The best interests of a young person must be the primary consideration when making decisions that may affect youth. When adults make decisions, they should think about how their decisions will affect youth.

3. Right to life, survival and development

(Article 6)

Youth have the right to life. Youth must receive the care necessary to ensure their physical, mental and emotional health as well as their intellectual, social and cultural development.

4. Participation

(Article 12)

Youth have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, a youth's age, level of maturity and best interests should always be kept in mind when considering their ideas and opinions.

Adapted from information on the UNICEF website:

www.unicef.org/crc/index_30177.html

What is human rights education?

Human rights education is all learning that builds knowledge and skills, as well as attitudes and behaviours that reflect human rights. Human rights education enables people to better integrate values such as respect, acceptance and inclusion into their daily lives.

Human rights education encourages using human rights as a frame of reference in our relationships with others. Human rights education also encourages us to critically examine our own attitudes and behaviours and, ultimately, to transform them in order to advance peace, social harmony and respect for everyone's rights.

Learning to live together

For knowledge of human rights to lead to social change, human rights education must not only strive to develop practical skills, it must also work to foster appropriate attitudes and behaviours. "We must not just educate our children and youth 'to know' and 'to do,' we must also educate them 'to be' and 'to live together.'"

DELORS, Jacques et al. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century*. UNESCO, 1996.

Why is it important to educate youth about human rights?

Here are just some of the reasons why human rights education is important.

- **Because it's a right:** Article 42 of the *Convention on the Rights of the Child* stipulates that youth have the right to know their rights. Adults have the responsibility to ensure that youth are informed and can exercise their rights.
- **To increase respect for human rights:** Knowing about your rights is the first step in promoting greater respect for human rights. In places where youth are aware of their rights, there is generally a better respect for and less abuse of rights.
- **Because human rights values are universally recognized:** Adults who work with youth are constantly faced with the task of trying to determine which behaviours are acceptable and which are not acceptable. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that come directly from the *Universal Declaration of Human Rights*.
- **To encourage the development of self-esteem and active participation:** Once youth become aware of their rights, they come to recognize their own importance as human beings. They also start to realize that what they live, think and feel has value and that they can make a positive contribution to group life, their family, their school and their community.
- **To reinforce positive behaviours among young people:** Human rights education is one of the most effective ways of encouraging positive behaviour because it involves both critical thinking and strengthening of a youth's sense of responsibility. Human rights education encourages youth to consider how they interact with others and how they might change their behaviour to better reflect human rights values. The result is that they are not only more aware of the importance of respect, cooperation and inclusion, but also better equipped to put these values into practice in their daily lives.
- **To encourage active youth participation:** Human rights education makes young people aware that each person not only has the right, but also the responsibility to participate in the life of their community. Young people realize that their ideas and talents are key assets to society and that they have a responsibility to participate in building the world in which they want to live. Human rights education provides people with the tools they need to define their own values and to promote them through meaningful and concrete actions. Human rights education thus encourages the participation of young people while preparing them to become responsible citizens, aware of their rights and responsibilities.

thematic index of activities

| activities | | self-esteem, relationship to others, sense of belonging to the group and identity | violence and bullying | intimate relationships, sexuality, gender roles and hypersexualization | exclusion, marginalization, discrimination and racism | participation, leadership and civic engagement | rights and responsibilities |
|------------|---------------------------------|---|-----------------------|--|---|--|-----------------------------|
| 1 | wall-to-wall graffiti | X | | | X | | |
| 2 | our values | X | | | | | X |
| 3 | on a tightrope | | | | | X | X |
| 4 | action-reaction | | X | | | | X |
| 5 | my lifeline | X | | | | | |
| 6 | one step forward | | | | X | | |
| 7 | draw me a right | | | | | | X |
| 8 | forum theatre for rights | | X | | | X | X |
| 9 | movie and popcorn night | X | | X | X | | |
| 10 | the game of gangs | X | | | X | | |
| 11 | cinderella returns | X | | | X | | |
| 12 | bingo to get to know each other | X | | | | | |
| 13 | group limbo | X | | | | | |
| 14 | back to back | X | | | | | |
| 15 | the blind circle | X | | | X | | |
| 16 | count the contact points | X | | | | | |

thematic index of activities

| activities | | self-esteem, relationship to others, sense of belonging to the group and identity | violence and bullying | intimate relationships, sexuality, gender roles and hypersexualization | exclusion, marginalization, discrimination and racism | participation, leadership and civic engagement | rights and responsibilities |
|------------|--------------------|---|-----------------------|--|---|--|-----------------------------|
| 17 | improvisation game | X | X | X | X | X | X |
| 18 | a matter of gender | | | X | | | |
| 19 | roll the dice | X | | | | | |
| 20 | how violent? | | X | | | | X |
| 21 | i am unique | X | | | | | |
| 22 | the love web | | X | X | | | |
| 23 | no to bullying | | X | | | X | |
| 24 | flash mob | X | | | | X | X |

thematic index of projects

| | | | | | | | |
|---|------------------|---|---|---|---|---|---|
| 1 | graffiti project | X | | | | | X |
| 2 | drama project | X | X | X | X | X | X |
| 3 | photo project | X | | | | X | X |



wall-to-wall graffiti

Photo : Yann Jobin

themes

- self-esteem
- discrimination

values

- respect
- acceptance

activity

1

time 45 minutes

group size 3 to 25 people

materials Large pieces of paper, sheets of paper, pencils, magazines, glue, scissors

description of the activity Create a graffiti wall that represents the group's members

purpose of the activity To think about the different ways in which young people express themselves and who they are

rights and responsibilities Right to non-discrimination (Article 2, CRC), Right to privacy (Article 16, CRC), Right to express your views (Article 12, CRC). In order for everyone to enjoy these rights, it is important to respect each other's differences, as well as other people's privacy and views

skills Critical thinking, expressing your views positively

instructions

1. Tape large pieces of paper to the wall.
2. Ask the group to write down graffiti they have read on bathroom walls, in parks, at school, etc., without censoring anything. Add other graffiti as needed.
3. Lead a discussion about the graffiti by asking a few questions. Get the group to take a critical look at racist, sexist, homophobic or discriminatory language.
 - How do you feel when you see this graffiti? Do you agree with it? Why?
 - Is graffiti helpful or harmful? In what ways can graffiti be helpful or harmful?
 - Graffiti is sometimes described as “youth art”. Do you agree with this statement? Why do you think some youth do graffiti?
4. Have participants create a graffiti wall that reflects their personalities. Give each participant a sheet of paper that will stand for one brick in the wall. Ask each participant to design a brick that somehow describes him or herself by creating a tag (hip-hop style signature), a drawing or a collage. The “brick” could, for example, portray a participant’s most important value, his or her greatest quality, personal motto, wildest dream, or a cause he or she feels strongly about.
5. Create the graffiti wall by taping the sheets of paper side by side and ask each participant to explain what his or her brick represents.

Variation

Create graffiti on a legitimate graffiti wall that the municipality has made available to young people.

debrief

Following the activity, lead a discussion based on the following questions:

feel

- Did you like creating a graffiti wall? Why?

think

- Is graffiti a good way to express who we are and what we think?
- Why is it important to express what we think and what we experience?
- Looking at the different bricks, is it possible to identify patterns that are common to the whole group?
- Are the guys’ bricks different from the girls’? In what way?

act

- What can we do to ensure that youth’s ideas are heard and respected by the group and by society?
- What can we do to ensure that everyone in our group feels they are being respected?
- What can we do to get to know each other better?



Photo : Yann Jobin

themes

- exclusion and discrimination

values

- inclusion
- respect of diversity

activity

6

time 25 minutes

group size 4 to 30 people

materials Role cards and statements

description of the activity Participants put themselves in somebody else's shoes and try to imagine what their life is like

purpose of the activity To experience what it would be like to have a different identity and to think about discrimination and exclusion

rights and responsibilities Right to non-discrimination (Article 2, CRC). In order to enjoy this right, we need to respect differences

skill Critical thinking

⁸ Adapted from *Take a step forward, in Compass – A Manual on Human Rights Education with Young People*, Council of Europe, 2002, http://eycb.coe.int/compass/en/chapter_2/2_38.asp.

instructions

- 1.** Copy and cut out the attached role cards. Hand out a card to each participant, specifying that two people may receive the same card. Ask participants to read their cards without showing them to anyone else.
- 2.** Ask participants to imagine they are the person on their card. To help them, ask them a few questions which they will answer in their heads:
 - What was your childhood like? Describe the house you lived in. What were the games you used to play? What were your parents like?
 - What is your life like now? Where do you live? What do you do during your spare time or holidays? What motivates you and what scares you?
 - Where would you like to be 5 years from now?
- 3.** Ask participants to stand in line facing you.
- 4.** Read a statement from the attached list. If participants believe that the statement applies to the person on their card, they take one step forward. Otherwise, they stay where they are. Continue on with the other statements. At the end, some participants will be way out in front, while others will not have moved at all.
- 5.** Ask participants to describe who they were.

debrief

Following the activity, lead a discussion based on the following questions:

feel

- What do you think about this activity?

think

- How did you feel when you couldn't move? Or, when you stepped forward?
- What was your basis for defining the person you were playing?
- Have you ever experienced situations where you felt excluded because of who you are?
- Do you always feel respected and listened to? Why?
- What lessons can we draw from this activity?

act

- What can you do to include others and make them feel respected?
- What concrete changes could we make to encourage everyone's participation in our activities?
- What services are available to people whose rights are not being respected?
- What are the factors that we don't have any control over and that determine who we are? What can we change?

Role cards (to be copied)

You are the most popular person at school.

activity 6

You are the editor-in-chief of the school newspaper.

activity 6

Your father is president of the National Bank of Canada.

activity 6

You are a 19-year-old prostitute.

activity 6

You are Chinese and are studying at College.

activity 6

You are an Arabic Muslim girl living with your parents.

activity 6

Your mother is Premier of Quebec.

activity 6

You are a fashion model of African origin.

activity 6

You are 15 years old. You live in the countryside.

activity 6

You are a refugee without the proper papers.

activity 6

Role cards (to be copied)

You are 14 years old. Your parents don't let you to go out after 8 pm.

activity 6

You are 16 years old. You left home 2 weeks ago.

activity 6

You are 16 years old. You are hooked on cocaine.

activity 6

You are 15 years old. You are a lesbian.

activity 6

You have a disability and use a wheelchair.

activity 6

You are a member of a street gang.

activity 6

Your parents are rich.

activity 6

You are Russian. You live in Montreal and don't speak English or French.

activity 6

Statements

- 1.** You have never been in serious financial difficulty.
- 2.** You live in an apartment with a telephone and TV.
- 3.** You believe that your language, religion and culture are respected.
- 4.** You feel that your views are really listened to.
- 5.** You aren't afraid of being arrested by the police.
- 6.** You have never been discriminated against.
- 7.** You can go on vacation once a year.
- 8.** You can invite friends over.
- 9.** You have an interesting life and feel positive about your future.
- 10.** You think you will be able to study and practise whatever profession you choose.
- 11.** You can celebrate important religious holidays with your family and close friends.
- 12.** You can go to the movies at least once a week.
- 13.** You can buy yourself new clothes at least every three months.
- 14.** You can fall in love with whomever you wish.
- 15.** You can access the Internet and take advantage of what it has to offer.



Photo : Ville de Montréal

themes

- various (self-esteem, violence, bullying, etc.)

values

- respect
- cooperation

activity 17

time 45 minutes

group size 8 to 20 people

materials Improvisation cards, timer, red and green voting cards

description of the activity Compete in teams in an improvisation game

purpose of the activity To respond to situations involving issues youth face and to think about these issues

rights and responsibilities Right to non-discrimination (Article 2, CRC), Right to express your views (Article 12, CRC). In order to enjoy these rights, we need to respect and be attentive to other people

skills Resolving conflict, teamwork

instructions

1. Copy and cut out the attached scenarios.
2. Form 2 teams of 3 or more people: the red team and the green team.
3. Ask the rest of the group to act as judges. Give the judges a red card and a green card to vote for their favourite team.
4. Explain the activity. The facilitator picks a card and reads it aloud. The teams have 60 seconds to consult among themselves. The improvisations can last from 15 seconds to 2 minutes. There are four categories on each card:

Type of improvisation

- Comparative: the teams take turns improvising the same theme
- Mixed: both teams improvise together at the same time

Style:

- Free: the players improvise in any style they choose
- Mimed: the players are not allowed to talk; the improvisation has to be mimed
- Sung: the players are not allowed to talk; the improvisation has to be sung – slam, rap, etc.

Title: the title is the theme of the improvisation

Number of players: number of players who will take part in the improvisation

5. To make sure everyone understands the activity, give a demonstration.
6. After each improvisation, ask the judges to vote for the team that gave the best performance. Award one point to the team that gets the most votes.

debrief

Following the activity, lead a discussion based on the following questions:

feel

- Is it easy to improvise? Why?
- Are you happy with your performance? Why?
- What was the hardest part of this activity?

think

- How did you react to particular situations?
- What strategies did you use to deal with the situations?
- Are you happy with the way you worked as a team?

act

- How do you respond to difficult situations?
- How can we deal with difficult situations without using violence?
- How can we use this activity to raise awareness in our community?

Improvisation cards (To be copied)

Title: “Marcus really needs help.”

Number of players: 3

Kind of improvisation: Comparative

Style: Free

activity 17

Title: “Mom, there’s something important I want to tell you.”

Number of players: 4

Kind of improvisation: Mixed

Style: Free

activity 17

Title: “I won’t put up with your insults anymore.”

Number of players: 2

Kind of improvisation: Mixed

Style: Mimed

activity 17

Title: “Watch out, the cops are coming!”

Number of players: 3

Kind of improvisation: Comparative

Style: Free

activity 17

Title: “Please show some respect.”

Number of players: 3

Kind of improvisation: Comparative

Style: Sung

activity 17

Title: “Boys don’t cry, right?”

Number of players: All

Kind of improvisation: Mixed

Style: Free

activity 17

Improvisation cards (To be copied)

Title: “Julie seems really down!”

Number of players: 3

Kind of improvisation: Mixed

Style: Mimed

activity 17

Title: “I’m really incredible!”

Number of players: 2

Kind of improvisation: Comparative

Style: Free

activity 17

Title: “I’ve found a way to stop violence.”

Number of players: 3

Kind of improvisation: Comparative

Style: Sung

activity 17

Title: “I’m madly in love with you.”

Number of players: 2

Kind of improvisation: Mixed

Style: Free

activity 17

Title: “This is the best youth centre in Montreal.”

Number of players: 3

Kind of improvisation: Comparative

Style: Free

activity 17

Title: “What? Me? A racist?”

Number of players: 2

Kind of improvisation: Mixed

Style: Free

activity 17



photo project

Photo : Yann Jobin

themes

- self-esteem, youth participation (leadership and civic involvement)

values

- inclusion
- responsibility

project **3**

| | |
|------------------------------------|---|
| time | three 90-minute sessions |
| group size | 3 to 25 people |
| materials | Disposable or digital cameras or cell phones with cameras built in, pieces of cardboard, glue and markers, funds to develop photographs |
| description of the activity | Learn more about rights, learn how to express emotions and demands in accessible language |
| purpose of the activity | To think about youth rights and how to defend them through a photo exhibit |
| rights and responsibilities | Right to non-discrimination (Article 2, CRC), Right to express your views (Article 12, CRC), Right to know your rights (Article 42, CRC). In order for everyone to enjoy these rights, it is important to respect differences as well as other people's views, and to get to know our rights and responsibilities |
| skills | Teamwork, expressing views, creating, using art projects to plan concrete actions |

before beginning the project

- Carefully plan the first session. This can take the form of a dinner meeting or a pizza supper to attract as many people as possible.
- Use posters, email, Facebook, etc. to publicize the upcoming project.
- Ask interested participants to bring along photos they have taken to show to the group (optional).
- Gather together the materials needed.

first session (90 minutes)

During this session, participants think about their rights and their own community. These activities will serve to explore possible ideas for a photo exhibit.

introduction (10 min)

- Explain that the goal of the project is to create a photo exhibit showing what we would like to change in our neighbourhood.
- Specify that, to create the photo exhibit, participants will be asked to commit to attending several sessions.
- Ask participants to present the photos they have brought with them (optional).

draw me a right (40 min)

Part A

- 1.** Make a list of 10 rights, choosing from the list attached to Activity Sheet 7. At one end of the room, tape 2 large pieces of paper to the wall, leaving space between them.
- 2.** Begin by asking participants if they know some of their rights. Ask them what these rights mean in practice in their daily lives.
- 3.** Form 2 teams. Have each team sit next to one of the pieces of paper taped to the wall. Stand at the other end of the room.
- 4.** Explain that this is a race where the members of each team must identify each right that one of them will be drawing. The first team to guess all the rights that have been drawn wins.
- 5.** Ask a member of each team to run to you so that you can whisper in their ear one of the rights taken from the list.
- 6.** They then go back to their respective teams and draw this right. The others must try to guess which right it is. Once they have guessed correctly, another member of the team runs to you to hear the next right.
- 7.** The game ends when one of the teams has identified all the rights.

Part B

- 1.** Tell the teams that a new country has just been founded and that they are its leaders. The new country must determine which rights will be granted to its citizens. The challenge is that citizens will be granted only 5 rights. Each team must determine which 5 rights they consider most important among those mentioned in Part A of this activity.
- 2.** Hand out the list of rights to the teams.
- 3.** Ask the teams to discuss among themselves and to circle the 5 most important rights.

- 4.** Reassemble the whole group. Each team presents the rights it has chosen and explains why it considers those the most important. Discuss:
- Do you agree with the rights that were chosen?
 - How did you determine that one right was more important than another?

my neighbourhood (30 min)

- 1.** Go back over the 5 rights chosen during the previous activity. Ask the group to give concrete examples of how these rights are respected or not in young people's everyday lives in the neighbourhood.
- 2.** Ask participants to give examples of what could be improved in their environment to foster respect for youth rights. Remind participants that they have to be realistic and need to take into consideration their influence as youth. Write down the points raised on a large piece of paper and display it in your organization.

debrief (10 min)

At the end of the session, lead a discussion based on the following questions:

feel

- How did you like the activities we did during this session? What did you enjoy most and what did you like least?

think

- Did you learn something today?

act

- What could we do differently at the next session to make sure everything runs smoothly?

Conclude the session by scheduling the next one. Specify that participants will have the opportunity to walk around the neighbourhood and take photos during the next session.

second session (90 minutes)

During this session, participants think about their rights and their own community. These activities explore possible ideas for a photo exhibit.

introduction (10 min)

Go back over the first session's activities. Begin a discussion by asking a few questions:

- What are the most important rights for youth in the neighbourhood? Why?
- What would you like to change in your neighbourhood? Why?

photos of the neighbourhood (50 min)

- 1.** Set up teams of 3 to 5 people. Give each team a camera.
- 2.** The teams walk around the neighbourhood and take pictures showing how the rights of young people are either respected or not respected.
- 3.** Remind the teams that they must absolutely ask for people's permission before taking pictures of them. If needed, suggest they use a consent form that you can provide.

planning the exhibit (20 min)

- 1.** Have participants decide which group they would like to target to raise awareness of the issues addressed in the photos: other young people, parents, elected city officials, local residents, etc.
- 2.** Depending on the target group identified, set a date for the opening of the photo exhibit.
- 3.** On a large piece of paper, list which tasks need to be completed in preparation for the exhibit. For example: printing the photos, invitations and publicity, etc.
- 4.** Form sub-committees to be responsible for the various tasks.

debrief (10 min)

At the end of the session, lead a discussion based on the following questions:

feel

- Did you enjoy taking the photos? Why?

think

- What did today's activity teach us about our neighbourhood?

act

- How should we organize the work that needs to be done between now and the opening of the photo exhibit?

Conclude the session by reminding the group of the opening date of the photo exhibit and of what tasks need to be completed by then.

third session (90 minutes)

During this session, participants prepare the photo exhibit and show it to a group they wish to make more aware of youth rights.

introduction (10 min)

Using these questions as a guide, ask participants to think about the issues they would like to raise with the public:

- What ideas or issues do we want to present through our photo exhibit? Why?
- Which youth rights do we want to emphasize? Why?

preparing the exhibit (40 min)

- 1.** Ask the teams to look at the pictures they took and to choose which ones to include in the exhibit.
- 2.** Have the teams glue the photos on pieces of cardboard and write down the rights and demands represented in each photo.
- 3.** Hang the photos on the wall.

presenting the photos (30 min)

- 1.** Once guests have arrived, welcome them and invite them to walk around the exhibit.
- 2.** Ask each team to present its photos.
- 3.** Invite reactions from the public by asking the following questions:
 - Do you think that the photos are representative of our neighbourhood? Why?
 - What surprises you in these photos?
 - Do you think that youth rights are being respected in the neighbourhood? To what extent?
 - What can we do to promote respect for youth rights in our community?

debriefing the project (10 min)**feel**

- Draw a circle on a flip chart with a bull's eye in the middle. Ask participants to stick a post-it on the part of the circle that indicates how they liked the activity. The post-it will be closer to the centre if they liked the activity and further away if they didn't. Ask participants to explain why they placed their post-its where they did.

think

- Is photography a good way to express who we are and what we think?
- Why is it important to express what we think and experience?

act

- How can we promote our ideas?
- How can we use our photos to continue raising awareness among the people around us about youth rights?
- What else can we do to continue making our community more aware of youth rights?

