Junior Educators Manual
Children’s Rights Education for Children by Children

Cordaid
BAHAY TULUYAN
JUNIOR EDUCATORS MANUAL
Children’s Rights Education for Children by Children

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TULUYAN
**Bahay Tuluyan**

Bahay Tuluyan is a non-government organisation working with children in need of special protection in the Philippines.

Our vision is of a world where every child’s rights are respected, protected and fulfilled. Our mission is to work towards a society where every child’s rights are respected, protected and fulfilled by:

1. Delivering programs and services that aim to fulfil the rights of children in need of special protection and to provide for their healing and recovery.

2. Using alternative education and the child-to-child approach to develop the inherent capability of children and ensure all aspects of their development.

3. Empowering children to participate fully in society as active, independent, productive and socially responsible citizens and advance children’s participation.

4. Promoting children’s rights in cooperation with children and all duty bearers for the prevention of neglect, abuse and exploitation of children.

Established in Manila in 1987, Bahay Tuluyan provides a variety of programs and services aimed at preventing and responding to child abuse and exploitation. Working in three provinces in the Philippines; Metro Manila, Laguna and Quezon, Bahay Tuluyan currently provides the following programs:

- Emergency & Residential Shelter
- Drop in Center
- Mobile Unit
- Alternative Education
- Community Organizing
- Independent Living Skills Program
- Self Reliance
- Participatory Research
- Children’s Rights Education
- Advocacy

For more information about Bahay Tuluyan, please visit www.bahaytuluyan.org
This publication is the product of Bahay Tuluyan’s successful Junior Educators training program. The manual is the culmination of our continued efforts over the past twenty-two years to create a child-friendly program that effectively teaches children about their rights and responsibilities, and which empowers children through the use of child-to-child education.

Given the success of the program and the benefits for participants, we sought to share the program with other organizations that hope to achieve similar goals. With this in mind, Bahay Tuluyan has taken great care in compiling the activities, facilitation tips and program structure outlined in this manual to assist in the development of related programs.

The Junior Educators program has been developed through much research and the cumulative experience of program staff and trainers. As much as possible we have included the suggestions of child participants and junior facilitators in the development of the program by seeking and responding to evaluation and insights. The Junior Educators program is very dynamic, as we constantly seek to make improvements in its content and structure. So, although this manual reflects our current experience, all of our programs remain responsive to changing needs and ideas.

It is our hope that this manual will serve as a guide to enhance the work you currently do with children. By frequently updating and evaluating materials and programs, and continuing to seek new, fresh and exciting ideas, you can motivate and engage program participants. We hope that this manual will provide inspiration and new ideas for your organization. Bahay Tuluyan also hopes that this manual will assist in the development of similar programs that promote the rights and empowerment of children and thereby evolve beyond its original content. Any feedback that users are willing to share would be appreciated and given consideration to be included in future training programs.

Email us at info@bahaytuluyan.org
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All of the Junior Educators at Bahay Tuluyan – finally the dream has been realized!
How This Manual is Arranged

The manual is intended to be a guide by those who seek to develop a program which empowers children. Although this manual is based on Bahay Tuluyan’s Junior Educators Program, it is easily transferable to different content and/or outcomes, and can be used in various settings such as schools, community groups, church groups, youth centers or neighborhood groups.

Part 1 of the manual Child Friendly Learning provides background information about child-to-child education, child friendly methods and some basic tools for running sessions. This part includes useful information about how to plan a child friendly session.

Chapter 1 Child-to-Child Approach and the Junior Educators Program – provides an introduction to the methods and history of the child-to-child approach, its strength and weaknesses.

Chapter 2 Child Friendly Methods of Facilitation – outlines some key elements in planning and facilitating child friendly sessions.

Chapter 3 Basic Building Blocks – contains samples of the elements of effective workshops; icebreakers, expectation check, recap, energisers, affirmation evaluation and reflection.

Part 2 of the manual ‘Junior Educators Program’ provides ten modules that have been used by Bahay Tuluyan to train children to become Junior Educators about children’s rights. Run as a complete training program, the modules will equip the children with the skills, knowledge and attitudes to be able to teach other children about rights and responsibilities using a child-to-child approach.

Module 1 Personality Development – preliminary activities aimed at creating better self awareness.

Module 2 Leadership and Team Building – aims to develop a sense of group and team work amongst the participants.

Module 3 An Introduction to Children’s Rights – provides the basic knowledge about what rights, why we have them and background about the UNCRC.

Module 4 General Principles of Children’s Rights – covers the fundamental principles that underly all of the other rights in the UNCRC.

Module 5 Civil and Political Freedom – looks at the civil and political freedoms of children including freedom of expression, religion and association.
Module 6  **Family & Alternative Care Rights** – addresses the rights which relate to family and parental guidance.

Module 7  **Health, Nutrition and Welfare Rights** – covers rights which including standard of living, special protection for disabled children and health care.

Module 8  **Special Protection Measures** – provides an introduction to the special protection rights for children including child abuse, exploitation, trafficking, indigenous children and children in conflict with the law.

Module 9  **Education, Culture and Leisure Rights** – addresses the right to an education and the right to play.

Module 10  **Skills Development for Junior Educators** – equips children with the skills necessary to be teach their peers, including communication and facilitation and module making.

**Resources**  **Resources, Books & Websites** – provides information about other resources, books and websites that may be of use in developing a child empowerment program.

Each module addresses a major theme or topic and is then divided into a series of sub-topics. For each sub-topic there is some background information and then a series of activities that may be used to help teach children about the topic in question. Every activity outline contains the following key components:

- **Objectives** – which outline what the activity hopes to achieve
- **Materials** – everything that is needed to run the activity
- **Time frame** – the estimated time needed to run the activity
- **Instructions** – detailed guide to running the activity
- **Discussion Guidelines** – for leading a discussion about the activity once it has been completed
- **Notes** – other relevant information relating to the activity

Ideally each module would be run over two full days, with at least a week’s break between each module, giving the participants sufficient time to fully understand the topics at hand. However the activities can also be used on their own or as part of a more intensive program.

The activities are aimed to target a wide age range, from 9 to 18 years old and to allow for differing capacities and educational backgrounds. The activities can be tweaked to meet the specific needs of the group at hand.
# Table of Contents

## Part I - Child Friendly Learning .......................................................... 1

Chapter I - Child-to-Child Approach. and the Junior Educators Program .................. 2
  1. Alternative Education and the Child-to Child Approach .......................... 2
  2. The Junior Educators Program - The Child-to-Child Approach in Action at Bahay Tuluyan ................................................................. 6

Chapter 2 - Child-Friendly Methods of Facilitation .............................................. 8
  1. What do we mean by “Child-Friendly?” ............................................. 8
  2. Tips for successful facilitation .......................................................... 8
  3. Child-Friendly Teaching Methods .................................................. 10
  4. Working with Youth Facilitators ...................................................... 11
  5. Planning a Child-Friendly Session .................................................. 12
  6. When things don’t go as planned .................................................... 13
  7. Documentation ............................................................................. 15

Chapter 3 - Basic Building Blocks .................................................................. 17
  1. Icebreakers .................................................................................. 17
  2. Expectation check ........................................................................ 22
  3. Recap ........................................................................................... 24
  4. Energisers ...................................................................................... 25
  5. Affirmation .................................................................................. 32
  6. Reflection and Evaluation ............................................................. 33

## Part II - Junior Educators Program ................................................................ 37

Module 1 – Personality Development ................................................................ 38
  1. Self Awareness ............................................................................. 38
  2. Values Formation ........................................................................ 46
  3. Relationships .............................................................................. 57
Module 2 – Leadership and Team Building ......................................................... 63
  1. Leadership .................................................................................................. 63
  2. Team Building ......................................................................................... 69

Module 3 – An Introduction to Children’s Rights ........................................... 74
  1. Human Rights ........................................................................................... 74
  2. An Introduction to the UNCRC ............................................................ 80

Module 4 – General Principles of Children’s Rights ...................................... 88
  1. Definition of a Child .................................................................................. 88
  2. Non Discrimination .................................................................................. 91
  3. Best Interests of the Child ....................................................................... 95
  4. Survival and Development ...................................................................... 98
  5. Child’s Participation ................................................................................ 107

Module 5 – Civil and Political Freedom for Children .................................... 104
  1. Right to Identity ....................................................................................... 104
  2. Freedom of Expression ........................................................................... 108
  3. Freedom of Thought, Conscience and Religion ...................................... 112
  4. Freedom of Association .......................................................................... 118
  5. Right to Privacy ....................................................................................... 122
  6. Right to Information ............................................................................... 124
  7. Freedom from Torture ............................................................................ 126

Module 6 – Family And Alternatie Care Rights ............................................ 129
  1. Right to Parental Guidance and Support ................................................ 129
  2. Right to be with Family .......................................................................... 136
  3. Right to Protection from Abuse at Home ............................................... 139
  4. Right to Alternative Care for Children Without Family Environment ...... 141

Module 7– Health, Nutrition and Welfare of Children ................................... 147
  1. Special Protection for Disabled Children ............................................... 147
  2. Right to Health Care and Review ......................................................... 149
  3. Right to Adequate Standard of Living and Social Security .................... 153
Module 8 – Special Protection Measures for Children ............................................ 161
1. Protection for Refugee Children ................................................................. 161
2. Protection for Indigenous Children ........................................................... 164
3. Protection from Child Labor ....................................................................... 171
4. Protection from Dangerous Drugs .............................................................. 175
5. Protection from Sexual Abuse and Exploitation ........................................... 177
6. Protection from Child Trafficking ............................................................... 178
7. Protection for Children in Conflict with the Law ......................................... 181
8. Protection for Children Caught in Armed Conflict .................................... 186
9. Rehabilitation .......................................................................................... 190

Module 9 – Education, Culture and Leisure Rights for Children ......................... 192
1. Right to Education ..................................................................................... 192
2 Right to Culture, Rest, Recreation and Play .................................................. 197

Module 10 – Skills Development for Junior Educators ...................................... 202
1. Communication .......................................................................................... 202
2. Facilitation ................................................................................................ 206
3. Module-Making ......................................................................................... 208

Resources, Books, Websites ............................................................................ 215
Books ............................................................................................................ 215
Internet Based Resources .............................................................................. 216
Appendix 1: Case Studies of Well Known Leaders ........................................... 217
Appendix 2: World Religion Fact Sheets ......................................................... 224
Part 1:
Child Friendly Learning
1. Alternative Education and the Child-to-Child Approach

1.1 What is Child-to-Child Approach

The Child-to-Child Approach is a method of informal education that focuses on the development of the child and the community as a whole. It is a style of child empowerment where children are active participants in their own development and the development of other children.

This approach is based on the belief that children, from whatever circumstances, are capable of helping themselves and can be actively involved in solving problems within their community. Children gain more from their development if they are active participants in the development process rather than passive recipients. Thus programs employing the Child-to-Child Approach aim to empower children with skills, knowledge and attitude to enhance themselves and strengthen their ability to reach out to other children. The skills a child acquires through Child-to-Child programs are generally practical skills that they can apply to their everyday lives, as well as providing the child with a positive and fresh outlook.

Children who acquire skills, knowledge and attitude through Child-to-Child based training programs are then able to share those assets with other children in a variety of venues and using a variety of mediums. This results in a growing number of children learning to analyze and respond to issues in their lives, and to share their knowledge with other members of their communities.

1.2 History of Child-to-Child Approach

The Child-to-Child Approach was first initiated as a health and development teaching movement in 1978 in preparation for the International Year of the Child. It was developed by a team of education and health professionals in London as a way to enable school aged children in developing countries to pass on basic primary health lessons to their peers.
In the 1990s the flexibility and appropriateness of the approach began to be recognized. This led developed countries such as the UK to implement programs based on the Child-to-Child Approach. Later with the increasing interest in the Alternative Education movement, numerous different approaches such as Peer Education were also developed, and were incorporated in programs to ensure that the needs of all demographics were covered.¹

Initially, the theory underlying the Child-to-Child approach was that, given the opportunity, children could make a positive impact on their community’s development and health knowledge. The growing popularity and success of programs using the method has proved this theory to be fact. It is estimated that more than 250 programs using the approach have been developed in more than 70 countries worldwide.

Early in Bahay Tuluyan’s history it identified a need to not only provide services to children, but to empower and challenge children to improve their own situations. Accordingly it pioneered the ‘Child-to-Child Approach’ in the Philippines through its work with abused, exploited and street children. This approach was first implemented in the Junior Educators Program, established in 1989.

Bahay Tuluyan now delivers Child-to-Child based skills training and empowerment through various Alternative Education programs, in provided in parallel with its provision of basic social services to children in its care. Bahay Tuluyan continues to integrate the Child-to-Child Approach into all parts of its program, believing it to be an effective tool for child participation and for working towards the full realization of the United Nations Convention on the Rights of the Child.

1.3 Strengths of Child-to-Child Approach

The Child-to-Child Approach has various strengths as a method of children’s empowerment and participation. Primarily the main strength of the approach is its wide reaching impact on three levels: personal, community and professional. The approach is sustainable because it involves children in their own development rather than designating them as recipients or beneficiaries of services. This enables children to engage in the process of development and consequently has a more positive and long-lasting effect on children. The Child-to-Child

The Child-to-Child Approach recognizes that children have capabilities and a willingness to learn, and it also builds on children’s inherent resiliency to cope with trauma. The Child-to-Child Approach also creates in children a sense of responsibility and global citizenship. Rather than labeling children as victims or dependents, the Child-to-Child Approach recognizes that each child is an important part of the solution to the problem in which they find themselves. Accordingly, it encourages children to develop their skills and knowledge so they can fulfill their roles as active and productive citizens of a wider community. As a result, children develop a greater sense of ownership over their lives and the development of their communities. They shift from being victims to survivors, and then further to being agents of change.

In developing countries such as the Philippines, the needs are immense. Therefore it is necessary to maximize the involvement of all sectors of the community in promoting development. Children are a crucial part of community development, particularly in relation to issues affecting children. By empowering children with the skills to be able to participate effectively, the impact of development work can be greatly strengthened. With proper guidance, training, and assistance, each child trained to use the Child-to-Child Approach has the capability to reach out to many other children, hence the wide impact of this development method.

Importantly, the Child-to-Child Approach is an effective method because children respond best to other children. Particularly in situations where children are at risk or vulnerable, it has been shown that unfamiliar adults, however well-intending, can be very intimidating to children. Through the Child-to-Child Approach, child participants are the first to approach the child and to build rapport and trust. This allows the child to feel comfortable and relaxed and makes it easier for the adult professionals to provide assistance.

Equally integral is the empowerment that the Child-to-Child Approach provides to children through the development of self-confidence, self-esteem, and leadership. The training which children receive through these programs boosts children’s confidence as they learn new skills, are exposed to new ideas, and identify as empowered community leaders. This heightened sense of self-worth, besides being invaluable on a personal esteem level, also provides the child with a greater protection against abuse and exploitation. Children who are confident in themselves and are knowledgeable about their rights are more likely to be able to avoid finding themselves in abusive situations, or where they find themselves in such situations, are more likely to have the skills to seek help.
1.4 Limitations of Child-to-Child Approach

The Child-to-Child Approach has its limitations as does any developmental process. One such limitation is the intellectual and educational capacity of the child participants. In particular, where child participants have received limited formal education, the skills that they are able to transfer to other children will be a lower standard. This is also problematic in relation to child participants’ abilities in time management, organization, social skills and documentation. Many child participants have not had proper, if any, prior training or exposure to these skills, which reduces their ability to use the Child-to-Child Approach effectively. It can take a very long time to instill these skills in children and the wider development outcome may be compromised while this process takes place.

The Child-to-Child approach may result in child participants being seen as educators by the peers to whom they are transferring skills. This may improve the effectiveness of transfer of skills that they have learned from the program. However, it may also create the possibility that any message disseminated by the participant is more likely to be accepted by his/her peers, including unhelpful or dangerous messages passed on either intentionally or unintentionally.

Another issue that presents itself is the emotional stability of some of the child participants. As the child participants are typically from difficult circumstances and may be victims of abuse or exploitation, their ability to provide effective role modeling and leadership to other children can be reduced. Even without such difficult circumstances, child participants are generally dealing with the turbulence of adolescence, which can impact on their mentoring and leadership capacity.

Finally, a very real limitation affecting the implementation of the Child-to-Child Approach is the ability to motivate children to participate in programs. In situations of extreme poverty or where a sense of community responsibility has not been developed, it can be very difficult to inspire children to participate in training, and also to spend time helping other children. To make the situation more difficult, in some cases children have an expectation of financial reward for their participation in programs, perhaps due to previous experiences. Consequently, these children are hesitant or unwilling to participate in programs without such financial incentives. For organizations which have policies with regards to not financially reimbursing children for their participation this may be problematic, as the necessity for children to work to support themselves may restrict their availability to participate in programs.
2. The Junior Educators Program – Child-to-Child Approach in Action at Bahay Tuluyan

An important characteristic of the Child-to-Child Approach is its adaptability to a variety of circumstances, audiences and mediums. The essence remains the same – children reaching out to other children – although outputs may differ according to the specific activity. Some examples of the programs in which Child-to-Child Approach is applied at Bahay Tuluyan are:

**Junior Educators Program** – through this program children are trained to teach other children about their rights in order to prevent abuse and exploitation.

**Junior Health Workers Program** – children training to be Junior Health Workers receive training about health, hygiene and first aid. They are given the skills to be able to teach other children about health care as well as to provide first aid and referrals.

**Participatory Research Team** – children involved in this team are trained to be able to identify and analyze issues affecting them and their peers, and to research and report on these issues.

**Participatory Children’s Street Theater and Arts** – through theater and arts advocacy, children in this program reach out and teach other children about issues affecting children such as abuse, violence and exploitation.

**Junior Environmental Educators Program** – children in this program are given training to enhance their understanding and respect for the environment and to give them the skills to take an active role in its protection.

**Ikot Tambayan STAR Children’s Program** – the ‘Ikot STAR’ program is a mobile van through which junior facilitators from Bahay Tuluyan visit children living or working on the street. They facilitate activities designed to keep the children as healthy and safe as possible while they are on the street while also working with them to find ways to improve their situations.
2.1 Junior Educators at Bahay Tuluyan

The concept of the Junior Educators Program (‘JE Program’) within Bahay Tuluyan is aimed at building the capacity of children to enable them to be effective educators to their peers. Bahay Tuluyan’s Junior Educators are involved in teaching groups of children within their community. The curriculum of this particular program promotes greater public awareness of the rights of the child, however the concepts it entails can be transferred to any relevant topic.

At Bahay Tuluyan, the JE program is aimed at children between the ages of 9 and 18 years. The age limit is wide to accommodate the varied age of children within the communities to which the program is delivered. Children who participate in the training are identified by staff and their peers having leadership qualities that will enable them to be effective mentors to other children. Also, the selected children are recognized for showing commitment and passion for the organization’s objectives.

The training of the Junior Educators themselves is guided by adults with the involvement of youth facilitators. Youth facilitators are those who have graduated from the program and have been identified as having the capacity to become a trainer for other children. Wherever possible the youth facilitators are involved in every aspect of the program including planning, preparation, implementation and evaluation.

The program aims to give participants the opportunity to become effective mentors for other children by providing the opportunity for them to expand their knowledge and skills, especially in relation to children’s rights and alternative education methods. There is a great emphasis in the training on children’s rights as detailed in the UN Convention on the Rights of the Child (UNCRC), what these rights mean and how they should be fulfilled. The training also focuses on self awareness, effective leadership skills, and on providing children with basic communication, facilitation and planning skills required for them to be able to effectively teach other children.

The combination of skills and knowledge developed by the participants throughout the program is beneficial both to the individual child and their community. Children who participate in the program have been shown to have an increased sense of wellbeing and improved self-esteem. They have a better understanding about how to prevent themselves from being abused or exploited and from reacting to cases of abuse within their community. On a wider scale, the children gain an understanding of their responsibilities within their community, which increases the developmental capacity of the community as a whole.
CHAPTER 2 – CHILD-FRIENDLY METHODS OF FACILITATION

1. What Do We Mean by ‘Child-Friendly’?

Child-friendly methods are flexible in nature and tailored to the particular program and group demographic. These methods steer away from the traditional forms of education that are academically based. This means that children are actively engaged in learning through the use of alternative methods that are designed for children, and often by children.

Probably the most flexible child-friendly method is facilitation. In facilitation, the adult or peer who leads the group is not looked at as an authority figure, but rather as a guide. For this reason, facilitation is less focused on providing facts and figures and more focused on empowerment. This makes the content more accessible to children, especially those with a background of limited or interrupted education, or those who have moved away from mainstream education.

Certain qualities exist in facilitation that allows this accessibility. Aside from the flexibility of the model, it is democratic, encouraging and focused on the child. Children are encouraged to make mistakes, as it is recognized that this is where the majority of the participants’ learning will occur, and children generally respond well to this more relaxed environment. There is also a lot of room for the facilitator to incorporate alternative forms of education which may be more appropriate for the participants, such as expressive arts like theatre or creative writing, group work and activity-based programs.

2. Tips for Successful Facilitation

Whilst child-friendly trainings should be relaxed and comfortable for children, organization is still the key to success for facilitators! These are some basic tips for running smooth, successful trainings.

Before the session:
• Arrive at least 10 minutes before the scheduled start of a session. This time should be used to set-up materials, brief other facilitators, and welcome the participants.

• Brief the facilitators who will be leading the sessions. The facilitators should always limit their speaking time to blocks of 15 minutes or less, with regular breaks for comprehension checks, questions and discussion.

At the beginning of the session:
• Sessions should always start on time! Thank those who are ready to start on time, and remind those who are late of the importance of punctuality.

• Continue to make timeliness a priority. Use a clock or timer to ensure the time allocated to each session segment doesn’t run over, and ask facilitators to cut short sessions that run overtime.

• State the objectives of the session. Clarify these if anyone doesn’t understand.

• Explain the importance of participation. Listening, thinking, questioning and responding are required by all participants for the sessions to reach their full value.

• Begin each session with an icebreaker. This should arouse the interest of each participant and create a comfortable atmosphere in which everyone feels confident to participate.

During the session:
• Always use participants’ names. Use name tags if necessary.

• Break sessions into segments of no more than 15 minutes each, and use a more interactive activity in between segments to hold the participants’ attention.

• Avoid taking questions from only one or two participants. Discussions can be geared towards including even the quietest of participants.

• Watch for non-verbal cues from the participants. Body language often reveals things that words don’t.

• Encourage stories and personal anecdotes to create camaraderie in the group and to clarify the ideas and objectives of each session.

At the end of the session:
• Re-state the objectives that were outlined at the start. Ask the group to decide whether or not they were achieved.

• Ask for feedback at the end of each session. Begin with an open session, and then allow time for written feedback. (Not all participants will feel comfortable to give feedback verbally, especially if it’s negative!)
After the session:

- Allow time after the session for participants to ask more individual questions, and offer further feedback. This time can also be used to direct the participants to appropriate resources.

3. Child-Friendly Teaching Methods

There are many different learning styles that are often not catered to in traditional education. Many children, particularly those with little or no experience of formal education, learn more effectively through ‘hands-on’ activities than academic-based learning. In facilitating the Child-to-Child Approach, it is useful to have a variety of teaching methods and tools to draw from that will suit the children you are working with. When considering which tool or method is most appropriate for a group, consideration should be given to the age, ability and background of the children.

The following methods are common to many alternative education programs and can be used at any stage of the training process, or even in follow-up workshops. While these methods have proven to be effective in engaging children, this is not to suggest that programs should be limited to using only the methods and tools suggested here. Individuals will have the best knowledge of how to engage the children they work with, and this section is intended only to be a basis for further development.

Writing and reflection:

- Children love stories, and this makes them an effective way to communicate information to a child. This method is designed to test and expand the participants’ understanding of issues and to allow them to voice their concerns. It is also a safe and indirect way for them to approach healing and acceptance of their own life stories.

- An example of a story-oriented activity is to ask participants to think about which issues they feel are most important to children in the Philippines. List them on the board, and then break the participants into small groups to discuss one of these issues. Ask each group to create characters for the people who might be involved in the issue – they can either describe or draw the characters (what are their names, how old are they, what do they look like etc.) – and to create a place and setting for their story (what are the characteristics of the place, is it in the city or the province, etc.) Ask each group to write a paragraph describing the place, and then to create a story for their characters, containing a beginning, middle, and an end (what happened, why, etc.). This can be done in dot points. When the story is complete, ask each group to write the story using simple and descriptive language. Then share the stories with the whole group and discuss them.
Journaling:

- Journaling is a valuable tool that can be used at different stages in life to help process information and feelings. As writing may not be appealing to all children, journaling can also include drawing, cutting and pasting, and painting. The medium is less important than the opportunity for children to reflect on what they have learned about themselves and a given topic.

- An example of an activity using this method is to give each participant a notebook to use as a journal at the beginning of a training program. At appropriate stages throughout the program, usually once each day, give participants the opportunity to write or draw in their journal as a reflection of the learning in the previous lessons. Assure them that their journal is only for themselves, and there is no need to facilitate group discussions around journal entries. However, advise participants that they can approach you if they wish to discuss anything.

The Arts:

Through artistic expression, children have the opportunity to experience arts and culture. It is also an opportunity for them to develop, and enhance healing. The arts may include mediums such as:

- Drama - dramatic interpretation of a text or script (such as a play or a puppet show)
- Dance / Movement - movement based interpretation of a text or issue
- Music - vocal or instrumental composition
- Visual Art - painting, drawing, sculpture, installation

4. Working with Youth Facilitators

Wherever possible, youth facilitators should work side by side with adults in training children to become Junior Educators. Youth Facilitators should be involved in every aspect of the training including planning, preparation, implementation and evaluation.
When working with young people as facilitators it is very important to keep the following things in mind:

- Be honest and open
- Be approachable
- Be receptive to criticism
- Always maintain a sense of humor
- Make respect for all the highest priority
- Set clear expectations and ensure everyone understands them
- Do not patronize or make assumptions
- Expect the unexpected, and learn how to adapt to it
- Maintain a routine and understandable work system
- Provide feedback and encouragement on a regular basis
- Always maintain focus on the primary goal
- Do not wait for or expect displays of gratitude

5. Planning a Child-Friendly Session

As well as using a variety of teaching methods as discussed above, a variety of activities should also be included when developing curriculum. It is essential that the activities selected are complementary to the session’s topic. The activities selected will directly influence the dynamics of the group and the energy levels of the participants.

Some tips for planning your session:

- Always start with an ‘icebreaker’ if your group doesn’t know each other well.

- At the beginning of a training session or workshop it may be useful to do an ‘expectation check’ to make sure everyone is clear on purposes of activity.

- Have regular breaks. Activities or ‘modules’ should go for a maximum of 1 hour without a break.

- When starting again or if energy is lagging, run an ‘energizer’.
• After a break – for example on the second day of a workshop – run a ‘recap’ to ensure that everyone remembers what you have already covered.

• Use ‘reflections’ during or at the end of workshops to give participants a chance to consider what they have learnt and what they would still like to learn.

• Always conduct an ‘evaluation’ of your activity with your participants so you know what can be improved.

• Before everyone goes home, run an ‘affirmation’ exercise so that participants feel positive as they leave the activity.

Samples of these basic building blocks of a workshop are provided in Chapter 3.

6. When Things Don’t Go As Planned

Activities will not always go as planned! It is important to be flexible and adapt quickly in responding to what is happening during the sessions.

**Timing**

Sometimes participants can become very involved in the activity and the facilitator finds himself/herself running out of time. One way to deal with such problem is for the facilitator to consult with the participants on whether to stop immediately, in 5 minutes or how else to solve the problem.

When participants are working on an activity independently or in small groups make sure they are given plenty of notice about how many minutes they have to go.

Always try to finish an activity while the participants are still having fun. This way they will have positive memories of the learning experience and be more interested in continuing to learn.

**Flagging energy**

Sometimes, especially with longer sessions, it may be necessary for the facilitator to use an energizer (see above) or to suggest a short break. Make sure that breaks are scheduled for at least every 45 minutes – 1 hour. Encourage participants to move away from the learning space during the break so that they can re-energize.
Difficult discussions

Sometimes discussions get ‘stuck’. You will have to identify the cause (it could be many things; for example, because the topic has been exhausted or that it is too emotional), and decide whether to prompt with a question, change strategy or move on. Do not feel like they must provide the answers to all participants’ questions or problems. The participants’ may, of course, ask for the opinion or advice from the facilitator, but it is the group itself that should find its own answers through listening to each other and sharing.

Resistance from the participants

Being involved in participatory activities is very demanding and while a facilitator can use a variety of techniques, for instance, discussion, drawing, role-play or music, it is inevitable that not all activities will suit all participants all of the time.

‘Resistance’ refers to behavior that is purposefully disruptive. All facilitators experience resistance from participants at one time or another. Resistance can take several forms. An insecure young person may disturb by scraping his or her chair, humming or talking with their neighbor. More subtle ways of disrupting the session are by asking irrelevant questions or making a joke out of everything. Another ‘game’ that participants play is to undermine the facilitator, for example, they may say ‘anything but more discussions, why can’t we just do activities?’ A third type of ‘game’ is for the participant to try to avoid the learning. For example saying, ‘yes but...’

Some strategies for avoiding resistance are:

- Be aware of each person in the group and any sensitive emotions which might be triggered by a particular activity or by a particular part in a role-play or simulation.
- Make sure everyone knows that they are at no time under any pressure to say or reveal anything about themselves that they do not feel comfortable with.
- Allow participants time to warm up before any activity and to wind down afterwards.
- Remember to allow enough time for debriefing and discussion so everyone feels that their opinion and participation is valued.
If you nonetheless face resistance from an individual or group of participants, consider taking the resister(s) aside and asking one-on-one what the resister’s concerns are, noting that their current behavior is disrupting the rest of the group and if that participant has any suggestions on how the session can proceed without the disruption.²

### 7. Documentation

Ideally all activities carried out with children should be documented. This is to record the participation of each child involved, and also to allow for the activity itself to be assessed. Documentation does not need to be lengthy, it can be as simple as listing the names of the participants, noting the positive and negative outcomes of the activity that was carried out, and offering recommendations for future facilitators.

The work that each participant completes should always be clearly marked with the child’s name, the date that the activity was completed, and the name of the facilitator. Where possible, work should be collected and collated into individual files, unless the participants would like to keep it themselves.

Documentation should always be returned to administrators so that programs can be evaluated and modified.

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Sample assessment chart:

<table>
<thead>
<tr>
<th>Name</th>
<th>Facilitator 1</th>
<th>Facilitator 2</th>
<th>Facilitator 3</th>
<th>Facilitator 4</th>
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<tbody>
<tr>
<td>Which activities worked well?</td>
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<tr>
<td>Why?</td>
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<tr>
<td>Which activities did not work well?</td>
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<tr>
<td>Why not?</td>
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<tr>
<td>Which participants coped well with most of the activities?</td>
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<tr>
<td>Why?</td>
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<tr>
<td>Which participants found the activities generally difficult to complete?</td>
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<tr>
<td>Why?</td>
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<tr>
<td>What would you change if you did this activity again?</td>
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<tr>
<td>What would it have been useful to know before starting these activities?</td>
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</tbody>
</table>
CHAPTER 3 – BASIC BUILDING BLOCKS

1. Icebreakers

Icebreakers are facilitation exercises intended to assist the group to begin forming as a team and break down communication barriers. They are commonly presented as games to ‘warm up’ the group at the beginning of a training program, and usually focus on sharing personal information such as name, hobbies, etc. Icebreakers are enjoyable activities for children and are informal ways for the group to build trust with both other participants and with the facilitators. Some of these can also be used as energizers (see below).

Bahay bata lansangan

Ask participants to divide themselves into groups of three. Two people hold hands to form a house (Bahay). The remaining person stands in the house and is the child (bata). One person should be ‘it’. Whoever is ‘it’ calls out ‘bahay, bata, lansangan’ three times and then shouts ‘bahay’, ‘bata’ or ‘lansangan’:

- If ‘bahay’ – the two persons forming the house will then move and find a new child to shelter. Children remain where they are.

- If ‘bata’ – the child will leave the house and look for a new house. Houses stay where they are.

- If ‘lansangan’ – everyone must move and find a new place

Whoever is left without a place at the end of each round becomes ‘it’.
Boat is sinking

Ask the participants to stand in a semi circle then tell the participants that they should imagine being on a sinking boat. The available rescue boats can only accommodate a specified number of people with the number varying from one round of the ice breaker to another as announced. While the participants move around freely in the room, announce loudly ‘the boat is sinking, go to the rescue in groups of four [or any number]’ so the participants rush to form groups of four.

Creating Groups of 5

Asks random questions to create sub-groups, keep asking questions until there are groups of five. Use these questions to create sub-groups:

- If your age ends in an odd number, move to one side.
- If your age ends in an even number, move to the other side.
- Names that fall in the first half (A-K) and second half (L-Z) of the alphabet.

Keep asking questions to divide and move groups until groups of 5 have been established. Questions can be about anything; height, eye color, hair length, etc.

Find Someone Who...

Give each participant a list of questions, each list different to the next. (Questions should be about personal facts, e.g. ‘Who has 2 sisters?’; ‘Who lives in Manila?’; “Whose favorite color is green?” etc.)

Give the participants have 10 minutes to ask each other the questions and try to find a participant who answers ‘yes’ to each of their questions. Participants should write the name of the person who answers ‘yes’ next to each question.

Finding A Partner

Divides the participants into pairs. The participants ask their partners about themselves:

- What was your dream when you were young?
- What is your favorite memory from your childhood?
- Who is your idol?

Standing in a circle, each participant then introduces their partner to the rest of the group.
Greeting By Body Part

Ask the participants to stand and form a pair with the person beside them. Call out a body part and the pair greet each other with that body part (knee to knee etc.). Repeat this several times, then change partners.

Group Figure Forming

Divide the participants into groups of four and asks them to walk around the room. Call out ‘Form (a figure)’ and all members of the group try to form the respective figure or shape using their bodies. Start with an easy figure (e.g. circle or square) and then progress to more difficult figures (e.g. car, tree, cup, chair, flower, wine bottle etc.) The walking/dancing can be made more interesting by giving additional instructions such as walking backward, forward, on tip toes etc.

Kumusta ka?

Ask the participants to find a partner and introduce the lyrics of the song and the actions (these may be written on the board or on manila paper).

Kumusta ka (shake hands with partner)
Mukha kang Masaya (point to smiling face)
Pumorma ka pumorma ka (hold finger and thumb under chin in pistol position)
Ang cute mo talaga (hold both hands under chin to demonstrate ’cuteness’)
Padyak sa kanan (stamp with the right foot)
Padyak sa kaliwa (stamp with the left foot)
Umikot ka umikot ka (turn around)
Humanap ng iba (find a new partner)

After singing the song, let the participants find a new partner and introduce themselves to each other. They can start by sharing their name, birthday, birthplace, favorite color etc. After a minute or so, continue the song with the new partner.
**Paper, scissors, rock (evolution game)**

Introduce the concept of survival of the fittest and explain that the group is going to use the paper, scissors, rock game to determine which species survives and evolves and which stays behind.

The animals (and actions) that are used in the evolution can vary (you may want to ask the participants to come up with their own evolution chain). An example, however, is (with corresponding actions):

- amoeba (bend at the waist and sway arms);
- frog (squat down and jump up);
- chicken (tuck hands under arm pits and move arms up and down);
- ape (use hands to itch head and stomach); and
- lion (while roaring use hands like claws scratching).

Using the example above, ask the participants to all act like an amoeba. They should find a partner and ‘fight’ (play paper, scissors, rock using their hands as described on the next page).

The winner of the ‘fight’ evolves into the next species (in the case of the example that means an amoeba evolves into a frog). The loser of the ‘fight’ does not evolve and will remain an amoeba for the time being (in the case of the example). The participants then seek out another partner that is of the same species and ‘fight’ again (with the winner evolving and the loser staying the same). Once a participant has evolved into a lion (the top of the evolution chain), they are asked to stand to one side.

In the event that there are participants remaining that are all of different species (so are unable to ‘fight’ each other), ask the participants for a final showdown between different species (for example, asking the amoeba to "fight" the lion). The winner of such showdown will then move to the group of lions.
**Shark Game**

Ask the participants to stand in a circle and give each person one sheet of newspaper. Stand in the middle and tell the group to copy your actions. Rip the sheet of paper in half, then crumple one of the halves and throw it on the ground in the middle of the circle – tell the participants this is now the shark. Put the other half on the ground and stand on it – tell the participants this is now the island. All participants do the same with their paper. Then ask the group to arrange themselves in alphabetical order according to the first letter of their first name, being careful to not be eaten by sharks.

**Tangle**

Ask the participants to stand in a circle. They should all put their hands into the circle and grab onto the hands of two different people, but they cannot hold the hand of a person on either side of them. They then have to try to untangle themselves without letting go of any hands.

**Two Truths & One Lie**

Ask the participants to stand in a circle and to think of two true things and one lie about themselves. Then ask the participants to stand up individually and say the three things (two truths and one lie). The other participants have to guess which statements are true and which are lies by calling out ‘truth’ or ‘lie’, or vote on whether they think each statement is true or false.

**Whose Arms?**

Ask the participants find a partner. One of each pair is then blindfolded and the hands of the other person are tied behind their back. Each pair will sit at a table, with the blindfolded participant seated behind the partner with their arms tied. The blindfolded partner threads their arms through the tied arms of their partner and becomes ‘the arms’ of their partner. Then ask each pair to draw a picture: the partner with no arms must tell the blindfolded partner what to draw. Each pair can be asked to do various activities: for example, eating, putting on make-up.
1. **Expectation Check**

An expectation check is a common activity near the beginning of any participatory workshop or training session. It gives the participants a chance to express their individual hopes and requirements from the training. The facilitator can then clarify which of these are likely to be fulfilled and can discuss the objectives of the training, so avoiding disappointment. It may also be possible to slightly adjust the workshop plan to address new expectations. Because it involves seeking input and agreement from the participants, this participatory exercise also helps to create the correct tone for the rest of the workshop.

The expectation check can be linked to setting rules for the training session, such as how it should be conducted and in particular, the ways that participants should behave in order to keep it harmonious, focused and enjoyable. Because the participants create the rules this is an empowering exercise, giving them a sense of ownership both of the rules and of the workshop itself.

**Art Attack**

Divide the participants into three groups and gives each group art materials and a stack of old newspapers or magazines. Post three sets of questions on a board. Each set corresponds to a group.

Sample sets of questions:

A. Expectations of the training sessions (What do the participants expect from the training session? Factors to consider include logistics, program, organizers and facilitators).

B. Expectations from other participants (What do the participants expect from each other? What do the participants expect each other to contribute to the training session?).

C. Expectations from one’s self (What does each participant consider their role to be in the training session? What does each participant consider that it can contribute to the training session? What are limitations or reservations (if any) of the participant in participating?).
Instruct the groups to translate their responses into a collage. Ask each group to present their work, seek input from other participants, and ask the participants how they can work towards achieving these expectations as well as introducing the objectives of the training session.³

**Cooking Adobo**

This activity requires a drawing of a pot sitting on a lighted fire and outlines of ingredients (vegetables, meat, spices etc.). Ask each participant to write on the back of one ingredient the objectives he or she wants to achieve from the training. Each participant then reads aloud their expectation to the group and sticks his/her ingredient on the picture of the pot.⁴

**Different colored meta cards**

Distribute different colored meta cards and ask each participant to briefly note down an expectation of attending the training. A different question or issue should be assigned to each color. For example on the red card they should write expectations about the content of the workshop, on the blue card their expectations about the facilitators and teaching style and on the yellow card their expectations about the food and venue. Then ask each participant to come up one at a time and share their expectations with the group before placing them on a board at the front. The group should discuss the expectations, whether they are reasonable and how the group can work to achieve them. It is a good idea to keep the cards on display throughout the training and to discuss at the end about whether the group’s expectations and stated objectives were met.

**House Rules – Footprints in the Sand**

Distribute construction paper to participants and ask them to cut out their footprints on their construction paper. Then instruct each participant to write a guideline or rule for the activity on his/her footprint and ask them to post these on the board. Then ask them to explain their work briefly. If necessary, work with the group to trim down the list into five key guidelines to must write on a giant footprint (ensuring that the guidelines are acceptable to all participants).⁵

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⁴ Taken from Southeast Asia Human Rights Education – Training of Trainers for Peace Building, Asian Regional Resource Center for Human Rights Education (ARRC), Bangkok, 2001. Note ‘Adobo’ is a traditional Filipino dish of meat cooked with soy sauce, vinegar, garlic and pepper.
⁵ Ibid.
2. Recap

Training sessions and workshops can often leave participants feeling overwhelmed with the amount of information that is expected to be taken in, especially during long or complex trainings. Recap activities allow the participants some time to reflect on what was learned in the previous module and an opportunity for participants to clarify and further absorb the key messages and learning outcomes from such module.

Choose a Color!

Stick three different colors of art paper on the board, each piece having an instruction on the back. (Green: ‘State four topics that we have already discussed’; Red: ‘Share to the group at least three things you have learned in the previous session, and portray this with an action’; Blue: ‘Express your learning through a drawing and then explain it to the group’.)

Ask the participants to choose which color they would like, and writes their names under that color. They are not allowed to see the instruction on the back of the colored art paper until they have made their choice of color. Ensure that the group is equally divided. Ask a representative from each group to read out the instruction on the back of the card, and each group then completes the appropriate activity.

Pass the Ball

Ask the participants to stand in a circle and pass a ball to one another. Each player who catches the ball tells of one particular event, topic s/he remembers from the previous module.

Pass the Parcel

Prepare at least 10 questions on pieces of card based on the learning outcomes of the previous module and wrap the cards in several layers of wrapping paper or newspaper. Ask participants to make a circle and plays music as they pass the parcel around the circle. When the music stops the person holding the parcel must unwrap it, taking off only one layer of the paper. If they discover a question, they must attempt to answer the question. If they cannot they must remove themselves from the circle.

The game ends when the parcel is completely unwrapped.

*6 Taken from Southeast Asia Human Rights Education – Training of Trainers for Peace Building, Asian Regional Resource Center for Human Rights Education (ARRC), Bangkok, 2001.*
Quiz Show

Prior to the next session, prepare a variety of questions based on the learning outcomes from the previous module. Separate the group into two or three teams and ask each to choose a team name and a noise for their buzzer. Prepare a score board with each team’s name listed.

Host the game show using the prepared questions. For each correct answer the team should receive two points. For each incorrect answer they should lose one point.

The team with the highest score at the end of the questions is the winner.

3. Energisers

An energizer is an activity aimed at raising the enthusiasm of a group and is usually completed after a break or in the event energy levels start to flag during an activity. Energizers also help to continue to build the team atmosphere that is required for a successful training program. For this reason, it is essential that energizers are not competitive, as competition can develop conflict within the group.7

As If

Read a sentence to the group, which the participants act out for 30 seconds. For example

- ‘Walk forwards as if you’re walking through mud’
- ‘Jump in place as if you are popcorn popping’
- ‘Reach up as if grabbing balloons out of the air’
- ‘March in place and play the drums as if you are in a marching band’
- ‘Paint as if the paint brush is attached to your head’
- ‘Swim as if you are in a giant pool of Jell-O’
- ‘Move your feet on the floor as if you are ice skating’

Participants may also create their own sentences for additional activities.

7 Many of the ideas in this section have been taken or adapted from Sedano et al, 345 Games to give Life to your Parties, Inspired Publications, 2001.
At the gym

Ask the group to stand in lines facing the front as if they were at a class at the gym, then asks for a volunteer to stand out the front and lead the group for one minute.

When the volunteer is in front of the group, instruct him/her to pretend they are in a gym and lead the class in a physical activity of his/her choice. When one minute is over, ask the volunteer to select another person from the group to be the instructor. The ‘class’ continues until each person in the group has had a turn.

Basketball Shoot

Divide the participants into four groups. Each group must choose a sport and an action to go with that sport. The game begins with one group saying their sport, and saying and performing their action three times and then ‘passing’ the game to another team by saying that team’s sport, and saying and performing that team’s action once.

Eg. ‘Basketball hoop, basketball hoop, basketball hoop (acting out shooting a goal each time they say hoop) to the soccer kick’ (acting out kicking a soccer ball when they say kick).

The soccer team would then say soccer kick three times, then the name and action of another team to pass the game again. All team members must speak and act in unison, or they are out.

Botika, Bituka, Butiki

Divide the participants into three groups and introduce an action for each: ‘botika’ (like taking a pill), ‘bituka’ (like showing a big fat belly), and ‘butiki’ (hands raised on shoulder with palms upward). Point to any of the groups, who must say and act the first word in the sequence (‘botika’), with the next group ‘bituka’ and the third, ‘butiki’.

Botika, Bituka and Butiki are Tagalog words. ‘Botika’ means drug store, ‘bituka’ means intestine and ‘butiki’ means gecko.
**Celebrity heads**

Secretly writes the names of several famous people onto strips of paper, and sticks them onto the front of a hat or headband, which will be worn by a volunteer participant (there can be 1-3 ‘heads’). The name should be seen by everyone except the person wearing it. The volunteer must guess their identity by asking questions, but the participants may only answer with ‘yes’ or ‘no’. For example

- Am I a boy?
- Am I older than 50?
- Am I a singer?

Questions such as ‘How old am I?’ or ‘Why am I famous?’ are not allowed.

The participants can also be divided into two groups to have a competition as to who will guess their identity first.

**Charades**

Ask the participants to sit in a circle and ask for a volunteer. Tell the volunteer one word, which the volunteer must then act for the rest of the participants. The participants try to guess the word. The person who guesses it correctly swaps with the original volunteer, and then give this new person a word to act.

**Children’s Songs**

Divide the participants into two teams (or more depending on the number of participants) and gives each team 5 minutes to write down as many children’s songs as they can. Ask the teams to stand facing each other, then explain that each team will take it in turns to perform a children’s song. The rules are as follows: a song that has been performed cannot be repeated, there must be at least two people performing the song (preferably the whole team) and if a team takes more than 5 seconds to think of a song they will lose.
Cops & robbers

Ask the participants to sit in a circle. Then take two pieces of different colored string or wool or ribbon (about 30 cm in length) and asks two people in the circle (on approximately opposite sides of the circle) to tie one of the pieces of string in a bow around their ankle. Then tell the group that one of the pieces of string is a robber (i.e., the blue string) and another is a cop (i.e., the red string). The cop is chasing the robber so as to arrest him/her. The chase is represented by the movement of the string around the circle in a clockwise direction: a participant unties the string from the ankle of the person to their right and then ties it to their own ankle, with the person to their left then quickly untying it and tying it to their own ankle and so on. The game ends when/if the cop catches up to the robber.

Variation: if the group is large, multiple cops/robbers (i.e., multiple pieces of string) can be introduced to ensure that more people in the circle are involved in the game at any one time.

Driver and Car

Divide the participants into pairs and set up obstacles around the room (this is better suited to a small space). One is blindfolded and the other is gagged. The blindfolded participant is the car, and the gagged participant is the driver. The driver is to direct (without talking) the car (who can’t see) around the room without bumping into obstacles or other cars and drivers.

After 5 minutes, ask the drivers and cars to double their speed.

Fruit salad

Ask the participants to stand apart two arms length away from each other (this is best done in a spacious room). With their hands on their waists, the participants are to execute commands you give them. Eg: when ‘banana’ is called, the participants are to hop forward, melon – they hop backwards, pineapple – they hop to their right, apple – they hop to their left, fruit salad – they rotate their hips twice. Start naming these fruits slowly at first then getting faster. You can also confuse the group by calling out other fruits (e.g. ‘orange’, ‘mango’).
Heart Smart

Ask questions about the heart:

- Where is it located? (On the left side of the chest).
- What size is it? (The size of a fist).
- What is its function? (To deliver blood to the body).
- What strengthens the heart? (E.g. jumping, swimming, and jogging).
- What weakens the heart? (E.g. inactivity, smoking, or an unhealthy diet).

Then call out a habit that strengthens or weakens the heart. If the habit strengthens the heart, participants will respond by jumping for 15 seconds. If the habit weakens the heart, participants will respond by falling down or squatting for 5 seconds. For example:

- Riding a bike - jump
- Eating 4 pepperoni pizzas - fall
- Walking your dog - jump
- Smoking cigarettes – fall
- Watching TV all the time – fall
- Dancing with your friends – jump
- Never eating fruits/vegetables – fall
- Shooting baskets – jump
- Eating fast food – fall
- Raking the leaves - jump
- Washing the car – jump
- Taking the stairs – jump
- Taking the elevator – fall
- Swimming – jump
- Eating potato chips – fall

Ask participants call out some of their own habits to be jumped or fallen to.
Imaginary Ball

Start bouncing a tennis ball up and down in front of your chair, then toss it to several people and ask them to toss it back. Then announce that the group is going to play a special kind of ball game called ‘Imaginary Ball’, and is not going to use the tennis ball.

Hold your hands in front of you as if you’re holding a basketball and pretend to dribble it in front of your body, adding a few appropriate sounds. Then looks across the room and say, ‘I’m going to throw this basketball to ‘Jim’ and I want you to throw it back to me.’ After ‘Jim’ returns the imaginary basketball, say, ‘I’m going to throw this to ‘Steve’ next and ‘Steve’; I want you to throw a ball of some kind, not a basketball, to another person. Call out that person’s name and tell them the kind of ball you are going to toss them.’

‘Steve’ catches it and makes up a different kind of ball and throws it to someone else, again calling out their name before throwing it. (The calling out of each other’s names can be emphasized if the participants are not familiar with each other).

Encourage the participants to add sound effects and body movements for example when throwing a bowling ball to stand up and roll it on the floor. Keep the ‘balls’ moving and ensure that all of the participants have a chance to ‘throw’ and ‘catch’ the balls.

It’s a zoo in here

Select an animal or has participants select an animal: e.g. monkey, bear, snake, elephant, giraffe, kangaroo, lion, and tiger. The participants must imitate the way the animal walks or moves for at least 30 seconds. Then select another animal and signals to the participants to move like the next animal.

Master & Jack

Ask the group to make a big circle. This game is more comfortable to play seated. Choose one person to be the ‘master’. The person to the master’s left is ‘jack‘ the next person is 1, the next 2 and so on. Continue counting around the circle until everyone has a number. Make sure that everyone remembers their number – they will keep this number for the duration of the game. The key to the game is to concentrate and listen for your number. When your number is called it is your turn to respond. The master starts by saying ‘master to jack’, then jack responds by saying ‘jack to [a number that he chooses, eg: 7]’ 7 then says ‘7 to [another number]’. Continue until somebody gets caught not listening.
**Points of Contact**

The activity works best with groups of four to six participants. The aim is for all members of the group to form a shape, holding still while only allowing for a set number of contact points with the ground.

Call out a number of contact points allowed and each group attempts to form a shape with that set number of contact points to the ground. For example a group of 5 could be asked to have only 4 points of contact with the ground, groups of 4 with only 3 and so on.

**Shaggidy-shaggidy-sha-pu-pu**

Ask everyone to stand up and form a circle, then nominate a leader in the circle. While saying “shagidy-shagidy-sha-pu-pu” the leader performs an action with the rhythm, e.g., tapping his knees. After the leader finishes the first action, the person on the leader’s right imitates the action made by the leader while also saying “shagidy-shagidy-sha-pu-pu”. Meanwhile the leader begins a new action (e.g., clapping his hands, tapping his chest, dancing the hula, jumping up and down, etc). These are imitated by the person on the leader’s right and then transferred one person at a time to the right in a chain reaction. This is done until the first action returns to the leader of the circle.

**Sculptor, Model and Clay**

Divide the participants into groups of three, and each group designates one person to be a lump of clay, a model and a sculptor. Blindfold the sculptor. The model makes a pose and the lump of clay sits on the floor. The sculptor must feel the shape of the model and mould the clay into the same shape.

Exchange roles and repeat the activity until everyone has had a turn at each role.

**7 up**

Ask the participants to stand in a circle. One participant starts the round by saying “1” with her right hand placed on the left side of her chest, or left hand on the right side of her chest. Whichever way, either left or right, the person pointed at will have to say 2 and the next person number 3. The pointing and counting will continue up to number 7. Once the number 7 is reached, the person who should call it out must place his hand on top of his head (that’s why the game is called 7 up). Again, the person may choose to put his right hand or left on top of his head. If it were his right hand, the person on his left will have to respond by starting with number 1 again.
4. Affirmation

Affirmation activities provide participants with the chance to affirm each other’s positive attributes and build self-esteem. This is a good way to finish off training sessions, as the participants will have had the opportunity to get to know each other through the modules.

Friendship Message Board

This can be done either at the end of the sessions or it can be something that is ongoing throughout the training sessions. Set up a board somewhere in the training space that is clearly visible for all participants, and then invite the participants to go to the board at any time and write an uplifting or positive message to another participant. The board can either be a whiteboard, or a pin-up board where participants can write their messages on colored paper and pin them up.

Warm fuzzies

This activity requires an envelope or paper bag per participant, colored pieces of paper and pens, crayons or markers.

Ask the participants to sit in a circle. Each person has one paper bag or envelope on which they are asked to write their name and enough pieces of colored paper to be able to write a message to each of the other participants in the training.

The participants then pass their envelope/paper bag to the person on their left. Participants then write a positive message on a piece of colored paper about the person whose paper bag/envelope they have in front of them. As each participant finishes the message, they should put it inside the envelope/paper bag and pass it on to the next person. The activity continues until everyone has had the opportunity to write a message to each participant.
Web

Ask the participants to sit in a circle with a ball of string. The person beginning the affirmation web holds the end of the string and throws the ball into the circle saying the name of the person that they are throwing it to and, at the same time, saying something positive about that person or that person’s involvement in the training. The receiving person holds onto the string then throws the ball of string to another person across the circle, calls out their name and says something positive about that person. This continues until all participants have received the ball of string and a kind message and a web has been woven.

5. Reflection and Evaluation

While recap activities provide an opportunity for participants to clarify and further absorb the key messages from training modules, it is important to also provide a forum towards the end of the training for participants to consider, share and analyze their experiences during the training. It also allows an opportunity for the participants to provide feedback on the training sessions, which not only empowers the participants, but also provides an indication of how the training sessions can be improved for the next group.

Dream Catcher

Ask the participants to reflect on the activities completed and what they have learned during the sessions, including both good and bad aspects of the sessions, what they liked and disliked, and their feelings throughout the sessions.

Ask the participants to sit in a circle and provides them with a ball of string. The participants begin sharing their reflections, passing the ball of yarn to the person that is speaking. While sharing they should hold the yarn and then pass it to the next speaker. Continue this process until all participants have shared some reflection on the training, and a web has been woven using the yarn.

Explain to the group that they have now woven a dream catcher. The dream catcher is traditional in Native American culture and believed to filter dreams, allowing positive dreams to pass through while catching the negative dreams in its web.
**Evaluation Wheel**

Ask each child to draw a wheel with the same number of spokes as there are items to be evaluated, labeling each spoke with the name of the item to be evaluated. Tell them that they will be evaluating each item on the wheel on a scale of 1-10, with 1 being ‘strongly disliked’ and 10 being ‘strongly liked’. (The scale can be smaller for younger children, or be simplified to ‘like’ and ‘dislike’).

The centre of the wheel represents a ‘1’ and the outside edge a ‘10’. For each item to be evaluated, the participants mark the spoke at the appropriate place for them. When all of the spokes are marked, a line can be drawn between them. The result is a visual representation of the participants’ evaluation of the training program.

**Human Continuum**

Ask the participants to place themselves along a rating continuum. One wall in the room, or part of another open space, represents positive feelings, the opposite wall represents negative feelings, and the middle of the space represents neutral.

Item by item, ask for feedback on those sections of the training program requiring evaluation. The participants position themselves along the continuum based on their personal feelings, and will be given an opportunity to share their reasoning with the group.

Keep the participants moving, allowing enough time for everyone to get a sense of how others in the group felt about different aspects of the training, but not so much as to enable discussion outside of the sharing process.

**Letter to Self**

Ask the participants to reflect on the training, considering what they have learnt about the topic and also about themselves, including what they enjoyed during the training and the challenges they personally have faced.

Give each participant a blank sheet of paper and ask them to write a letter to themselves on the paper, detailing their reflections. After 15 minutes of writing ask for willing participants to share their thoughts on the activities.
Moving Circles

Ask the participants to form two concentric circles, with the inner circle facing out and the outer circle facing in. The participants are to share their responses to a question or complete a statement with the person facing them. For example; ‘I learnt that…’ ‘I expected that…’

After two minutes, one circle moves three or four people to the left and sharing is repeated with different questions/statements.

Other examples of questions that could be used are; ‘Were my hopes for the project met?’, ‘What do I want to do as a result of this session (or project)? Why?’, ‘What was the worst part of the session (or project)? Why?’

Pose one question or statement at a time and have the circles shift several times.

Reflection Tree

Place a large piece of paper with the outline of a tree drawn on it in the middle of the circle and provides each participant with a blank piece of paper. Ask each person to draw two leaves, one colored brown and one colored green.

Then ask the participants to reflect on the training. The participants should each identify one positive and one negative personal trait that was highlighted or addressed for them during the training, and write the positive on the green leaf and the negative on the brown.

When all of the participants have written something on both leaves, ask the participants to share their reflections. At the time of sharing they should place the green leaf on the tree and the brown on the bottom of the tree near the roots.

This represents the changes in the individual participants that occurred during the training.
Smiley face evaluation

Write all of the evaluation topics on a large sheet of paper or white board in view of the participants, and recaps each of the items to ensure the participants’ understanding.

Give each participant five happy-faced stickers and five sad-faced stickers and asks them to reflect on each of the items being evaluated. After about 5 minutes, ask the participants to go up to the board one by one and stick the happy-faced stickers beside those items that they think were the ‘best’ and the sad-faced stickers beside those items that were the ‘worst’.

Once the participants have completed this process, initiate a discussion about why these ratings were given and what may have influenced this.

Snap Shot

Gather images taken from each section of the training, and displays them to the group at the end to encourage discussion amongst the participants and facilitators.

The exercise is most effective if the participants have taken the pictures themselves, and this is their first opportunity to view them. If a camera is not available, this exercise can also be completed with drawn pictures from the training, or printed pictures on the trainings’ topics.
Part 2: Junior Educators Program
MODULE 1 – PERSONALITY DEVELOPMENT

Personality development refers to the maturation of a child’s innate characteristics, including identity formation and moral development.

The aim of this module is to be able to positively impact the child’s developmental learning and in turn, their life experiences. By nurturing the child’s personality development, it is hoped they will develop the necessary qualities to become positive role models to other children.

This section covers the topics of self-awareness, value formation and relationships.

1. **Self Awareness**

Before a child’s character can be defined, they must have a strong awareness of themselves. This awareness is often lacking in children whose personal development has been delayed due to limited or negative interactions in their developmental learning. By cultivating self-awareness in the child, they have a better foundation on which to develop good self-esteem.

The aim of this section is to open the child to developing self-awareness. One of the most effective ways to do this is to guide them through activities that will allow them to reflect internally on who they are as a person.
1.1 **My Name**

**Objectives:**
By the end of the activity participants will be able to:

a) explain their name and its origins; and

b) understand that a person’s name reveals a lot about that person’s identity (culture, family traditions, etc.).

**Materials:**
Art paper, colored markers

**Time Frame:**
30 minutes

**Instructions:**
- Ask the participants to write and decorate their name (and nickname if applicable) on a piece of art paper.
- Then ask the participants to share their name and some comments about the decorations that they made using their name and around their name.

**Discussion Guidelines:**
- Where does your name come from?
- Are you named after someone?
- What does your name mean?
- Why did you decorate your name in the way you did?
- Do you have a nickname? Where did it come from?

**Notes:**
**Variation:**
- Ask the participants to form groups of two to discuss their name (using the discussion guidelines above).
- Then ask each person to introduce their partner to the larger group and to explain what his/her name means and where it comes from.
1.2 I Am

Objectives
By the end of the activity participants will be able to:

a) identify those characteristics unique and individual to them; and

b) demonstrate self-confidence when speaking about themselves.

Materials:
None

Time Frame:
30 minutes

Instructions:
• Put the participants in pairs and ask them to sit facing each other with their knees touching.

• Tell the participants that they will be given a question to talk about for 3 minutes each.

• Person A will talk first while Person B remains silent.

• Then after 3 minutes Person B will talk while Person A listens.

• The question they are to answer is: ‘I am .....’. The participants may ONLY refer to themselves while speaking, and the facilitator may need to provide some guidance in this area.

• If the speaker stops talking for 30 seconds, then the listener repeats the question ‘Who are you?’ If the speaker does not respond, the listener is to wait another 30 seconds and ask the question again.

Discussion Guidelines
• Was it hard to talk about yourself to your partner?

• Was it difficult to talk for three minutes?

• Was it difficult to listen to your partner without interrupting?

• What sort of things did you disclose about yourself?

• Were you surprised by any of the information you chose to disclose about yourself?

• Were you surprised by any of the information others chose to disclose about themselves?
Notes
Variations to the activity:
• Ask the participants to describe their physical appearance, with emphasis on their face.
• The participants list 10 things that they like about themselves.

1.3 Things I Can Do (Kaya Ko ‘Yan!)\(^9\)

Objectives
By the end of this activity participants will be able to:
\begin{itemize}
  \item a) identify their individual skills, talents and abilities;
  \item b) recognize and state their accomplishments; and
  \item c) develop positive self-esteem and self-awareness.
\end{itemize}

Materials
None

Time Frame
45 minutes

Instructions
\begin{itemize}
  \item Ask the participants to sit in a circle.
  \item For the beginning of the activity assume the role of ‘it’
  \item Tell the participants you will walk around the circle naming the different things that you can do well, e.g. ride a bike, play the guitar, sing, and cook.
  \item While you are naming these activities, those in the group who can also do these things well, will stand up and follow you around the circle. Once participants have joined in walking around the circle, they should continue walking (irrespective of the next skills that you mention).
  \item When you run out of talents to name or feel that the time is appropriate to move the game, say ‘I can....’
\end{itemize}

• When you say ‘I can…’ All the participants currently following you around the circle must quickly look for a place to sit in the circle.

• The last person to find a seat will be the new ‘it.’

**Discussion Guidelines**

• Was it hard to think of the things you can do well? Why?

• How did you feel when sharing these things with the group? Why?

• What did you discover about your skills, talents etc?

• What did you discover about others?

• Do you think it is good to be proud of the things you can do well?

• Why do you think many people find it hard to share their skills, talents etc with others?

• Where do you think your skills, talents etc come from?

• Do you believe talented people are born, or made?

• What important lesson can we learn from this activity? (No two people share the exact same skills.)

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**1.4 Dealing With Feelings**

**Objectives**

By the end of this activity the participants will be able to:

a) recognize and demonstrate different feelings;

a) explain how people express their feelings; and

b) explain when people feel different emotions.
Materials
Flash cards naming different feelings (enough so that there is one per participant) in both English and Tagalog.

Time Frame
30 minutes

Instructions
• Ask the participants to share with the group how they are feeling and explain that the next activity will explore different feelings that people have.

• Divide the participants into two teams (or more if there is a large group) and asks them to line up in two lines.

• Distribute the flash cards so that each participant has one.

• Explain that there is going to be a race between the two teams. When you say ‘go’, the person at the front of each line will turn to face the person behind them and will act out the emotion on their card (without using words). Once the person guessing the emotion gets it right, that person turns to the participant behind them and acts out the emotion on their card. This continues until the person at the end of the line has guessed the emotion correctly from the person in front of them, they then run to the front of the line, act out their emotion to the first person, and the first team that has that person guess the emotion correctly, wins.

• Then ask the participants to sit in a circle and ask each participant to share with the whole group the emotion that they were given. This should include how they portrayed the emotion using charades, when they might experience such emotion.

Discussion Guidelines
• Give some examples of when you feel these different emotions.

• How do you express these emotions?

• How did you feel during this activity? (Use the feelings discussed!)

• What did you learn about your own feelings?

• Were any of the feelings listed by the group unknown to you?

• Which of the feelings are most familiar to you?

• Was it hard to guess the feeling being expressed in the pictures just from looking?

• Do you ever try to stop yourself from feeling a certain way? Why or why not?

• What are some other feelings that are not included in the flash cards?
Notes
Sample emotions to be included on the flash cards:

- Sad
- Angry
- Happy
- Amused
- Scared
- Worried
- Jealous
- Shy
- Shocked
- In love
- Excited
- Amazed
- Disgusted
- Surprised
- Proud
- Relieved
- Annoyed
- Nervous
- Hurt
- Relaxed
- Disappointed
- Interested
- Hopeful
- Intimidated
- Embarrassed
- Selfish
- Generous
- Bored
- Sick
- Sorry
- Strong
- Weak
- Confused
- Tired
- Curious
- Guilty

1.5 Masks

Objectives
By the end of the activity participants will be able to:

a) recognize the complexities of the individual;

b) discover times when they mask their emotions; and

c) conclude that masking your emotions can inhibit communication.
Materials
- 7 different colored markers (include black) for each 5 - 7 people.
- Two sheets of 8 x 10 white paper for each person.
- A mask already made to use as an example.
- Stick pins or tape or tacks to put masks up on the wall.

Time Frame
- 1 hour and 30 minutes for making of masks
- 30 minutes for discussion.

Instructions
- Explain how and why people wear masks and how it can prevent authenticity in communications, often presenting the person in a false way. Point out that masks have a purpose in providing safety, like boundaries and that in some situations it would be unwise for people to remove their mask. Explain that usually it will help relationships if parts of the mask are removed – removing layers of the mask in a safe environment helps to create higher self-esteem.
- Share the mask you prepared before starting the introduction, showing more than the normal number of symbols in the sample mask so the participants will get a variety of ideas on how to create their own. Explain each symbol of their mask.
- Break the participants into working groups of 5-7 and give them 30 minutes to draw their mask using the one sheet of white paper and the color markers. Ask the participants to mostly work alone.
- Move around the group to observe the participants, helping anyone that may find the activity too challenging.
- Once the participants complete the mask, ask them to share their masks (only if they are comfortable in doing so).
- While the sharing is going on, monitor the group and be prepared to stop inappropriate comments coming from observing participants.
- When all willing participants have shared something about their masks, the masks are put on the wall.
Discussion Guidelines

- Why did you choose the symbols and colors that you chose?
- Was it hard to draw your mask?
- Was it hard to share the meaning of your mask with people in the group?
- What would the effect on your life be, if you did not wear your mask?

Notes

A variation:

- With large or shy groups, consider putting the participants in groups of five to seven and have them share their mask only in that small group. When this sharing is over, ask one person to speak about the exercise to the entire group. Generally this would be done with groups over 25-30.

2. Values Formation

When focusing on the development of the child, it is necessary to consider the child’s individual values and to provide guidance to develop these values further. When referring to values, this refers to an individual set of principles that determine the child’s belief system (and in turn affect their behavior), and determine what they consider to be right and wrong.

Often the values a child develops at an early age are based on the values of those people that influence their lives. This may be the primary caregiver, a friend, or role model. These values may either be useful or not. Often values are based on social conditioning or cultural conditions. It is important for the child’s development that they are able to step away from this influence and consider their own values.

In this section, guidance will be provided to the child to develop their individual value system. It is anticipated that the child, by participating in activities that focus on exploring the different values held by society and the individual, will gain an understanding of their own values. The activities will allow the child to develop and reflect on these values, how they affect behavior, and modify them if necessary.
2.1 My Treasured Values

Objectives
By the end of the activity the participants will be able to:

a) identify what their current values are;

b) apply values that are positive to their personal development;

c) recognize values that negatively influence their personal development; and

d) modify those values they have recognized as negative.

Materials
Bond paper, crayons, pencils, magazines, or any other art materials.

Time Frame
45 minutes

Instructions
• Provide the participants with an explanation of values including personal examples of your own values.

• Ask the participants to name different values that they can think of. These may or may not be their own values.

• Ask participants to take a few moments to consider what their values are and why they treasure these values and ask the participants to consider how these values influence their lives.

• Ask the participants to choose a value they hold that they consider the most important or influential.

• Give the participants with a piece of bond paper and other materials and lets them represent their treasured values creatively e.g. poster, collage, song or poem.

• Then ask for participants who are willing to share their representation with the group.

Discussion Guidelines
• What have you learnt about your values through the exercise?

• Do your current values assist you to be the person you strive to be?
• Will your current values allow you to reach your desired goals?
• Are you happy with your current values? Why or why not?
• Are there any changes you wish to make to your current values?
• If so, do you have any suggested ways to facilitate this change?

2.2  What Are My Values?

Objectives
By the end of the activity the participants will be able to:

  a) identify the values they have acquired from birth to present and their origin; and
  b) review old values that may no longer be useful to their personal development.

Materials
Mat, CD (instrumental music), notebook, pencil and string.

Time Frame
1 hour and 30 minutes

Instructions
• Ask the participants to lie on the floor and consider the different values they have had up until now in their lives, and who or what has influenced these values.

• Play instrumental music to assist in reflection and relaxation.

• After this reflection, ask the participants to write down these values and influences in their notebooks. Ask the participants to identify the five most dominant values they currently have and the origin of influence, which have helped to shape them as people.

• Then ask the participants to make a circle and one at a time, share their 5 values and influences with the group.

• After the first person has shared their 5 values, they will tie the string to their point finger and then pass/toss it to the person who wishes to share next. After the next person shares they will do the same.

• The string will eventually begin to take the form of a spider web.

• Process the activity with the group after each person has had a chance to share.
Discussion Guidelines

• What are your reflections after the activity?

• Did you discover you held any values you were not aware of?

• Were you introduced to any new values you were not familiar with through other participants?

• Did you identify an influence for your current values? Who or what were they?

• Are these influences positive or negative? Why?

• Now that you are more aware of your values, are you happy with them? Why or why not?

2.3 Life Auction

Objectives

By the end of the activity the participants will be able to:

a) defend their values with confidence;

b) identify the values most appreciated by the group and society; and

c) evaluate their current values in relation to the values of society and the group.

Materials

Play money, meta card, pens, masking tape

Time Frame

1 hour

Instructions

• Multiply the number of participants by 1.5, and prepares that number of small cards to be stuck on the wall.

• On each card, write something that people generally value in life e.g.to have a loving family, to have close friends, to be loved by one’s community, to be famous, to have a good sense of spirituality, to have a large house, a good job, honesty or riches.

• Distribute the play money evenly amongst participants.

• Start an auction where the participants can bid against each other for each value. This can be done in the following way;
  
  o Name each value, and asks what the participants are willing to pay.

  o Allow the bidding to continue until the highest price is reached.

• Once the participants have spent their money, they must settle for what they bought. They cannot change or exchange the item.

• Continue the auction until all the items are sold, and all money is spent.

• Then ask the participants to discuss their ‘purchases’, find out which items collected the most money. (i.e., which were the most valued)?

**Discussion Guidelines**

• Who managed to buy what they wanted?

• How did it feel?

• Who did not manage to buy what they wanted?

• How did that feel?

• Was anyone surprised with what they chose to buy?

• Were there any cards that no one in the group bid for? If so, which ones?

• What does it say about these values?

• If we were to play again, would you use your money differently? Why?

• What did the activity teach you about what you value, and do not value?

• If you were not in a group and others were not watching you bid, would any of you spend the money differently?
2.4 **How My Values Affect My Behavior**

**Objectives**
By the end of the activity the participants will be able to:

a) analyze their values and behaviors for consistency.

b) identify necessary changes to their behaviors and values that will allow them to create consistency; and

c) state the importance of being a positive role model.

**Materials**
Bond paper, pens, flip chart.

**Time Frame**
1 hour

**Instructions**
- Remind the group that values are those things we believe in. Things we are either for or against.

- Ask the group to name someone they know personally, a sports person, or a media personality (politics, television, film or books), who has believed in something strongly and has acted because of their values. Allow plenty of time for the participants to think of someone.

- Consider giving some examples (stories) of people who have acted on their beliefs. These can be young or old people. For example, Nelson Mandela, Mother Theresa, Ryan – from Ryan’s Well, Craig Kielberger, Jose Rizal. As the participants to share their answers with the group. Write the names, values (principles and beliefs) and their specific behavior on a flip chart in three columns, titled ‘Person’, ‘Value’, and ‘Behavior’.

**Discussion Guidelines**
- Which person on the list do you really admire for their values and behaviors? Why?

- What could these people be called, because of the example they have set for others? (Role model)

- Which of these people is a role model for you? How will you change your behaviors to be consistent with your values and to be more like your role model/s?

- Are there reasons a person might show good behaviors, but not have the values to inspire such behavior?
2.5 Voting Values

Objectives
By the end of the activity participants will be able to:
   a) explain their feelings about common values both positive and negative; and
   b) state the importance of a person being able to stand up for their beliefs and values.

Materials
Bond paper, meta cards, pens, masking tape, Values Voting Sheet (see below)

Time Frame
45 minutes

Instructions
• Explain to the group that in this activity they will be asked to express their feelings about certain values.

• Create three areas in the room and places one of the following signs in each area: ‘Agree’, ‘Unsure’, and ‘Disagree’. Then, using the ‘Values Voting’ sheet, choose approximately 10 value statements, and reads them aloud.

• After each statement is read out, the participants should move to one of the designated areas that best describes how they feel about that value. The votes can be recorded.

• Explain that they will then ask for several volunteers to describe their feelings about the statements. Also explain that being able to share publicly one’s personal values is a key factor in being able to live them out, and that one should not be afraid or embarrassed to say what they believe.

• Remind participants that they can ‘pass’ if they do not wish to share with the group. Also advise the participants that they can change their vote at any time, and may decide to do so after hearing participants speak from a different perspective.

Discussion Guidelines
• Did you know immediately how you felt about each statement or did you have to think for some time about each?

• If you changed your mind, what were some of the influencing factors in that change?

• Did any of the votes surprise you at all?
• Did anyone else in the group influence your vote?
• Does your behavior back up what you believe?
• Do you think you will change your values over your lifetime? Why?

Values Voting Sheet

- You can get a good job without finishing secondary school
- Men can make good secretaries and nurses
- In a family, the man should be responsible for financial support
- Drinking can help to deal with life’s stresses/troubles
- Attending religious services is important for spiritual well being
- People should help care for those less fortunate in wealth or health
- Children should not be allowed to work on the weekends
- Love is an integral part of a happy relationship
- Honesty is more important than wealth
- Using birth control is a woman’s responsibility
- There is no point in planning since life is a game of chance
- You should have to pay for the health care that you receive
- Men who father children should share the responsibility of caring for them
- Having a job that you like is more important than making lots of money
- Children should listen quietly, and when they’re adults they can participate in decision-making
- The government can’t provide for people – it’s their own fault if they’re poor
2.6 Who Gets The Land?

Objectives
By the end of the activity participants will be able to:

a) identify how their personal values influence their decision making;

b) analyze how their decisions and judgment, based on values can affect others in either a negative or positive way;

c) recognize the individual’s right to values different from others in society; and

d) explain that the individual’s values can be a product of their connection to community or other group, and that this can be either positive or negative.

Materials
None

Time Frame
1 hour

Instructions
• Divide the participants into small groups (4 or 5 people) and explain to each group the following situation:

  o A real estate company wants to build many apartments in a flat, safe area just outside a city. The area is the only available space for these apartments; however in the middle of the building area is a block of land belonging to a poor family. They want to buy the land from the family; however the family doesn’t want to sell it. The local council has called a town meeting to decide what will be done with land.

  o The local indigenous community: the land was an important site for their traditional ceremonies, and they believe it should be returned to them to help with the preservation of their culture.

  o The poor family: the land has belonged to their family for many generations, and their ancestors are buried there. They have lived and worked there for their whole lives, and don’t want wealthy companies to take it from them.

  o The real estate company: The city has suffered from a lack of housing, resulting in many people living in overcrowded small apartments. The apartments they will build will provide housing for hundreds of families, as well as providing jobs for many workers who will build the buildings.
The local environment protection group: The forested area of the land is the home of many rare species of plants and animals. The environment protection group believes the land should be protected by the government from any farming or development to save these species of animals and plants. They suggest that the area could be developed into a tourist attraction where people could observe these plants and animals, which would also generate income for the city.

- Allocate one of the above positions to each small group.
- Ask each group to discuss their position, considering the implications on each group, and to develop an argument as to why the land should be used in the suggested way.
- Then ask all the participants to return to the group.
- Ask for a representative from each group to present their argument for the use of the land, and also the implications they have considered for the opposing groups.
- Then ask the remaining participants to listen objectively to the information presented, no longer associating with their working group.
- Ask the group to make their recommendation for the use of the land based on the information presented.
- The group should then discuss based on the outcome of this recommendation what the implications for the land and the groups involved would be.

Discussion Guidelines
- Was it easy to consider the position of those groups whose values you did not agree with?
- Did you make a decision for the land based on your own values or on the arguments presented?
- Was it a difficult decision to make?
- Do you think there was a right or wrong position? If so, is this based on your value structure?
- Was it easy or hard to consider the implications on each group?
- Do you think the position each group held in society influenced their values?
2.7 Who Gets The Parachute?

Objectives
By the end of the activity participants will be able to:
   a) explain why all human life should be valued the same;
   b) identify how their values affect their decision making; and
   c) analyze their personal value structure.

Materials
One piece of paper per group and one pen or pencil per group

Time Frame
20 minutes

Instructions
• Divide the participants into groups of 4 or 5.

• Give each group a list of descriptions of 12 people (prepared in advance). Some examples include: a nurse, 10 year old boy, 97 year old woman, president of a company, a teacher, a physically disabled person, etc.

• Explain that all the people described are on an airplane that is about to crash. There are only 8 parachutes, so the participants must decide who will be given a parachute and who will die.

• In a group, the participants must discuss who most deserves the parachutes and why. This may take about 15 minutes.

• After they have decided whom to give the parachutes to, tell them that 4 of the parachutes aren’t working, so they must cut their list to 4 people. This may take about 10 minutes.

• Then ask a representative from each group to explain to the rest of the participants who their group decided to give the parachutes and why they chose these people to survive.

Discussion Guidelines
• Why did you choose the people you chose?

• What values did you base these choices on?

• Was the decision a hard one to make?
• Do you think there is a correct answer?
• Do you believe any one person has more right to life then another?

3. Relationships

A child will have many relationships that influence their lives over their lifetime. These interactions help to shape the child’s personality. For this reason it is necessary to develop the child’s social and interpersonal skills.

Through socialization and interaction with a wide range of people, children appreciate the role of others in their lives. This appreciation helps them to relate to others and as a result, respect the rights, opinions and feelings of others. It is not enough for the child to respect their own individuality; they must also learn respect for the individuality of others. With this, children learn to cultivate the values of compassion and sensitivity.

This section of the manual seeks to address some of the valuable relationships that influence the lives of children. Through the activities in this section the child will be able to develop the skills necessary to enrich these relationships, and grow from their experience of them. Also, negative aspects of relationships, such as peer pressure will be addressed.

3.1 Relating With Our Peers

Objectives

By the end of this activity the participants will be able to:

a) state the positive and negative aspects of peer pressure;

b) apply skills to resist negative peer pressure;

c) identify ways to positively influence their peers; and

d) explain reasons why people are victims of peer pressure.
Materials
Board and marker

Time Frame
1 hour and 30 minutes

Instructions
• Ask the group to brainstorm for a definition of ‘peer pressure’ and record the answers on a flip chart. Ask if they think peer pressure is a positive or negative thing.

• Then ask the participants to form three groups and come up with a role-play to demonstrate how they or someone else they know has been influenced by positive or negative peer pressure.

• Instruct the person exerting the peer pressure to be persistent.

Discussion Guidelines
• Who was exerting peer pressure on whom in this role-play?

• How did they exert peer pressure?

• Did the person/s resist the peer pressure? How?

• Was the person/s successful in avoiding the peer pressure? Why/ Why Not?

• What else could the person have done to avoid being negatively influenced by peer pressure?

• (Ask the person being influenced) How did you feel when this person/s tried to influence you? What was said that made it hardest to resist being influenced? Would you do anything differently if this were to happen again?

• From watching this role-play, did you learn anything about the person who was trying to exert peer pressure?
3.2 Friendship

Objectives
By the end of this activity the participants will be able to:
   a) list the qualities of a good friend;
   b) give examples of ways to exhibit these qualities in their friendships; and
   c) apply these qualities to their current and future friendships.

Materials
   Board and a marker

Time Frame
   1 hour

Instructions
• Ask the participants to each think of a person whom they consider a good friend, even a best friend. Give each person a card and write the following on a flip chart:
   • ‘__________ is a good friend because____________’

• Ask the participants to copy the above onto their cards and complete it, filling in the name of a close friend and a characteristic or quality that makes them a good friend. Reassure the participants that no one but you will see the cards.

• After a few minutes collect the cards and put them in a sealed container. Explain that they will now read each one omitting the name of the friend but reading out the qualities mentioned. As you read out each card, ask someone to write the list of qualities identified.

• When you have read all the cards and the list is complete, divide the participants into groups of four or five and give the participants the following task:
   o Work together to list (and agree on) 5 qualities the group wants in a close friend;
   o Rank the qualities ‘1’ for the most important and ‘5’ for the least important.

• Allow about 5 minutes for this task, and then ask each group to share their choices and rankings.
Discussion Guidelines

- Was it easy or difficult to decide on which 5 qualities were most important? Why?

- How did the group decide which quality was most important? Was there much disagreement? What were some of the other choices in your group?

- Which qualities were especially difficult to find in a friend?

- What desirable qualities do you bring to a friendship?

- What qualities would you like to develop in the future?

3.3 Dating

Objectives

By the end of the activity participants will be able to:

a) identify the characteristics they would value in a relationship;

b) list the qualities of a healthy relationship; and

c) evaluate their existing or past relationships as healthy or unhealthy.

Materials

None

Time Frame

1 hour and 15 minutes

Instructions

- Inform the group that they are going to play the ‘dating game’ and that the facilitator needs four volunteers (three of one sex and one of the other). Three of the volunteers are to sit in front of the group and questions will be asked of them in turn. The fourth volunteer will ask the questions from the list below. This person is allowed to ask up to three of the warm up questions before asking the tougher ones.

- The volunteer asking the questions should ask each person on the panel the same question before moving to the next question.

- Inform the volunteers that they do not have to give their actual personal opinion if they do not want to – they can make it up.
• At the end of the game, the whole group will vote on whom they want their sister/brother (as the case may be) to go out with on a date.

• Warm up questions:
  o What is your favorite TV show/program?
  o What is your favorite musical group/band?
  o What do you like to do in your spare time
  o Describe the best thing about yourself.
  o What career do you see yourself pursuing in the future?
  o Which of the following do you want most for yourself: power, fame, brains, money, and good looks? Why?

• Dating Game
  o How would you define dating?
  o Who should pay for dates? Why?
  o If the boy pays for the date, is he entitled to physical or sexual intimacy (touching, kissing, intercourse)?
  o Where would you go for the first date?
  o Describe the ideal girlfriend?
  o How do you feel about a non-sexual relationship?
  o What is the difference between love and infatuation?
  o How do you know you are really in love?
  o How long should a guy and a girl go out together before getting married?
  o How long should a guy and a girl go out together before having sex?

• Set a time limit for the game.
Discussion Guidelines

• Why did you vote for________?

• What did you like about their answers?

• Which questions were the most significant for you in terms of making the choice you made?

• What are some of the things you would want to know before dating someone?

• What are guys looking for in a relationship

• What are girls looking for in a relationship?
MODULE 2 – LEADERSHIP & TEAM BUILDING

In any program that seeks to empower children it is important that children learn how to work with others. The relationships that are established within a group are of critical importance to the success that the group will have at any given task. Equally, the relationship between the group and the leader will set the dynamic for group and affect the way it operates. The aim of this module is to help the child to develop both his/her ability to lead a group as well as operate effectively within the group.

1. Leadership

Leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task.

It is difficult to describe exactly what makes a good leader but normally they are easy to recognize. Some important qualities of leaders are:

- Technical / specific skill for task at hand
- Charisma – ability to attract and motivate others
- Dedication to the role
- A clear sense of purpose
- Focus on results
- Cooperation
- Optimism and belief in ability to make a difference
- Ability to encourage and nurture others
- Ability to delegate in such a way as people will grow

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Leaders have important responsibilities for their work and the people they are leading. A suggested ‘charter’ for leaders is as follows:

- Leading by example in accordance with the company’s core values.
- Building the trust and confidence of the people with which they work.
- Continually seeking improvement in their methods and effectiveness.
- Keeping people informed.
- Being accountable for their actions and holding others accountable for theirs.
- Involving people, seeking their views, listening actively to what they have to say and representing these views honestly.
- Being clear on what is expected, and providing feedback on progress.
- Showing tolerance of people’s differences and dealing with their issues fairly.
- Acknowledging and recognizing people for their contributions and performance.
- Weighing alternatives, considering both short and long-term effects and then being resolute in the decisions they make.

Leadership can be divided into three different styles:

- **Authoritarian leaders** provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group.
• **Democratic (participative) leaders** offer guidance to group members, but they also participate in the group and allow input from other group members. Democratic leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.

• **Delegative (laissez-faire) leaders** offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.

### 1.1 What Makes a Leader?

**Objectives**

By the end of this activity, participants will be able to:

a) identify some of the people commonly acknowledged as strong leaders.

b) list the qualities that characterize these people as good leaders; and

c) recognize some of the obstacles good leaders must overcome.

**Materials**

Case Studies of well-known leaders (see Appendix), manila paper, markers

**Time Frame**

45 minutes

**Instructions**

• Ask the participants to brainstorm the qualities that a good leader should have (e.g., compassion, courage, intelligence – see list in activity below).

• Then ask the participants to suggest anyone they can think of who might be considered a good leader and why.

• Divide the participants into four groups (so that each group has a case study) and ask the participants to read through the case studies in their group and discuss the qualities of a good leader. These qualities should be listed on manila paper.
• After the groups have had time to discuss their respective case studies, ask a representative from each group to introduce the leader in their case study and present the list of leadership qualities that their group identified as that leader having.

Discussion Guidelines
• Who do you think is a good leader? Why?
• How can someone learn to become a good leader?
• Are all good leaders the same? Why or why not?
• How can a good leader overcome obstacles to reaching their goals?
• Do you think the decisions these leaders made were easy?
• How does a leader make a difficult decision?

Notes
Additionally, the participants can watch ANTZ – (1998) directed by Eric Darnell and Tim Johnson – an animated movie that demonstrates leadership skills.

1.2 My Idol – Leaders In Our Lives

Objectives
By the end of this activity, participants will be able to:
 a) list the characteristics of a good leader that is important to them;

 b) identify at least one person who provides good leadership in their own life; and

 c) explain why the leader they have identified is their ‘idol’.

Materials
Pens and pencils, paper

Time Frame
45 minutes

Instructions
• Ask each of the participants to think about the qualities that a good leader must have. (These can be listed on the board – and can be taken from the previous activity).
Then ask each participant to think of someone in their own life who provides good leadership to them. The participants should be able to match some of the qualities of the leader they have chosen to some of the requirements listed earlier.

Each participant is then given about 30 mins to make a poster about the leader they have chosen.

Share the completed posters.

Discussion Guidelines

Why did you choose the person that you did to be your ‘idol’?

What obstacles has your ‘idol’ had to overcome to become a good leader?

In what ways are you like the person you have chosen? In what ways are you different?

Why do you think you can be a good leader? How?

Notes

Some qualities of a good leader:

- Trustworthy and honest
- Enthusiastic/ passionate
- Positive
- Dedicated
- Team player
- Stable/calm
- Confident
- Tolerant
- Supportive
- Hard working
- Appreciative of assistance
- Good listener
- Adaptable and open to change
- Responsible and reliable
- Patient
- Loyal
- Courageous
1.3 Tent And Cottage Making

Objectives
By the end of the activity the participants will be able to:

a) state the qualities of the three styles of leadership;

b) demonstrate leadership skills and team work;

and

c) identify the roles and function of a good leader.

Materials
Bamboo, cloth or sack, rope, coconut leaves, or any other materials available from the natural environment.

Time Frame
3 hours

Instructions
• Give input on the different styles of leadership, the function and qualities of a good leader.

• Divide the participants into 3 groups and ask each group to choose a leader.

• Assign one of the three styles of leadership to each group leader. The leader will take on this leadership style during the activity.

• Ask the group leaders to assign 1 observer for their group. Tell the observer they will be taking notes of the characteristics of the leader in their group.

• Provide each group with equal amounts of available materials they may use to build a cottage/tent.

• Advise the participants that they have two hours to complete the activity.

• The group that builds the strongest cottage/tent will win a prize.

Discussion Guidelines
• As a leader how did you find your role? Why?

• What do you think is the role of the leader based on this activity?
• As a member how did you feel while doing the activity? Why?

• From what we have discussed about leadership, and what you have observed, what do you think is the most effective leadership style?

• What are the advantages and disadvantages of each style?

• As a leader what can you say about your members?

• As a member, what can you say about your leader?

• What do you think are the qualities and functions of a good leader?

2. TEAM BUILDING

2.1 Introduction

Being able to co-operate as part of a group and communicate effectively are essential life skills. Skills such as listening, completing a group task and negotiation are all required for effective teamwork. These are also skills that are required in many other areas, such as education, employment and relationships.

In this section, the activities are aimed at developing teamwork skills. The most effective way to do this is through practice and observation. It is anticipated that through participating in the following activities, the child will be able to integrate these skills into their daily lives.

2.2 Spider’s Web

Objectives

By the end of the activity participants will be able to:

a) analyze the necessity of team work in completing a group task;

b) explain the importance of the decision making process to an effective team plan; and

c) modify a team plan to affect the outcome of the task.
**Materials**
Two trees approximately 3 meters apart, a long rope

**Time Frame**
30 minutes

**Instructions**
- Tie the rope around the trees and weaves it back and forth until it resembles a spider’s web with about 10 holes of varying sizes.
- Ask all of the participants to stand on one side of the web. Tell them they are in a tunnel that is filling quickly with water, and the only way to escape is to pass through the web. However, the rope is poisonous, and all those who touch it will die.
- Tell the participants that they must pass each other through the holes, but only one person may pass through each hole.
- The participants have 10 minutes to get all of the participants through the web without touching the rope before the tunnel will be full and they will drown.
- To allow all of the participants a chance to be part of the decision making process, tap louder or dominant participants on the shoulder at various times which prevents them for speaking until you tap them again.

**Discussion Guidelines**
- How did your team work to try to get everyone through the web?
- Did everyone have a chance to contribute?
- Now that you have had more time to think about the activity would you have done anything differently?
- What worked well in your team?
2.3 Pyramid

Objectives
By the end of this activity, participants will be able to:

a) identify ways in which they can work as a team in order to achieve a goal; and

b) employ the tactics identified in order to complete the task given.

Materials
None

Time Frame
30 minutes

Instructions
- Explain that the focus of this activity is teamwork, and divide the participants into groups of 7-9.

- Explain that each group is to form a human pyramid, which must hold position for at least 3 seconds when complete.

- If a simple pyramid is easily completed, set more complex shapes for the groups to attempt.

Discussion Guidelines
- How well did your group work together?

- What were some of the problems that the group encountered?

- How did the group tackle these problems?

- Did your group have a leader?

- If so, how did that person become the leader?

- What do you think is the importance of teamwork?
2.4 Blind Leading The Blind

Objectives
By the end of this activity, participants will be able to:

a) Identify ways in which they can work as a team in order to achieve a goal.

b) Appreciate the importance of leadership and using the different skills of the group to achieve a goal.

c) Understand the benefits of effective communication within a team.

Materials
String or rope, art paper, marker, ‘treasure’ (such as candy, chocolate, etc.), optional scarves to cover the eyes of the ‘blind’ team members.

Time Frame
45 minutes

Instructions
• Divide the participants into groups of 6.

• Instruct the group to tie their ankles together to form a line, and that this will be their team for a treasure hunt.

• Before you give the remaining instructions to the participants, state that every second person on the team is blind (and provides scarves to cover the eyes of those team members), and that every other team member is mute.

• There are a number of different ways in which a treasure hunt can be completed. One option for this activity is to write the names of a location in the training facility (for example, bathroom, kitchen, dormitory, main office, etc.) on different colored paper, cut up the letters and hide them around a defined space. Each piece of paper spells out the location of the treasure for each team. Tell each team how many letters they need to find and on what color paper. Each team needs to find the letters then unscramble the word and figure out where the treasure is.

• The blind team members are not allowed to see and the mute team members are not allowed to talk but they must work together as a team to solve the puzzle.

Discussion Guidelines
• How did your group work together to complete the task?

• What were some of the challenges?

• Was it easier/harder than you expected?
• Was there someone who took on the role of leader in your group?

• How did your group communicate with each other to complete the task?

**Notes**

**Variation:**

• You can appoint one person in the group to be the leader (who can see and speak). This is especially effective if such person is the youngest in the group or not someone who would usually take a leadership role.

• Another variation is to allow the mute team members to lead the hunt for the letters but make the blind team members decipher the word.
MODULE 3 – AN INTRODUCTION TO CHILDREN’S RIGHTS

Children’s rights are recognized and protected by the United Nations Convention on the Rights of the Child. All people all over the world are protected by human rights, including children. Children’s rights prescribe extra protection for children in consideration of their need for special care and protection.

Children’s rights can be categorized into six groups:

- General Principles
- Civil and Political Freedom
- Family and Alternative Care
- Health, Nutrition and Welfare
- Special Protection Measures
- Education, Culture and Leisure

This module covers the topics of human rights and an introduction to the United Nations Convention on the Rights of the Child (UNCRC).

1. Human Rights

Human rights are basic standards that protect human dignity. They are rights which we have because of our humanity and not because of any merit of our own, and protect individuals in relation to the state, or government. It is often said that all people should enjoy human rights because they are justified by a moral standard that sits above any individual nation’s laws.

Human rights are:

- Universal – they apply to everyone, everywhere
- Indivisible – they cannot be divided up or separated
- Inalienable – they cannot be given away, sold or taken
- Interdependent – all rights are related and connected to each other
Rights are more than wants or luxuries. They are not something we have earned or been awarded. They are the basis of human life and essential for maintaining life at a certain minimum standard.

While in essence human rights have always existed, they were first universally agreed upon and written down in the Universal Declaration of Human Rights that was adopted by the UN General Assembly in 1948. This includes civil, political, social, economic and cultural rights.

### 1.1 A Bill Of Rights\(^3\)

**Objectives**

By the end of the activity participants will be able to:

a) understand what is meant by rights and responsibilities;

b) connect rights and responsibilities to daily life; and

c) understand the importance of participation in the creation and protection of human rights.

**Materials**

- Paper and pen for each participant
- Flip chart and markers

**Time Frame**

45 minutes

**Instructions**

- Starts the session by exploring with the participants their experience and understanding of rules and responsibilities. For example, you could ask the participants to complete sentences such as ‘I don’t have the right to ___ because …’ (e.g. I don’t have the right to hit people when I am angry because … / I don’t have the right to treat people unfairly.). List these and ask the participants to turn the statements from positive to negative (e.g. I have the right not to be hit / I have the right to be treated fairly.)

- Divides the participants into groups of 4-5. Give each group paper and markers, and ask them to make 3-4 basic rules for the whole group using the phrase ‘Everyone has the right to…’(e.g. Everyone has the right to participate.). The goal is not to have many rules but rules that everyone accepts.

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• After 15 minutes ask each group to present their rules.

• Combine similar rights and ask for the group’s approval of any revised language.

• List these rights on flip chart under the ‘Rights’ column. Then, ask what specific responsibility individuals have to ensure everyone enjoys this right. Write this in the ‘Responsibilities’ column next to the right, using language such as, ‘I have the responsibility to...’, or ‘I should...’.

• Ask the children to review their draft bill of rights and determine whether any of the rights and responsibilities could be combined, deleted or other rights and responsibilities added.

Discussion Guidelines
• Would you be willing to observe these rules?

• If these rules were to be applied to the whole world, who would be responsible for making sure that everyone followed them?

• What would happen when someone violates one of the rights?

• Is it necessary to have consequences for not following rules? Why? Who should decide on the consequences?

• What did you do with the ideas that were not agreed on? Did anybody try to convince the rest of the group in order to get agreement? Were any ideas reconsidered?

• What did you learn about yourself in this activity? What did you learn about rules and responsibilities?

• What rules do you have in your life (e.g. at home, at school, in other settings)? Who made these rules?

• What responsibilities do you have? Who gave you these responsibilities?

• Do adults have rules and responsibilities? Where did these come from?

Notes
Variation:
• If this activity is done at the beginning of the training session, the list of rights and responsibilities can be used as the “constitution” for the group for the remainder of the training and hang the rules in a prominent place.
Sample chart:
BILL OF RIGHTS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone has the right to be</td>
<td>I have the responsibility to treat</td>
</tr>
<tr>
<td>fairly.</td>
<td>everyone treated fairly.</td>
</tr>
<tr>
<td>Everyone has the right to express</td>
<td>I should give everyone the right</td>
</tr>
<tr>
<td>an opinion.</td>
<td>to express an opinion</td>
</tr>
</tbody>
</table>

1.2 What Are Rights

Objectives
By the end of the activity participants will be able to:

a) explain the difference between a ‘need’ and a ‘want’;

b) examine the relationship between ‘needs’ and ‘rights’;

c) describe how deprivation of rights can have an effect on everyday life; and

d) explain how rights are an important tool for ensuring that a minimum standard of living is maintained.

Materials
Meta cards, markers, masking tape

Time Frame
1 hour

Instructions
• Divide the participants into 3 – 4 groups, and assigns a category to each group, e.g. indigenous children, street children, disabled children, and children in general.

• Ask each group to think of all the things that children (in the category they’ve been assigned) need to live a happy and healthy life. They should write these things on Meta cards, one idea per card, in large letters (10 – 15 minutes)

• Once all participants have stuck their Meta cards on wall / whiteboard, eliminate those that have been repeated so that each item or idea appears only once.
- Then explain that war has just been declared and as a result, everyone will have to make certain sacrifices for the good of society. The group has 10 minutes to eliminate all but 15 of the items on the wall (choose some 1-2 volunteers to guide the discussion).

- Explain that despite the sacrifices made, the President has declared martial law in the country and as a consequence, there will need to be further eliminations. The participants have 5 minutes to reduce the list to 10 items.

- Finally, explain that nothing has worked and the country is in dire circumstances. The group must reduce the items to 6. The participants have 5 more minutes for this.

Discussion Guidelines
- Why did you choose to keep the things you did?
- Was it hard to sacrifice things? Why?
- What were the easiest things to sacrifice?
- How did the group come to a consensus? Did everyone have a chance to express his or her opinion?
- What would be the effect on our way of life if these things were sacrificed?
- Do you think rights and needs are the same thing? Why/Why not?

1.3 For Every Child A Better World

Objectives
By the end of the activity participants will be able to:
- a) explain why rights are important for children;
- b) identify some of the needs children have; and
- c) outline some of the problems children have in asserting their rights.

Materials
Paper, pens, crayons

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This activity is based on the storybook For every child a better world, United Nations Publications, New York, 1993.
Time Frame
20-30 minutes

Instructions

• Give the participants the following series of statements and ask them to complete the sentences:

   Every child needs food to eat. But ...
   Every child needs clean water to drink. But ...
   Every child needs a home. But...
   Every child needs clean air to breathe. But ...
   Every sick child needs to be able to get medicine. But ...
   Every child needs to have the chance to go to school. But ...
   Every child needs to play. But ...
   Every child needs peace. But ...
   Every child needs to be able to decide what to think and feel and believe.

   But ...
   Every child needs to feel safe. But ...

   Eg: ‘Every child needs food to eat. But sometimes they don’t have money to buy food.’

• Ask the participants to present their statements as a story, with one statement on each page, accompanied by an illustration.

• Ask participants to come up with their own final statement for their story using the following statement to start them off:

   Every child has rights. Rights help make sure everyone is happy, healthy and safe. Sometimes different problems mean children don’t get to enjoy their rights. We can make a better world for all children by ...

• Bind the pages together and present as a storybook – share with the group.

Discussion Guidelines

• Why do you think some children can’t get what they need?

• What do you think happens to children who can’t get what they need?

• What do you think will happen to the world if so many children can’t get what they need?

• What do you think you can do to make sure that children get what they need?
• Whose responsibility is it to make sure children can enjoy their rights?

A useful resource!

'For Every Child A Better World' was produced by Muppet Press in cooperation with the United Nations, as a fund-raiser for United Nations projects. It is a colorfully illustrated story told by Kermit the Frog about children’s rights and the obstacles preventing all children from accessing their rights.

It was written by Kermit the Frog, as told to Louise Gikow and Ellen Weiss. Published in 1993 by Golden Press.

2. An Introduction To The UNCRC

Human rights apply to all people, including children. However it has long been recognized that, due to their physical and mental immaturity, children need special care, assistance and protection. It is for this reason that in 1989 the UN General Assembly adopted the United Nations Convention on the Rights of the Child (UNCRC). Children’s rights are not an alternative to human rights or in opposition to human rights. Rather, children’s rights are a consideration of children’s position.

The UNCRC is one of the most widely ratified treaties in the world – only 2 countries have not agreed to its principles. The UNCRC provides protection for children’s civil, political, social, economic and cultural rights.

Rights contained into the UNCRC can be divided into six categories, or a rainbow of rights:

<table>
<thead>
<tr>
<th>Fundamental Principles</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil &amp; Political Freedom</td>
<td>Orange</td>
</tr>
<tr>
<td>Family &amp; Alternative Care</td>
<td>Pink</td>
</tr>
<tr>
<td>Education, Culture &amp; Leisure</td>
<td>Purple</td>
</tr>
<tr>
<td>Health, Nutrition &amp; Welfare</td>
<td>Blue</td>
</tr>
<tr>
<td>Special Protection Measures</td>
<td>Green</td>
</tr>
</tbody>
</table>

The UNCRC is international law because many different countries have signed it. It gives countries both positive and negative obligations for children’s rights:

• Obligation to respect → States are to refrain from taking actions that may undermine the rights of persons (negative obligation)
• Obligation to **protect**  ➔ States are to protect rights from possible violations by other entities; also called horizontal effects of human rights (positive obligation)

• Obligation to **fulfill**  ➔ States are to take actions to realize the enjoyment of rights (positive obligation)

• Obligation to **promote**  ➔ States are to take steps to promote rights (positive obligation)

Some important characteristics of children’s rights are that they are:

• **Interdependent** – every right in the UNCRC is interdependent with every other right

• **Indivisible** – the set of children’s rights guaranteed by the UNCRC cannot be divided

• **Progressive** – some rights should be implemented progressively, as resources become available. Other rights are immediate – they are not budget dependent and should be implemented regardless of budget.

• **Holistic** – they include civil, political, social, economic and cultural rights

• **Take account of family** – the child is viewed not in isolation but as part of a family

• **Consider the child’s evolving capacity** – children’s growing maturity is taken into account by the UNCRC

## 2.1 History Of The UNCRC – A Timeline

**Objectives**

By the end of the activity participants will be able to:

a) list some of the events that led to the development of the UNCRC;

b) put these events in chronological order; and

c) recognize the significance of the UNCRC considering its history.

**Materials**

Per group: manila paper, pens, Event Cards(see below), glue or tape

**Time Frame**

30 – 40 minutes
Instructions

- Divide the participants into groups of 3 – 4
- Ask each group to draw a timeline across their manila paper, marking every 10 years from 1900 until 2010.
- Give each group a set of event cards. Ask them to discuss each card and see if they know what the event written refers to.
- Ask the groups to try to arrange the events in chronological order.
- Bring the groups together and discuss the correct order. Discuss the different events, explaining each one in a little more detail as necessary

Discussion Guidelines

- Were you aware of these events?
- Do you think that the UNCRC would have been created without these events?
- Why do you think it took so many tragedies, through war, before children’s rights were recognized?
- What do you think the next important event on the timeline will be?

Events that shaped the UNCRC:

- **Industrial Revolution (1890’s-1900’s)** – The period during which major changes took place in agriculture, manufacturing, production and transportation. Manual labor was being replaced by machine due to technological developments. People were also fighting for fair wages and good working conditions at this time. The Industrial Revolution started in England but then spread quickly throughout the world.

- **World War I (1914-1918)** – This was also known as the Great War or the War to End all Wars. It took place mostly in Europe and resulted in more than 40 million casualties. There were a number of reasons for the war, some of which dated back to the unification of Germany and changing balances of power in Europe.

- **Formation of the League of Nations (1920)** – This was formed after WWI as a means by which to minimize conflicts between nations and to solve problems in a diplomatic way. Initially, there were 58 members in this treaty, and most of them were countries from Europe.
- **Geneva Declaration on the Rights of the Child (1924)** – This was a significant document because it recognized children rights as a distinct category of rights subject to international protection for the first time. It recognized children as deserving of a particular type of treatment, rather than as holders of specific rights.

- **World War II (1933-1945)** – This was a global war involving most nations in the world. It began when Nazi Germany, under Adolf Hitler, invaded Poland. The extent of the atrocities inflicted on humanity, and particularly Jews, by Nazi Germany were only fully discovered at the end of the war.

- **Formation of the United Nations (1945)** – The UN was formed after WWII to replace the League of Nations. Like the League of Nations it was established to stop wars and to provide a platform for dialogue. The UN also aims to promote peace and harmony.

- **UN Declaration on Human Rights (1948)** – This document arose directly from the experience of WWII and represents the first global expression of human rights. This document continues to be one of the most well recognized human rights treaties.

- **2nd Declaration on the Rights of the Child (1948)** – This was a brief, seven-point statement that built on the original Declaration on the Rights of the Child. Almost immediately after it was made it was followed by a decision to draft a still more detailed declaration.

- **3rd Declaration on the Rights of the Child (1959)** – A third, more detailed document, this declaration articulated ten basic principles for the protection of children. This document is the basis for current popular understanding of the ‘10 rights of the child’.


- **International Year of the Child (1979)** – Realizing the need to translate the ideals in the 3rd Declaration into firm commitments, the drafting of the UNCRC began during the International Year of the Child.

- **Convention on the Right of a Child (1989)** – This was the long and awaited update from the Declaration on the Rights of the Child in 1959. This time the document was more detailed and focused more on the child as an active subject of rights rather than a helpless recipient or subject of charity.
### Event Cards

<table>
<thead>
<tr>
<th>Event Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Revolution</td>
</tr>
<tr>
<td>World War 1</td>
</tr>
<tr>
<td>Establishment of the League of Nations</td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Declaration on the Rights of the Child</td>
</tr>
<tr>
<td>World War II</td>
</tr>
<tr>
<td>Formation of the United Nations</td>
</tr>
<tr>
<td>Universal Declaration of Human Rights</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Declaration on the Rights of the Child</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Declaration on the Rights of the Child</td>
</tr>
<tr>
<td>International Covenant on Civil &amp; Political Rights</td>
</tr>
<tr>
<td>International Year of the Child</td>
</tr>
<tr>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>International Covenant on Economic, Social &amp; Cultural Rights</td>
</tr>
</tbody>
</table>

### 2.2 An International Contract

**Objectives**

By the end of the activity participants will be able to:

a) have an understanding of how international law works and in particular the nature of customary law; and

b) understand the role of the United Nations.

**Materials**

Flip chart and markers

String or twine to identify borders between countries

**Time Frame**

30-45 minutes

**Instructions**

- This activity can be combined with the Bill of Rights activity above.

- Explain that the Bill of Rights developed by the participants now protects children all over the Philippines from violations of human rights. Ask the participants how the Bill of Rights might be enforced in the Philippines (e.g. police, government).
• Divide the room into three countries (using string as the borders), and continue the story about the safe Filipino child.

• Explain that a citizen of a second country that does not have a bill of rights like that prepared by the participants takes the Filipino child. The police and government of the Philippines have no power now to prevent the citizen of a second country from violating the laws of the Philippines and the Filipino child now finds himself stripped of his rights.

• Ask the group to consider the possible ways in which the Philippines can ensure the rights of the Filipino child are protected (e.g. the presidents of both countries get together to discuss, take the child back by force, all countries get together to discuss and agree on rights that should be respected no matter what country the person is from).

• Explain that this is how international law was formed and that it is followed because countries have agreed to follow it.

Discussion Guidelines
• Who enforces human rights protected under Philippines law in the Philippines?

• Even though international law is not enforceable (as there is no world police), why would a country follow international law standards?

• What are some examples of sanctions that could be used against a country that allows violations of human rights?

2.3 A Rainbow Of Rights

Objectives
By the end of this activity the participants will be able to:
 a) identify the 6 categories of children’s rights; and

 b) create a symbolic representation or image of each category.

Materials
6 pieces of colored cardboard in the colors of the rainbow of rights (yellow, orange, red, violet, blue and green), scissors, markers, crayons, old magazines, paste

Time Frame
5 minutes
Instructions
• Brainstorm all of the children’s rights that the participants can think of (the rights listed in ‘What are Rights’ can be reused here)

• Introduce the six categories of children’s rights to the participants.

• Ask participants to suggest which categories the rights fit into

• Divide the participants into 6 groups and assign each group a category and the corresponding color (refer to rainbow of rights)

• Ask each group to make a symbol or logo to represent the rights in their category. They should then present this symbol on their cardboard in a collage format using materials that they can find in the environment but which must be the color of their category.

• Have each group present their collage to the whole group. Display this visual interpretation of the ‘rainbow of rights’

Discussion Guidelines
• How did the group feel while doing these activities?

• Was everybody able to share his or her ideas?

• Is the activity new to you? If yes? Did you learn something in today’s activity?

• Which category is clear? Which category you want to give more details or information?

2.4 Ten Rights (Sampung Mga Karapatan)

Objectives
By the end of the activity the participants will be able to:
 a) sing the song ‘sampung mga karapatan’; and

 b) identify at least 10 children’s’ rights.

Materials
Manila paper, markers

Time Frame
15 minutes
Instructions

- Write the lyrics of the song Sampung Mga Karapatan on board/manila paper.
- Give participants a chance to familiarize themselves with each line of the song.
- Demonstrate the actions for each line.
- Have the participants sing the song with actions.
- Try covering each line and having the participants just doing the action. For example, cover the first line instead of singing it and then cover the first and second line etc.

Sampung mga karapatan (Ten rights)

[hold up both hands and all fingers]
Ang dapat taglayin (We must uphold)
[bang fist of one hand on palm of other hand]
Pagmamahal, Edukasyon unang ililigtas (Love, education and safety)
[cross arms across chest, hold arms out like reading a book, lift both hands together from left hip to right shoulder in scooping motion]
Natatanging kalinga (Loving care)
[hold arms like nursing a baby]
Lahi kalusugan (Nationality, health)
[lift arms up and hold them up beside head, hands in fists]
Paglalaro, kapatiran (play, community)
[running on the spot, then holding hands of people beside you]
Maging makabuluhan (be worthwhile)
[hold hands up in the air, still holding hands]

Karapatan ng bata, apat ang taglay nya (There are four groups of children’s rights)
[hold up four fingers and rotate, back to front, then tap head and shoulder]
Mabuhay ng matiwasay (To live in harmony)
[Raise hands above head and bring down by side]
Umunlad ng mahusay (Develop fully)
[Step forward with one foot, chest out and chin raised]
Proteksyon sa panganib (Protection from danger)
[cross arms in front of face and step back as though in danger ]
Sumali’t lumahok (Join in and participate)
[Shake hands with person beside you]
Karapatan pananagutan ng sandaigdigan (Rights are everybody’s responsibility)
[bang fist of right hand on palm of left hand then raise hands above head and bring draw a circle, ending with hands by sides ]
MODULE 4 – GENERAL PRINCIPLES OF CHILDREN’S RIGHTS

The first category of children’s rights is ‘General Principles’. These principles underlie all the other rights in the UNCRC.

The general principles can be summarized as follows:

- Definition of a child – article 1
- Right to non-discrimination – article 2
- Best interests of the child – article 3
- Right to survival and development – article 6
- Right to participate - article 12

This module covers each of the general principles.

1. Definition Of A Child

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier. (Article 1, unofficial summary)

All people under 18 are considered to be children by the UNCRC unless the laws of a particular country provide for something different.

For example, laws in the Philippines sometimes define the age of majority differently according to the circumstances:

- Children become criminally liable at the age of 15
- Children cannot work until they are 15 years old (but there are some exceptions)
- Children can consent to sexual activity at the age of 12 years old

On the other hand, in the Philippines sometimes people who are over 18 years old are still considered to be children. In particular, if a person over 18 cannot protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability they may be considered a child under the law against child abuse.  

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15 Republic Act 7610 Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act
1.1 What Is A Child

Objectives
By the end of this activity the participants will be able to:
  a) recognize characteristics specific to children;
  b) identify why children need special protection; and
  c) define ‘child’ as outlined in the UNCRC.

Materials
Bond paper, crayons, whiteboard marker, whiteboard

Time Frame
45 minutes

Instructions
• Ask each participant to draw a child on a piece of paper - they can use symbols, words or simple drawings.

• Have each participant present their picture to the group and explain why s/he is a child; what makes him/her a child.

• List answers on whiteboard.

Discussion Guidelines
• What are the characteristics that make children different from adults?

• Why do children need special rights or protection?

• What is the UNCRC definition of a child?

• Do you qualify as a child under this definition?

• Do you think this definition describes you/children in an adequate way? Why / why not?

• How could the definition be improved?

• What do you think about different minimum ages set by national laws (eg: criminal liability, age of sexual consent)?

Variations
The participants can be given the option to represent their idea of child using modeling clay rather than drawing.
1.2 The Child As A Part Of The Community

Objectives
By the end of this activity the participants will be able to:

a) recognize that the child is intrinsically connected to the community around him/her;

b) recognize the integral role family and community places in a child’s life; and

c) identify the parties that have an impact on a child.

Materials
Manila paper, crayons

Time Frame
45 minutes

Instructions

• Divide the participants into groups of 3 – 4.

• In the center of the manila paper paste a picture of a child drawn by a participant in ‘What is a Child’ or draws a simple picture of a child, and asks the participants to draw three concentric circles around the child, getting progressively bigger.

• Ask the participants to identify the individuals that play a role in the child’s life and to draw them in the circles. The participants should be encouraged to think as widely as possible – remembering all of the people in the community that will have some effect or influence on the child’s life. Those closest to the child, or with the greatest role / influence should be drawn in the circle closest to the child. The people with less significant roles should be drawn in the outer circles.

• Allow time for each group to complete their drawings, and then has each group present their drawing to the larger group and explain.

Discussion Guidelines

• Who were the people that you drew? Why?

• How did you choose where to place the people?

• Do you think all children would draw the same people around them? What might cause them to draw different people?

• Do all of the people that you drew have the same responsibilities towards the child? Why / why not?
• Do you think these people have the same role in the child’s life as s/he gets older? Why / why not?

• How does their role change throughout the child’s life?

• What do you think the impact on the child would be if there were few or no people in the circles around him/her?

2. **Non Discrimination**

All rights apply to all children without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. It is the State’s obligation to protect children from any form of discrimination and to take positive action to promote their rights. *(Article 2, unofficial summary)*

A good understanding of non-discrimination and equality is critical for participants to be able to properly assess and analyze the situation of children in their community. The UNCRC clearly outlines in Article 2 that the Convention applies to all children, without discrimination of any kind.

Generally, discrimination means:

- equality before the law (we are all recognized as equal and the same and have the same entitlements); and

- equal protection of the law (we can all expect to be protected by the law in the same way).

Importantly, non-discrimination does not mean that we have to treat all children identically. For example, if we provide a wheelchair to one child because s/he cannot walk, does this mean we have to provide wheelchairs to all children, in order not to discriminate? Of course not! The UNCRC allows for ‘legitimate discrimination’ where the basis for distinguishing one child from the other is reasonable and will help to achieve a purpose that is legitimate under the UNCRC. It would be legitimate and reasonable to provide a crippled child with a wheelchair and not provide a wheelchair to another child because s/he could walk.

The State is required to actively prevent discrimination against children and the UNCRC requires States to pay particular attention to children living in exceptionally difficult circumstances. This is an ‘immediate’ right so should be implemented regardless of budgetary constraints.
This section aims to help participants develop their concept of non-discrimination and their basic sense of fairness. It should also help participants identify barriers that prevent equal rights and cause discrimination in their own communities.

2.1 Discrimination In My Community

Objectives
By the end of this activity the participants will be able to:

a) define ‘discrimination;

b) recognize situations of discrimination in their community; and

c) distinguish between discrimination and special protection.

Materials
Role cards’ (see below for suggestions), whiteboard markers, whiteboard

Time Frame
30 minutes

Instructions
• Lead a brainstorming session of the meaning of discrimination, writing the answers on the whiteboard.

• Divide the participants into 5 groups. Each group is given a role card and asked to think about a situation when the child in that role may experience discrimination. They should create a role-play to illustrate this experience.

• Each group presents their role-plays.

Discussion Guidelines
• What did you learn from watching the different role-plays?

• Were there any situations that you previously would have not considered discrimination?

• Are there any other categories of children you can think of, which are commonly discriminated against? How are these children discriminated against?

• Have you ever experienced discrimination? How?

• What are some ways to handle discrimination when it occurs?

• What can you do to ensure you do not discriminate against others?
Notes

- No definition of discrimination in the UNCRC

- Committee issued statement in 1989 – definition of discrimination is:
  
  o equality before the law;
  
  o equal protection of the law;

  o covers race, color, sex, language, religion, political opinion, nation, ethnic or social origin, property, disability, birth or other status. Sex has been defined by HRC to include gender.

- Non-discrimination ≠ identical treatment. But criteria for differentiation must be reasonable and legitimate and aim must be to achieve purpose that is legitimate under the UNCRC.

- State has ACTIVE obligation to prevent discrimination.

- Non-discrimination principle must be implemented irrespective of budgetary constraints.

- Legitimate discrimination – children living in exceptionally difficult conditions – these children need special protection (preamble of UNCRC).

Role cards

<table>
<thead>
<tr>
<th>A gay child</th>
<th>A physically disabled child</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child whose parents are not married</td>
<td>An indigenous child</td>
</tr>
<tr>
<td>The eldest child in a family</td>
<td>A street child</td>
</tr>
<tr>
<td>A child whose parent is in jail</td>
<td>An orphan</td>
</tr>
</tbody>
</table>
2.2 That’s Not Fair!

Objectives
By the end of this activity the participants will be able to:

a) empathize with people who have experienced discrimination; and

b) understand the unfairness of discrimination based on immutable characteristics.

Materials
Blindfolds, ribbons/prizes for the winning team

Time Frame
30 minutes

Instructions
• Ask the participants to line up on one side of the room. Explain that they are all sick people, and there are only enough beds at the hospital for one team. They will have to race to the hospital to get treatment.

• Divide the participants into teams based on the month they were born. Create 6 groups. Then suddenly announce the following:
  o the group born in Jan-Feb have to start 5m behind the others;
  o the group born in March-April have to wear blind folds;
  o the group born in July-August have to hop on one leg;
  o the group born in November-December can start 3m ahead of the others.

• Run the race and award ‘health care’ ribbons to the winners.

Discussion Guidelines
• How did the favored people feel?
• How did the disadvantaged people feel?
• How might this relate to real life?
3. Best Interests Of The Child

3.1 Introduction

All actions concerning children shall take full account of the child’s best interests. The State must provide the child with adequate care when parents, or others charged with that responsibility, fail to do so. (Article 3, unofficial summary)

As a fundamental principle, article 3 underlies all other rights in the UNCRC. This article provides that all actions concerning children should take full account, and give paramount consideration to a child’s best interests. This means that any time an action is made that will affect or concern children, it is necessary to consider what the interests of the child are and how these may best be met.

This does not mean that the interests of other people should be disregarded; it just means that particular importance should be paid to the child and his/her interests. What ‘the best interests of the child’ means is something that has been considered by many people but there is no clear definition. When considering what a child’s best interests may be it is important to consider all of the fundamental principles (the right to non-discrimination, the right to survival and development and the right to participation).

Both the short-term and long-term interests of children should be considered. It is also important to consider both the interests of an individual child and of children as a group.

3.2 Making A Decision In The Best Interests Of A Child

Objectives

By the end of the activity participants will be able to:

a) identify the different parties affected by a decision;

b) identify the interests of different parties in the making of a decision; and

c) make a decision taking into account the best interests of a child.

Materials

Best Interest of the Child Case Studies(see below), manila paper, markers, masking tape
**Time Frame**
1 hour to 1 hour and 30 minutes

**Instructions**
- Divide the participants into four groups.
- Give each group a case study and asks them to do the following:
  - Identify each of the parties affected by the decision
  - Identify the interests of each party affected by the decision
  - Make a decision about the case, taking into account the best interests of the child
- Each group presents their output to the whole group.

**Discussion Guidelines**
- Was it an easy or difficult task? Why?
- How did you balance the interests of the different parties?
- Was it difficult to take into account the best interest of the child? Why?
- Do you think it is appropriate that the child’s interests are given primary consideration, over other interests?
- Is this a satisfactory principle to use to guide our decisions?

**Notes**
- When they are identifying the parties affected by the decision, encourage the participants to think of not only those directly affected but also those who might be indirectly or consequentially affected.
- When considering the interests of the child they should consider both short term and long term interests
Best Interest of the Child Case Studies

**Case Study of Rose**

Rose is the daughter of Mang Ruben and Aling Tacing. She is 14 years old and has five younger siblings. Her father is a tricycle driver who earns P200 per day and her mother is a housewife. The family lives in a small house located near the riverbank. The place is very dirty, rubbish is scattered everywhere, and there are many mosquitoes and no space for children to play. Rose and her two other siblings are studying. Rose is helping her aunt in their store and she earns P10 per day.

Recently Aling Tacing was diagnosed with lung cancer and needs treatment. Mang Ruben’s income is not enough to buy food for his family and give his wife treatment for her illness. Roses’ aunt offers to help Mang Ruben and Aling Tacing. She says she is willing to give Rose full time work in her store but Rose must stop studying. Rose, being the eldest, feels responsibility for her family but also wants to finish her education.

What do you think Mang Ruben and Aling Tacing should do? What would you do, remembering the best interests of all the children involved?

**Case Study of Mila**

Mila is 14 years old the second youngest of eight siblings. Her parents are separated and Mila lives with her father who is a jeepney driver. Mila is in 2nd year high school and has a good academic record. She is the only child in her family who has reached high school. Half way through the year, Mila becomes a member of a fraternity. As a part of the fraternity, Mila’s behavior starts to change. She leaves the house without permission, starts drinking, smoking and coming home late. She doesn’t listen to her father anymore. Her father is very worried about her and the effect that the fraternity has had on her. He wants her to go and stay with her mother to get away from the fraternity but if she does that she will not be able to continue studying this year.

What do you think Mila’s father should do? Should he take her out of school and send her to her mother? Or should he let her continue going to school but remain under the influence of the fraternity? What would you do if you were the father, remembering to take into account the best interests of the child?

**Case study of Barangay Sto Isobel**

Barangay Sto Isobel does not have a playground for children. The children normally play on the road because they have nowhere else to play. A local citizen has offered to build a playground on a piece of land next to the rubbish dump. The land is big but there are lots of mosquitoes. It is possible that the children will get dengue fever from mosquitoes at the playground. However if they play on the road they might get hit by a car.

If you were the barangay captain would you go ahead and build the playground near the rubbish dump? What do you think is the best interests of the child in this case?
4. Survival And Development

Every child has the inherent right to life and the State has an obligation to ensure the child’s survival and development. *(Article 6, unofficial summary)*

Article 6 protects the child’s right to live, survive and develop. The right to life has two aspects. On one hand it is of a positive nature and requires States to protect life by:

- increasing life expectancy
- diminishing infant and child mortality
- combating diseases and rehabilitating health
- providing adequate nutritious foods and clean drinking water

On the other hand, States should also aim to prevent deprivation of life by:

- death penalty,\(^{16}\) extra-legal, arbitrary or summary executions
- armed conflict
- homicide & violence
- suicide
- infanticide

The UNCRC is intentionally unclear about when life begins and whether or not abortion is considered to be a violation of Article 6 by a particular country. It is the responsibility of individual states to balance conflicting rights and interests relating to abortion, family planning and when life begins.

Article 6 does not only guarantee the child’s right to mere physical survival but requires that the child develop all aspects of his/her personality to their fullest potential. The different aspects of child development can be broken down into different categories including:

- physical
- mental

\(^{16}\) Note that it is not sufficient that the death penalty is not applied to children. It should be positively prohibited by law.
• social
• cultural
• cognitive
• emotional

Spiritual and/or moral development may also be included.

4.1 Survival And Development Relay

Objectives
By the end of the activity participants will be able to:

a) list the six elements of child development;

b) demonstrate that they have achieved the appropriate levels of at least one area of development; and

c) understand how these elements are necessary for development of the whole child.

Materials
5 sets of nametags for each of Physical, Mental, Emotional, Cognitive, Social and Cultural. Each name should be on a different colored piece of paper (e.g.: Physical on blue paper, Emotional on red paper etc). 5 balls, whiteboard markers, emotion cards, jigsaw puzzles, construction toys, marbles.

Time Frame
30 minutes

Instructions
• Divide the participants into teams of 6.

• Give each team member one of the areas of development and explain that each team is going to test the extent of their development as children.

• The participants complete a relay where each team member has to complete a task related to his/her area of development (see below). As soon as they have completed their task, they return to their base and tag the following person. The first group to complete all tasks wins.
• Tasks:
  
  o **Physical** – Participant must complete an obstacle course involving hopping, skipping, crawling, jumping and throwing before returning to base.
  
  o **Mental** – Participant must run to assigned area and complete a set of arithmetic & spelling questions. Once they have been completed correctly, s/he can return to base.
  
  o **Emotional** – Write different emotions on individual cards (e.g.: sad, happy, angry, afraid, scared, excited, amused, confused etc). The participant has to read emotion and do a charade until team members guess correctly. S/he must complete three before s/he can return to base.
  
  o **Cognitive** – Participant must build complete a jigsaw puzzle and then build a tower of a certain height using construction toys before returning to base.
  
  o **Social** – Participant must run to a certain point, approximately two meters from a large marble. Participant must roll/throw marbles to hit large marble before returning to base.
  
  o **Cultural** – Participant must run to a certain point and sing ‘Bahay Kubo’ before returning to base.

• Discuss the elements of development

**Discussion Guidelines**

• What are the elements of survival and development?

• Why is it necessary to consider the whole child in survival and development?

• What are the possible consequences if a child does not fully develop in all of these areas? For the child and for the community?

• What are some of the activities or people in our community that help or hinder a child’s development?
5. **Child’s Participation**

Every child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child. (*Article 12, unofficial summary*).

Article 12 is a very important fundamental principle in the UNCRC as it gives children the right to be involved in making decisions that affect him/her. This emphasizes that the child is not a passive recipient of rights but an active participant in his/her life.

States must give children who are able to form a view the right to express those views freely in all matters affecting him or her and his/her views must be given due weight in accordance with the child’s age and maturity. This does not mean that children have the right to make decisions on their own; it means that they have a right to speak and be heard. The views of older children or more mature children should be given more weight than the views of less mature children.

This right is an absolute right that means that it should be implemented regardless of the resources available.

Children’s right to participate should be exercised in various settings including:

- Within government
- Through complaints procedures especially in schools, institutions
- In relation to child protection
- Within the family
- In relation to adoption
- In relation to alternative care
- In schools
- In employment
- In local services, including planning, housing and the environment
- In environmental protection and sustainable development
- In individual health decisions and in the planning and provision of health services
• In the media
• In asylum seeking and other immigration procedures
• In the juvenile justice system

The benefits of participation for children are many including:
• Giving children a voice and an influence
• Ensuring that services are appropriate to children’s needs
• Assisting in child development and the development of potential and responsibility
• Ensuring that children become creators, not consumers – instilling a sense of ownership
• Giving children a chance to participate in the wider society
• Giving children a real experience of democracy

5.1 An Important Decision In My Life

Objectives
By the end of the activity participants will be able to:

a) explain the content of Article 12 of the UNCRC;

b) explain the importance of having children’s involvement in decisions affecting them; and

c) describe some processes that can be used to facilitate children’s participation.

Materials
None

Time Frame
30 minutes

Instructions
• Ask each participant to consider the following questions individually:

   o When was a decision made about you in your life?
o Were you a part of the decision?

o If yes, how? How did it make you feel?

o If no, why not? How did it make you feel?

• Report to the group

**Discussion Guidelines**

• What are some ways that this organization/group can involve children’s participation?

• What are some forms or participation that you believe are valuable?

• How can participation help children to develop, at home? School? In the community?

• How does it make you feel as a child when people or groups make a conscious effort to involve you and your participation?

• Do you think children’s views and participation can be beneficial to groups or communities? How?
MODULE 5 – CIVIL AND POLITICAL FREEDOM FOR CHILDREN

The second category of children’s rights is ‘Civil and Political Freedom’. The rights in this category are those rights that are considered to be essential for the protection of democracy and individual freedom.

The civil and political freedoms protected by the UNCRC are:

- Right to identity – article 7 & 8
- Freedom of expression – article 13
- Freedom of thought, conscience and religion – article 14
- Freedom of association – article 15
- Right to privacy- article 16
- Right to information – article 17
- Freedom from torture – article 37(a)

This module covers each of the civil and political freedoms.

1. Right To Identity

Every child has the right to a name at birth. Every child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them. (Article 7, unofficial summary)

The State has an obligation to protect, and if necessary, re-establish basic aspects of the child’s identity. This includes name, nationality and family ties. (Article 8, unofficial summary)

A child’s identity is extremely important not only for the child’s sense of him/herself but also in his/her relationship with the world. Identity includes not only name and nationality but also family ties. Other aspects of identity such as race, culture and religion are protected by other articles in the UNCRC (particularly articles 20 and 30).
Birth registration is important for children because it is through this registration that the child is recognized by the State and, normally, acquires his/her citizenship or nationality. Nationality ensures that children have all the rights given to citizens of that nation.

Article 7 establishes the child’s right to identity while article 8 ensures that this right be protected. It provides that the State should prevent interference with a child’s right to identity and, where necessary, ensure that the identity is re-established as quickly as possible. Some circumstances in which a child’s identity may be lost or threatened are:

- Children who have become dislocated from their families (this may be due to war, poverty, violence or natural disaster)
- Children who have not been registered at birth
- Children who are outside their country of birth but are not recognized by the country of residence (this may include refugee children, trafficked children etc)

The ramifications for a child whose identity is not recognized can range from minor to very severe and could include the following:

- A child who does not have a birth certificate not being able to participate in sports activities
- A child who is not registered at birth not being able to avail of public health care
- A child not being able to enroll in school because s/he does not have a birth certificate
- A child not being able to leave a refugee camp because s/he is not recognized by his/her country of origin or country of residence
- A child not being able to vote, get work or travel because s/he cannot prove his/her identity
1.1 What’s In A Name?

Objectives
By the end of the activity participants will be able to:
   a) understand that a name is a representation of who they are;
   b) understand that being given a name to be identified by is their right; and
   c) explain the importance of this right.

Materials
   Paper and pencils /pens

Time Frame
   45 minutes

Instructions
   • Ask the participants if they know the meaning and/or origin of their name, and if they were named after someone.

   • Keeping these things in mind, the participants should write the letters of their names vertically on a page to make a name anagram.

   • The participants are to write an adjective for every letter of their name. The adjective should be something that best fits their description of self.

   • After everyone has finished separate participants into small groups and ask them to share what they have written and why

Discussion Guidelines
   • How does your name represent you?

   • Do you know anyone else with the same name as you?

   • Would you consider changing your name? Why/Why not?

   • What adjectives did you choose for your anagram?

   • How do these represent/describe you?

   • Do you think this description would change if you changed your name?

   • How do you think it would affect you if you did not have a name?
1.2 Importance Of Identity

Objectives
By the end of the activity participants will be able to:

a) recognize the importance of identity in a child’s development;

b) identify the components of a child’s identity including name, nationality, family, religion, beliefs and personal attributes such as hobbies;

c) describe issues facing children in relation to lack of identity; and

d) explain why this right should be preserved for all children.

Materials
Paper, crayons/pencils/color pens

Time Frame
40 minutes

Instructions
• Ask each person to draw a representational picture of his or her personal identity. For example, a personal shield including name in center, one corner for family and friends, one corner for ambition, one corner for what makes you different (religion, culture, achievements etc.), one corner for best memory.

• Share/explain their identities with the group.

• Collect all pictures, thank group members for their participation and then suddenly rip pictures up.

• Introduce concepts of:
  o Name and nationality – Article 7
  o Preservation of identity – Article 8

• Why are these important to us? Discuss in relation to the Philippines.

Discussion Guidelines
• How did you feel when your picture was ripped up? Why?

• Why did this draw a strong reaction?

• What real life situations can this be likened to? (Examples – foundling children without birth certificates/family ties; refugee children unable to grow up in their country/culture; children displaced from their homes and communities due to demolitions).
2. Freedom Of Expression

Every child has the right to express his or her views, obtain information and make ideas or information known, regardless of frontiers. (Article 13, unofficial summary)

The right to freedom of expression is one that is guaranteed to children not only by article 13 but also by the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights and one of the most important civil rights in a free society. Importantly, it reinforces the role of a child as an active subject of rights rather than a passive recipient.

This article gives children the right to ‘seek, receive and impart’ information and ideas of all kinds. A child’s freedom of expression is linked to his/her freedom to access information, access views, play and participate in cultural activities. Freedom of expression is also interrelated with the freedom of thought conscience and religion as well as the freedom of association. A child’s freedom of expression may only be limited as is necessary to protect the freedoms of others and to protect public safety, order, health or morals.

A child’s freedom of expression begins in the family and the family is critical in developing a child’s respect for human rights, dignity and human values. Yet traditional attitudes about children and the role they should play in the family, school and society are sometimes a barrier to a child’s exercise of the freedom of expression. It is important to balance parental authority and the role of the family with a child’s right to freedom of expression.

The media and internet are important tools through which children can express themselves and allow children to share ideas and receive information regardless of borders.

2.1 Soap Box

Objectives

By the end of this activity, participants will be able to:

a) identify why it is important to be able to state opinions freely; and

b) list and reflect on some issues that concern them.

Materials

A chair or sturdy box

Time Frame

45 minutes (or longer, depending on the size of the group).
Instructions
- Ask the participants to list some reasons they might want to talk about something that they are interested in, or concerned about.

- Explain that a soapbox is an old-fashioned method of letting every person have a chance to speak, and that each participant will have a chance to speak about an issue they are interested in or concerned about.

- The guidelines are that each person has a set amount of time (for example, 1 minute), and that they are to try to avoid giggling and play-acting.

Discussion Guidelines
- Why do you think it’s important to be able to talk about something that worries or interests you?

- What are some examples of forums in which you can state your opinion in your community? (eg: letters to the editor in a paper, an internet blog).

- What do you think happens if you aren’t given this opportunity?

- Did you prefer to speak or listen? Why?

- Was there any topic that came up regularly? If so, why do you think that happened?

Notes
- A soapbox is a raised platform on which one stands to make an impromptu speech, often about a political subject. It is also used to express concerns or to release frustration. The term originates from when speakers would stand on a wooden box meant for holding soap.

2.2 Wearing A Uniform At School

Objectives
By the end of this activity, participants will be able to:

a) identify the components of a uniform;

b) discuss some of the reasons for wearing a uniform; and

c) explore the connection between wearing a uniform, and a child’s right to freedom of expression.
Materials
Copies of ‘A New Uniform at School’ (see below)

Time Frame
45 minutes

Instructions
• Ask the group to think about who wears a uniform in their community and why (students, police, teachers, nurses, people in the military, people in prison, sports teams, waiters).

• Ask the participants to list the components of a uniform (for example: must be the same for each member of a group, usually a plain color, often has a school or company logo).

• Ask the participants to state whether or not they like wearing uniforms, and explain why.
• Each participant then fills out the handout separately, and returns to the larger group to discuss their answers.

• Survey the responses to each question on the handout, and ask for one affirmative and one negative respondent to share the reason for their answer with the group.

Discussion Guidelines
• Why do you think the answers weren’t all the same?

• Do you think wearing a uniform prevents you from expressing yourself? Why or why not?

• What would be the consequences if everyone wore a uniform? What if no one wore a uniform?
### A New Uniform at School

Your school is looking at introducing different requirements for its school uniform. The following is a list of the ideas that they received from the parent-teacher association. Indicate by checking the box your impression of each idea and whether you consider it a reasonable suggestion, or whether you think that the implementation of such requirement would violate your freedom of expression.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Reasonable</th>
<th>Violation of Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The boys are to wear trousers and the girls to wear skirts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All students must wear a hat or a head scarf at all times while on school property.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All students must wear red (and no other color).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. All students are to come to school on Mondays in a clown suit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. All students are to wear their school uniform whenever they leave the house (even if not going to school and even on weekends).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. All students, male and female, should have hair no longer than 5 centimeters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Girls’ skirts should be above the knee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. All students should have both ears pierced and wear long dangly earrings at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Boys should cover their heads at all times, only their eyes should be seen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Students may wear a symbol of their religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Students who believe in Nazism may wear the swastika on their uniform</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Freedom Of Thought, Conscience And Religion**

Children have the right to freedom of thought, conscience and religion, subject to appropriate parental guidance. *(Article 14, unofficial summary)*

The freedom of thought, conscience and religion is a fundamental right that is critical to a free society. This right is becoming increasingly important as religious intolerance and terrorism increases. Religious differences are one of the most common causes of conflict between people.

The right to religion includes the right to worship, to learn about religion and to celebrate religious holidays and ceremonies. The right to freedom of thought and conscience gives children the right to express a ‘conscientious objection’ to something that they might otherwise be required to do.

A child’s right to freedom of thought, conscience and religion may be limited as is necessary to protect the freedoms of others and to protect public safety, order, health or morals. This means that the child cannot use his/her freedom to violate another person’s rights.

Parents have a right to guide their children in relation to their thought, conscience and religion but this must be in accordance with the child’s evolving capacities. For example, a baby has little capacity to decide for him/herself what religion to follow so a parent may make important religious decisions for him/her (such as whether to be baptized / dedicated etc). A teenager is likely to have more capacity to form their own views and they should be free to develop these, with some guidance from their parents.

Lack of understanding and ignorance about different religions is the root of many religious conflicts. Developing a child’s understanding about different lifestyles, belief systems and religions is an important part of ensuring that this right is respected.

### 3.1 My Religion

**Objectives**

By the end of this activity, participants will be able to:

a) describe their religion;

b) list the main beliefs of their religion; and

c) explain some of the traditions of their religion.

**Materials**

Poster paper, pens and pencils
**Time Frame**
45 minutes

**Instructions**
- Ask the participants to identify the religion they belong to. These can be listed on the board. (If there’s more than one, the activity should be completed for all of them).

- Split the participants into small groups (according to religion, if there is more than one), and asks them to list the main beliefs of their religion. Each group should report back to the main group.

- Then ask each group to describe some of the traditions of their religion and report back to the main group.

- Give each participant a piece of paper and ask them to make a poster entitled ‘My Religion’. They can include the beliefs and traditions discussed, as well as the place where they worship, major celebrations, a drawing of the important leaders in their religion, etc.

**Discussion Guidelines**
- Did you learn anything about your religion that you didn’t know before?

- Did you learn anything about another religion?

- Why do you think it is important to have beliefs and traditions?

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**3.2 World Religions**

**Objectives**
By the end of the activity, the participants will be able to:

a) identify at least three different religions;

b) understand some practices and traditions of other religions; and

c) display some sense of understanding and tolerance for difference.

**Materials**
Religion Information Sheets (see Appendix), marker, manila paper

**Time Frame**
45 minutes
Instructions

• Ask the participants what religions they know. List these on the board

• Ask participants what they know about these religions and also list this on the board
• Divide the participants into groups of 3 or 4

• Give each group 1 Religion Information Sheet and ask them to read it

• Allow participants to ask any information they would like to ask about the religion they are studying. If resources are available, allow participants to do some of their own research about the religion

• Ask the participants to think of a way to creatively present what they have learnt about the religion to the rest of the group (this may be through a story, role play, poster or song)

• Have each group present their religion to the rest.

• Allow time for questions

Discussion Guidelines

• What did you learn about religion?

• Did your impressions about certain religions change? If so, how?

• What particularly surprised you about what you learnt?

• What similarities could you see between the different religions and/or with your own religion? What differences could you see?

• Do you think it is important to have a religion? Why / why not?

• Why do you think people join particular religions?

• Does religion help to create peace and unity? Why / why not?
3.3 Restrictions On Religion

Objectives
By the end of this activity, participants will be able to:

a) identify some of the characteristics of a religion;

b) explain the restrictions of a religion and its effects to people; and

c) know the similarities and differences of different types of religions.

Materials
Fruit or any piece of object can be interpreted as a sacred object, depending on the situation made.

Time Frame
45 minutes

Instructions
• Ask the participants to divide into groups of 4.

• Ask each group to choose what food/object (e.g., mango, banana or any object available) they want to have as their sacred object.

• Begin imposing restrictions, which leads to a situation where only a handful have access to the object (e.g., only curly haired ones allowed to touch the object, etc).

• As the activity progresses, continue to raise restrictions until no one is qualified to access the object.

• Then regroup the participants giving each group a sacred object and ask them to decide how they will behave towards their object. (They have to praise the sacred object before and after each meal, they have to always face the sunrise and pray with the sacred object they have).

• Push to the extreme where you ask which group is more diligent in praising with respective sacred objects of the group, to the point that groups begin to argue which group is better at praising their object.

• Stop the arguments between the groups and explain how this activity is similar to differing religious beliefs in communities.

Discussion Guidelines
• Based on the activity done, what are the restrictions that get out of hand?

• What do you think the situation of religion nowadays? How can you relate it with the activity we have done?
• Do you see yourself doing same things in your own religion?

• With this kind of activity, what is the effect of religion in your lives? What are the limitations of religion?

• Is it good for institutions (e.g. schools, organizations, government positions) to have its members limited to only one religion?

• Can you imagine a country run by religion?

3.4 Palooks And Dunlums (Appreciating Cultural Differences)

Objectives
By the end of this activity participants will be able to:

a) appreciate how different religious or cultural beliefs and norms influence behavior;

b) demonstrate skills in observing and recognizing other behavioral patterns; and

c) identify how these influence communication between people of different cultures and religions.

Materials
Instruction Sheets for Palooks and Dunlums (see below)

Time Frame
25 minutes

Instructions
• Choose 2-3 participants to be the observers and then divide the participants into two groups of equal size, with roughly the same amount of boys and girls in each group. The observers are allowed to watch the game but may not speak or participate until the discussion at the end.

• Give one group the Palook instruction sheet and the other group the Dunlum instruction sheet.

• Ask one group to remain in the room and the other go outside or into another room. Allow them 5 minutes to discuss their instructions.

• Ask the group outside to return to the room and commence the game.

• Allow roughly 10 minutes for the game to take place.
• Ask the observers to share their observations of the role-play, and their ideas about what the rules of behavior of each group might be.

• Ask the two groups to share their instructions with the other group and ask all participants to discuss the game with the participants using the following questions:
  
  o How did you feel about the behavior of members of the other group?
  
  o How did you feel about the behavior of members of your own group?
  
  o What are some ways that your own culture or religion affect how you behave and how you make decisions? How do you think these may appear to people who are not familiar to people from another culture or religion?
  
  o Brainstorm ideas about ways to communicate clearly with members of other cultures or religions.

### Instruction Sheets for Palooks and Dunlums

#### Instructions for Palooks

Your group are Palooks. You want to make friends with the group of Dunlums at your new school but you must first follow the rules that all Palooks follow:

- Your holy day is Saturday and you are not allowed to play with people who are not in your family on this day.
- You cannot make definite plans for the future. You say ‘maybe’ if somebody asks you to play with them or if you ask somebody to play with you.
- Palook boys may only respond to invitations to play from other boys. If a girl asks them to play they look down and say nothing.

#### Instructions for Dunlums

Your group are Dunlums. You want to make friends with the new group of Palooks who have started at your school. You want to make plans to have a party and invite them along to play, but you must first follow the rules that all Dunlums follow.

- Your weekend is on Saturday and it is your preferred day to play with your friends and classmates. However, you can play on other day too.
- You like to make definite plans, and only accept ‘yes’ or ‘no’ answers to questions.
- Dunlums girls and boys can invite both girls and boys to play with them.
4. Freedom Of Association

Children have the right to meet with others, and to join or form associations. *(Article 15, unofficial summary)*

Children have the right to associate and to assemble peacefully. This right is an important part of the child’s life as an active, participating member of society.

A child’s right to freedom of association and peaceful assembly may only be restricted where it is considered necessary for public safety, national security, public order, for the protection of others rights or for the protection of public health and morals. Children should not be forced to join an association but should be encouraged to participate in society. Student organizations are an important form of association for children.

In some countries, including the Philippines, laws exist limiting children’s right to freedom of association through curfew. In the Philippines curfews normally prohibit children from being in public places without an accompanying adult during certain hours. It has been suggested that such blanket restrictions are not compatible with article 15.

4.1 Groups In Our Society

**Objectives**

At this end of this activity, participants will be able to:

a) identify different groups, both formal and informal, in the world around them;

b) explain the importance of groups in society; and

c) discuss the groups to which they belong, and the role each group plays in their lives.

**Materials**

Manila paper, markers

**Time Frame**

45 minutes

**Instructions**

- Ask the participants to brainstorm some different kinds of groups. They can be groups the participants are part of, or groups they know about. The facilitator writes the list on some paper so that everyone can see.
• Ask the participants to answer the following questions about each group:
  o When and where do they meet?
  o Which ones are you part of?
  o What do they add to society?
  o What do they add to your life?

• Discuss the importance of groups and possible consequences of restricting the freedom of association.

**Discussion Guidelines**

• Do people need to be part of groups? Why or why not?

• What do you think would happen if there were no groups?

• Why do you think some groups are not allowed?

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### 4.2 Restricting Our Freedom Of Association

**Objectives**

By the end of this activity, participants will be able to:

a) explain restrictions on freedom of association as they relate to children;

b) understand that restrictions such as curfews mean that groups can’t associate; and

c) recognize that rallies and demonstrations are a legitimate means of protest.

**Materials**

Colored stickers (4 different colors)

**Time Frame**

45 minutes

**Instructions**

• Give each participant a colored sticker. Eg:
  o 3 participants get blue stickers
• 4 participants get yellow stickers
• 6 participants get green stickers
• The remaining participants get red stickers.

• Explain that a new law is about to be passed that says that children are no longer allowed to eat.

• Give the participants a chance to react and question the law.

• Then explain that the law may be overthrown if 15 people go to town hall to protest. However there are restrictions on what would be considered an ‘appropriate group’. Explain what would be ‘appropriate’ and gives the participants a chance to ‘appear at town hall’ in one of the following formations within 10 minutes:

  o 15 people, half green and half red.

  o 15 people, blue and red people but no one of the same color can stand next to each other in the line.

  o 15 people, but no one can be red.

  o 15 people, at least four people of each color and at least one person born in each month of the year.
    (The catch is that the numbers can never be achieved.)

• When the time has expired and the protesters have failed to ‘appear’, lead the group in discussion.

**Discussion Guidelines**

• How does this relate back to real life situations? (Identify times when our freedom is restricted such as curfew.)

• What are some ways to deal with these restrictions and impossible situations?

• When might freedom of association need to be restricted?

**Notes**

Variation: Read out one formation at a time and let the group try and form and when they cannot, give them another option.
4.3 Curfew And Freedom Of Association

Objectives
By the end of the activity participants will be able to:

a) explain what curfew means;

b) recognize the limitations on freedom of association; and

c) express an opinion about whether curfew is a breach of freedom of association.

Materials
Pens, paper

Time Frame
45 minutes

Instructions
• Divide the participants into 2 teams. Assign one team to be the affirmative team and one to be the negative team.

• Give the debate topic: ‘curfew for children does not violate their freedom of association’.

• Give the teams 15 minutes to prepare as many arguments as they can to support their side of the debate. They should list these on paper or, preferably, memorize them.

• Once teams have prepared, ask them to nominate 3 speakers. Give each speaker on the affirmative team 2 minutes to present his or her case and then swap to the negative team.

• Once all speakers have spoken, the audience may ask 3 questions of each team. Their answers should be limited to 1 minute.

• Upon the conclusion of the debate, make a decision as to who is the winner.

Discussion Guidelines
• Was it easy or difficult to voice your opinion?

• What feelings did you have when voicing your argument for or against?

• What do you think can be done to ensure that children’s rights are considered when policies/laws are developed?

• If you were strongly opposed to a new law/policy because you felt it was a violation of your rights as a child, what would you do?
Notes

- Curfew laws in the Philippines normally restrict children from being in public places without an adult between 10pm and 4am.

- Curfew laws are normally made to protect children from dangers however sometimes their implementation unjustly affects particular groups of children, including those without homes or with very small homes.

5. Right To Privacy

Children have the right to protection from interference with privacy, family, home and correspondence and from libel or slander. (Article 16, unofficial summary)

A child’s sense of privacy is closely linked to their feelings of safety and security. Violation of privacy negatively impacts on a child’s sense of how safe they are. Article 16 provides that children must be protected by law from arbitrary or unlawful interferences with their privacy. This right should be applied without discrimination and applies at home at school and in institutions. The right to privacy covers:

- Physical privacy
- The child’s relationships and communications with others
- The child’s right to confidential advice and counseling
- Information about the child contained in records or files

In poor communities children’s privacy is limited particularly by the amount of space available. Family structure and culture can also affect a child’s privacy. Cultural practices and beliefs about privacy and personal property also have an impact on children’s right to privacy.

Media are required to respect children’s privacy, particularly in cases of abuse or crime. Children’s criminal records should be kept confidential and court proceedings involving children should be private.
5.1  **Hey! That’s Private!**

**Objectives**
By the end of this activity, participants will be able to:
  a) express what privacy means to them;
  b) identify some of the things which they consider to be inviolably private; and
  c) recognize the limits to the right to privacy.

**Materials**
Pen & paper, Privacy Statements (see below)

**Time Frame**
45 minutes

**Instructions**
- Write the ‘privacy statements’ on the board.
- Ask the participants to, individually, rank these into 2 groups –
  - This is a breach of privacy
  - This is not a breach of privacy
- Once they have put all the statements in a group ask them to look at the statements in the first group (this is a breach of privacy) and rank them according to what they consider to be the least serious breach to the worst serious breach.
- Have all participants come together and share their results, giving justifications for their answers

**Discussion Guidelines**
- How did it feel to rank these statements? Was it hard / easy?
- Do you think it is always easy to know if something is private or not?
- As anybody every violated your privacy? How did it make you feel?
- How much right do parents have over their children? Where do you think parents rights end and children’s right to privacy begins?
PRIVACY STATEMENTS

Your mother reads your diary while you are at school because she thinks you have a boyfriend

You lend your phone to your friend and she reads your text messages

You go out at night without permission and so your father looks in your diary to see where you went

Your teacher suspects that you have been smoking at school and searches your locker for cigarettes

Your brother opens mail that is addressed to you

You are involved in a court case for stealing something. The media shows your face on TV and says that you were caught stealing.

Your social worker keeps a file of information about you and your family.

Your social worker lets other children read your file.

Your mother asks you what your friends’ names are and where you have been

You and your girlfriend are together in your room and your father walks in without knocking

6. Right To Information

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information that is of social and cultural benefit to the child and take steps to protect him or her from harmful materials. (Article 17, unofficial summary)

Children’s freedom of expression, right to education and to maximum development require that they have access to information. Article 17 requires States to makes sure that children have access to information from a number of different sources. The media should be encouraged to disseminate material that will be of benefit to the child and help them in their education.
Information available to children should not cause them harm. The prevalence of sexually explicit or graphically violent material is a threat to children as it is likely to cause psychological harm. This harm may then be manifested through anti-social behaviors.

In order for children to develop an ability to critique the information that is available to them it is important that they are taught the skills of analysis, comparison and critique. If children have only limited or no access to information they are vulnerable to oppression, and indoctrination.

6.1 Where Do We Get Information?

Objectives
By the end of this activity, participants will be able to:

a) Identify the kinds of information dispersed by print media.

b) discriminate between content and advertising; and

c) discuss some of the restrictions and limitations of print media as a source of information.

Materials
Assorted newspapers and magazines

Time Frame
45 minutes

Instructions
• Divide the participants into pairs or small groups (depending on the number of newspapers and magazines available), and gives each pair a newspaper or magazine.

• Ask each pair to read through the newspaper carefully, counting and recording the number of advertisements and the number of articles.

• When finished, ask each pair to go through the newspaper again, this time counting and recording whether each article is related to Manila, the Philippines (but not Manila), or the rest of the world.

• For the third read-through, ask each pair to make a table with the heading’s ‘Science, Art, Culture, Environment, Economy, Government, Celebrities, Sport’ and decide which category each article falls under.
Discussion Guidelines

- How many articles did you have for each category, and each activity?
- Why is this significant?
- Do you think that newspapers and magazines are valuable sources of information? Why or why not?
- Where do you think the information inside them comes from?
- What might be a problem with the sources of information?
- Why do you think newspapers and magazines use advertising?
- What links can you see between advertising and content?

7. Freedom From Torture

No child shall be subject to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. (Article 37(a), unofficial summary)

Article 37(a) protects children from torture and other cruel treatment. It also prohibits imposing capital punishment for crimes committed by children. Children are also protected from unlawful arrest and from life imprisonment without the possibility of release.

Torture is any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted. Children sometimes experience torture and inhuman or degrading treatment while in detention, on the streets, by police, security forces, teachers and within the family.

Mental violence is a form of torture and so is corporal punishment. Solitary confinement for a long time may be considered to be torture. Capital punishment should not be imposed for crimes committed by children, even if the sentence is not carried out until the child is an adult. The UNCRC requires that children should be punished or arrested only in a fair way and according to a formal process. This is designed to prevent public officials such as policemen from harassing, arresting, punishing or killing children as they please.


7.1 Case Study – A Person Who Has Had Freedom from Torture Violated

Objectives
By the end of this activity, participants will be able to:

a) identify bullying as a form of torture.

b) explain why children need to be protected from torture; and

c) discuss the case study in relation to their own lives.

Materials
Case study (see below)

Time Frame
45 minutes

Instructions
• Read the story of Johnny to the participants.

• Discuss the story in small groups using the guidelines below and report back to the larger group.

Discussion Guidelines
• How did it make you feel when you heard about the case?

• What did you think John felt when he was bullied by Tim?

• What do you think the consequences of this bullying might be for Johnny in the short term? Long term?

• What do you think Johnny should do to get out of the situation he is in?

• How do you think Timmy should be approached? What do you think should be done to him or for him?

• Do you think that bullying is a form of torture? Why or why not?

• How do you think bullying can be combated?

• Do you know of any other cases in which children are tortured?
Case Study

Johnny is 8 years old. He used to be a very happy child, full of energy. However, now he stays at home a lot and doesn’t go out to play because he is afraid of Tim – an older boy in his neighborhood. Tim lives in the next street – he is very big and scary, and he often hits children in the neighborhood. Every time Tim sees Johnny he takes all of his money, makes him bring food and drinks, and often hits him if he has nothing to give. Once, Tim tried to make Johnny steal somebody’s wallet, but luckily some police came along so he didn’t do it. Johnny has also heard that Tim has made other children become involved in crime, and that he bullies others too. Johnny is so scared that he can’t sleep or eat properly and is falling behind at school. He is very quiet and shy, and stays inside his house almost all the time.
The third category of children’s rights is ‘Family and Alternative Care’. The UNCRC recognizes the family as the fundamental group of society and the natural environment for the growth of children. However it also recognizes that sometimes the family is not able to care for a child and therefore an appropriate alternative family environment should be provided. The rights in this section protect and uphold the child’s right to grow up in a family environment in an atmosphere of happiness, love and understanding.

The rights related to family and alternative care which are protected by the UNCRC are:
- Right to parental guidance and support – article 5, 18 and 27(4)
- Right to be with the family – articles 9, 10 and 11
- Right to be protected from abuse at home – article 19
- Right to alternative care for children without family environment – article 20 and 21

This module covers each of the rights relating to family and alternative care.

1. **Right To Parental Guidance And Support**

   The State must respect the rights and responsibilities of parents and the extended family to provide guidance for children that is appropriate to each child’s evolving capacities. *(Article 5, unofficial summary)*

   Parents have joint primary responsibility for raising children, and the State shall support them in this. The State shall provide appropriate assistance to parents in child raising. *(Article 18, unofficial summary)*

   Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State’s duty is to ensure that the responsibility can be fulfilled, and is. State responsibility can include material assistance to the child. *(Article 27(4), unofficial summary)*

   The importance of family in the life of a child and as the fundamental group of society is recognized by the UNCRC. Importantly the definition of ‘family’ is flexible, recognizing that many families are non-traditional with different people playing the role of parent, such as aunt, grandmother, uncle etc.
Parents’ responsibility to care for their children is recognized by the UNCRC. However parents’ role should change according to the evolving capacities of children to care for themselves. In other words, as a child gets older and is more capable of doing things for him/herself, the role of his/her parent will also change.

Article 18 recognizes that mothers and fathers have joint and equal responsibilities for their children. This means that the burden for caring for the child should not just fall on the mother (or father). Importantly, the child’s best interest must always be the primary concern of the parents. Parents do not ‘own’ their children and parents, in exercising their responsibilities, must respect children’s rights and their evolving capacities.

Parents are required to provide for their children financially, even when they are separated. Where parents are separated, particularly if one parent is living abroad, the government has a responsibility to provide assistance to recover maintenance for the child from the parents.

Although the primary responsibility for caring for children lies with parents, the UNCRC also provides that the government should provide assistance to families where the parents are not fulfilling their duties. This particularly applies to nutrition, clothing and housing. For example, in cases where a child is neglected or abandoned, the government has a responsibility to step in and assist the child.

### 1.1 What Does A Child Need?

**Objectives**

By the end of the activity participants will be able to:

a) understand the needs of children at different ages;

b) determine the difference between a need and a want; and

c) discuss ways they can seek assistance for themselves or others to ensure needs are met.

**Materials**

Pens / markers / pencils and paper

**Time Frame**

45 minutes

**Instructions**

- Divide the group into 4 small groups and designate one of the following age groups to each:
  - 0-5 years
Children's Rights Education for Children by Children

MODULE 6

- 5-9 years
- 9-15 years
- 15-18 years

- Give the participants the following scenario:
  'The children in the age categories given to you are all about to be transferred to a deserted island. They have been told they are only allowed to take the bare essentials with them. You as their older brothers and sisters have been given the responsibilities of providing for their immediate needs. What will you provide for them to take with them? What they take does not have to physical/tangible'

- Give each group a large piece of paper with a suitcase drawn on it. Explain that the group must decide on the basic needs for a child in age group they have been designated.

- Ask the participants to write/draw the need on the paper supplied, or use something from your surroundings to represent this need. This will then be placed on the suitcase.

- Reflect on activity, by asking each group to share the contents of their suitcase with the large group

Discussion Guidelines

- Was it difficult to decide what the basic needs were for the age group you were designated? Why or why not?

- Were the needs different depending on the age of the child? If so, how?

- What were the needs that were present for all age groups?

- Why do you think these needs were the same in all of the age categories?

- Why were some needs different for different age groups?

- Were there any needs listed that others in the group would not consider basic needs?
1.2 **What Is Caregiver?**

**Objectives**
By the end of the activity participants will be able to:

a) identify some of the roles of a caregiver;

b) recognize that caregivers come in different forms; and

c) express some appreciation for the work of caregivers.

**Materials**
Cut outs of people on brightly colored paper, markers

**Time Frame**
30 minutes

**Instructions**

- Give each participant a cut out.
- Ask them to reflect on what it means to be a ‘caregiver’. What do caregivers do? What roles do the play?
- Have participants write the different roles of the caregiver on the cut out
- Stick all the caregivers on the board and have participants share their thoughts

**Discussion Guidelines**

- Were you surprised by how many roles a caregiver plays?
- Are all caregivers the same? Why not?
- What do you think the impact on a child is if they don’t have a stable caregiver in their life?
- Can people other than parents be satisfactory caregivers? Why / why not?
- Who are the caregivers in your life?
- Why are these people important to you?
- Is it only children that need caregivers?
1.3 **All Different Families**

**Objectives**

By the end of the activity participants will be able to:

a) understand that family comes in many shapes and forms, and an individual’s experience of family may differ;

b) be aware of their role and position in their family; and

c) express the benefits of the family unit to their development

**Materials**

Colored pencils, markers crayons, paper, instrumental music for relaxation and reflection

**Time Frame**

45 minutes

**Instructions**

- Ask participants to lie down on the floor and play relaxing music to aid relaxation. Ask participants to fully relax their bodies, by tensing then releasing all the muscles in the body.

- Once students are relaxed talk about the many varied family situations, and the concept of family in both a traditional and non-traditional sense.

- Discuss the common component of a family, ‘Families are made up of people that care about each other.’

- Ask participants internally reflect on their family. Reiterate the fact that family comes in many shapes and forms. Ask them to consider the following;

  o How many people are in your family?

  o Who are these people?

  o Where does your family live?

  o What roles are there in your family?

  o What is your role?

  o If there are younger people in the family, who provides for them?

  o Who provides for you?
• Allow 10 minutes for reflection.
• Ask participant to open their eyes and sit up.
• Ask participants to individually draw a picture of their family, keeping in mind the ideas they reflected on.
• Ask for willing participants to share their pictures to the large group.

Discussion Guidelines
• Would you consider your family a traditional or non-traditional family?
• What are the qualities of all families?
• Does your family differ very much from those discussed?

1.4 Dear Mom, Dear Dad, Dear Aunt, Dear Sister...

Objectives
By the end of the activity participants will be able to:
  a) identify some of their thoughts and feelings towards their parent figures;
  b) recognize some of their own needs; and
  c) recognize the role of parent figures in children’s development.

Materials
Pens, pencils, paper

Time Frame
45 minutes

Instructions
• Explain the following to participants: as children, it is our parents or parent figures who are primarily responsible for meeting our developmental needs. Keeping the needs discussed in previous activities in mind, if you were given the opportunity to write or say anything to your parents what would you say? Would you thank them for meeting these needs?
• Let the participants write a letter to their parents on a piece of paper or in a journal that you have supplied.
• Ask them to reflect on how this made them feel.
Discussion Guidelines

• Did you find it easy to write the letter? Why or why not?
• What feeling did you have when writing the letter?
• Did you choose to write the letter to either your mother or father or to both parents?
• What were some of the needs you discussed in the letter?

Notes
Be aware that not all children have a traditional parent in their life. This activity should be adjusted so that the participants can write to someone other than their parent who plays a parenting role, such as an aunt, sister or social worker.

1.5 Rights And Responsibilities In The Family

Objectives
By the end of this activity, participants will be able to:

a) identify some of the rights and responsibilities of each of their family members, including themselves; and

b) discuss the implications of any family member failing to carry out their responsibilities.

Materials
Bond paper, pencils

Time Frame
45 minutes

Instructions

• Ask the participants to come up with a list of all the different roles in a family (eg. mother, father, brother, sister, grandmother, etc.).

• Once the list is completed, ask the participants to list the responsibilities of each member (eg. parents are responsible for providing for children, children are responsible for helping their parents, etc.).

• Divides the participants into groups of about 5, and assign each member of the group to a specific family member role.
• Take one member of each group (one of the ‘children’) aside and give them special instructions. They should continually fail to meet their responsibilities such as:
  o not communicating with the family about their whereabouts;
  o injuring themselves doing something silly, causing the parents to have to skip work to look after them;
  o insisting on staying awake all night so that no one in the family can sleep, which makes things very difficult for everyone next day.

• Each group is to create a role-play about a day in the life of their family, with only the ‘child’ aware of their special instructions.

• Discuss using the guidelines below.

**Discussion Guidelines**

• What happened in your group’s role-play?

• How did the behavior of each member affect the rest of the family?

• When can rights and responsibilities clash?

2. **Right To Be With family**

Every child has a right to live with his or her parents unless this is deemed to be incompatible with the child’s best interests. Children also have the right to maintain contact with both parents if separated from one. *(Article 9, unofficial summary)*

Children and their parents have the right to leave any country and to enter their own for the purposes of reunion or the maintenance of the child-parent relationship. *(Article 10, unofficial summary)*

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party. *(Article 11, unofficial summary)*
The UNCRC sees the family as the ‘natural environment for the growth and well-being of all its members, particularly children’. For this reason, Articles 9, 10 and 11 all aim to protect children’s relationships with their families.

Article 9 contains two important principles:

1. Children should not be separated from their parents unless it is necessary for their best interests (for example if they are being abused or neglected by their parents).

2. All procedures to separate children from their parents, where necessary, should be fair.

Even where children have been separated from their parents, they have a right to maintain relations with both parents. The State should inform the parent and child of each other’s whereabouts where it was the State that caused the separation.

Article 10 relates particularly to children who are in a different country to their parents. Those children have a right to leave or enter another country so that they can be reunited with their parents. This right particularly applies to children of ‘economic migrants’ such as OFWs (Overseas Filipino Workers) and to refugees. For example, if a parent has fled from their own country to another country as a refugee, their child should be allowed to also go to the other country to be reunited with their parent.

Children should be protected from being abducted or kidnapped, even by their own parents or relatives. Article 11 requires governments to try and stop children from being wrongfully taken out of the country. This article applies to abductions that are done for personal reasons rather than for money (see Article 35 in relation to sale, trafficking and abduction of children). Sometimes children are abducted by one of their parents and are not allowed to return home to their other parent, even if a judge has said they should. So even where parents have divorced or separated, children have a right to stay in contact with both parents and both parents still have joint responsibility over their children.
2.1 Debate: Child In Prison

Objectives
By the end of this activity, participants will be able to:

a) identify the rights of children to be with their family in the context of a given situation;

b) analyze situations and express an opinion about an outcome based on the best interest of the child;

c) understand that the rights of the child at times need to be balanced and weighed and not all of them can be fully satisfied in every situation; and

d) recognize the need to evaluate policies in relation to rights.

Materials
Paper and pens, chairs, a bell for the adjudicator and stop watch/ clock for timing

Time Frame
1 hour

Instructions
• Split the participants into two groups: one for and one against the argument that children should be able to stay with their parents in prison.

• Ask each group to discuss in their group the points that they will argue on the issue (primarily from the perspective of the rights of the child) (approx 20-30 minutes to prepare).

• Each group then nominates three people to present the arguments of the group. Each debater will need one or two key points for their speech.

• The rest of the group is to come up with three questions to ask the other team during question time at the end of the debate.

• After the teams have prepared their arguments start the debate, allowing each debater to speak for 1 minute (warning bell to be sounded when there is 10 seconds to go).

• The debate should run as follows:

  o First Speaker FOR;

  o First Speaker AGAINST;

  o Second Speaker FOR;
o Second Speaker AGAINST;

o Third Speaker FOR;

o Third Speaker AGAINST

• After all debaters have spoken, allow the same alternating pattern for the questions.

3. Right To Protection From Abuse At Home

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims. (Article 19, unofficial summary)

Children should be protected from ‘all forms of physical and mental violence’ while in the care of their parents or other people. The government should take legislative, administrative, social and educational measures to ensure that this happens.

One type of violence frequently inflicted against children in homes, schools and other institutions is corporal punishment. Corporal punishment is the deliberate infliction of pain intended to punish a person or change his/her behavior. As of 2008 corporal punishment has been legally banned in 23 countries although corporal punishment is still widely used by parents and teachers.

Other forms of violence that affects significant numbers of children at home and in institutions is sexual abuse. The extent to which such abuse occurs is not known because it is a problem that is often hidden by both the perpetrators and those affected by the abuse.

Domestic violence between parents is a form of abuse that has a powerful effect on children who witness the violence. The experience of watching a parent being abused is, in itself, a form of emotional or mental abuse. In some cases the child may also be physically or sexually abused.

The issue of violence against children in institutions is also of great concern. This is often inflicted by police, military personnel and staff in detention centers and prisons.

The need to protect children from violence in the home is particularly important in terms of considering the effect it may have on the child’s behavior and their capacity to inflict pain on other people. There is growing awareness about the link between childhood experiences of violence and violent and other anti-social behavior in childhood and later life.
A useful resource!

'Daughter, A Story of Incest' is an animation toolkit used for teaching about personal safety. It tells the story of a young girl who is left with the responsibility of taking care of her father and her siblings while her mother works overseas. The role becomes distorted when her father starts to have an incestuous relationship with her. She attempts to tell various adults about the abuse, but no one believes her.

This resource is available from Stairway Foundation Inc – www.stairwayfoundation.org and is strongly recommended for use in teaching about abuse.

3.1 Positive Discipline

Objectives
By the end of this activity, participants will be able to:
   a) distinguish between positive discipline and corporal punishment;
   b) identify the possible outcomes of both; and
   c) suggest reasons for encouraging positive discipline instead of corporal punishment.

Materials
   Whiteboard & marker

Time Frame
   30 minutes

Instructions
   • Explain that positive discipline is a way to try to get children to 'do the right thing', without punishing them if they do not. Corporal punishment is 'the deliberate infliction of pain intended to shame a person and change his/her behavior'.
   • Ask the group to list different types of discipline – both corporal and positive. (Eg. Corporal – spanking, paddling, Positive – rewards, praise, explanation)
• Ask the participants to act out a series of scenarios where a child's behavior requires discipline. Provide options for the participants to act out, and they can improvise the expected outcomes. Eg:

  o Scenario #1 – Child steals money from the parent's purse. Options – the parent can spank the child or explain to the child that the parent needs the money, and it is wrong to steal.

  o Scenario #2 – Child receives report card with two As and two Cs. Options – the parent can beat the child for not studying hard enough or praise the child for receiving two As, and encourage them study harder in C subjects.

• After each scenario, ask the participants to describe how they felt in each case, and how the type of discipline affected their feelings.

**Discussion Guidelines**

• Which kind of discipline would you prefer to receive – positive or corporal? Why?

• How do you feel when you are punished? Or when you are praised?

• How is someone who receives corporal punishment likely to react? How about someone who receives positive discipline?

• Why might positive discipline be more effective in getting children to 'do the right thing?'

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4. **Right To Alternative Care For Children Without Family Environment**

State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background. ([Article 20, unofficial summary](#))

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interest of the child, and then only with the authorization of competent authorities and safeguards for the child. ([Article 21, unofficial summary](#))
Although it is recognized that the best possible place for a child is with his/her own family, sometimes circumstances arise which means this is not. In such a case, the child has a right to an alternative family environment.

Children may temporarily or permanently be unable to live with their families for one of two reasons:

1. Due to circumstances such as death, abandonment or displacement.
2. The government has decided to remove them for their own best interests (often because of abuse or exploitation or the parent’s inability to care for the child).

Children in such a situation are entitled to ‘special care and assistance. Exactly what kind of assistance they receive depends on the nationality and culture of the child because the assistance should be culturally appropriate. Normally this special care requires placing children in an alternative family setting such as a foster or adoptive family or in a residential institution.

When a child needs to be removed from his/her parents for some reason, there is a ‘hierarchy of options’ that should be applied in considering where a child should be placed:

1. Family relatives – this is the first and ideal option and may include extended family or a household successfully run by an older sibling
2. Substitute family – such as foster or adoptive family – where extended family is not available
3. Institution – as a last resort

Children who have been deprived of their families often have greater needs than simply a place to stay. Children’s physical, intellectual and emotional development can be affected due to the loss of family attachments and identity as well as the instabilities of their new placement. As a result children deprived of their own family environment are particularly vulnerable to abuse and exploitation.

Although placement of children in institutions should generally be a last resort, this may often be the best alternative in the following circumstances:

- If foster care has been unsuccessful
- If large families of siblings wish to remain together
- For older children nearing independence

Street children are sometimes deprived of a family environment if they have lost connection with their family, either willingly or not. However not all street children are
so deprived as many children work on the streets but return home to their families or live on the street with their families. It is recognized that the government and/or NGOs who assume that any child roaming the streets must be ‘rescued’ by removal to a permanent alternative sometimes do damage home. Such a practice of ‘rescue’ is commonly used by government agencies in the Philippines and is often strongly opposed by children, their families and NGOs.

Article 21 addresses the rights of children who are adopted and provides that any adoption should be in the best interests of the child. It recognizes that very young children in particular need permanency and stability in their relationships to ensure their proper development. Inter-country adoption should only be considered if the child cannot be suitably placed in his/her own country. Adoption should comply with basic standards and should be regulated by the government.

The adoption of children should not result in ‘improper financial gain’ for any of the parties involved. The issue of trafficking children for adoption is one of great concern and highlights the need to ensure appropriate rules are in place.

### 4.1 Why Do Children Need Alternative Care?

**Objectives**

By the end of this activity, participants will be able to:

a) understand some of the reasons why children might need alternative care; and

b) recognize the value of alternative care and also some of the risks

**Materials**

Paper and pens

**Time Frame**

30 minutes

**Instructions**

- Divide the participants into groups of 3 or 4

- Ask the participants to think of some circumstances that might leave children without their families or mean that children need to leave their families. They should also list the reasons that might have led to those circumstances

- Once they have made a list, ask the participants to divide the list into two groups – the first for the children who might be able to go back to their families soon and the second for the children who won’t be able to go back to their families soon or even ever.
• Ask the participants to list the different things that might need to happen before each of the two different groups of children can go back to their families

• Have each group share their results with the bigger group

Discussion Guidelines
• How do you think it would feel if you couldn’t be with your family?

• What would it be like to have to leave your family and stay with another family?

• Do you think that children who don’t stay with their families can still have a happy life? Why / why not?

• What do you think the community can do to make sure that children don’t have to leave their families?

4.2 Different Types Of Alternative Care

Objectives
By the end of this activity, participants will be able to:
   a) identify the different types of alternative care for children without a family;

   b) identify some of the advantages and disadvantages of each type of care; and

   c) make a decision about the best type of care for a particular case.

Materials
Manila paper, markers, case study of Dindin (see below)

Time Frame
45 minutes

Instructions
• Introduce and explain that when children can’t stay with their own families they have a right to be with an ‘alternative family’.

Alternative families can be:
   1. Extended family (relatives)

   2. Foster families

   3. Adoptive families

   4. Institutions/ centers
• Ask participants to write each type of alternative care across the top of a piece of paper. Under each they should write ‘advantages’ and ‘disadvantages’.

• Ask participants to list the advantages and disadvantages they can think of for each of the types of care.

• Give the case study to participants and ask them to read it.

• After reading ask the participants to go back to their list and see if there is anything they want to add.

• Then ask participants to make a decision about what to do with Dindin.

**Discussion Guidelines**

• What did you decide and why?

• Were you happy with your decision? Why or why not?

• How did you feel when you had to make the decision?

• Do you think that the child should be involved in making the decision? If so, how? If not, why not?

• What can we do to reduce the disadvantages or risks in each type of care?

• What other options can you think of for alternative care?
Case study of Dindin

Dindin is a 7 year old child. She is pale, weak and small for her age. She is neglected by her parents and physically abused by her aunt. Her 3 other siblings are now in the custody of different people because they also experienced abuse and neglect in the family. It has been decided that it is no longer safe for Dindin to stay at home. She needs to be placed in alternative care.

Dindin’s grandparents are alive and have the financial capacity to take care of her. They are 65 and 68 years old and no longer working. They live near Dindin’s aunt and are worried that they won’t be able to protect Dindin from her aunt. They love Dindin and want her to be safe.

The DSWD can help to find a foster family for Dindin. The family would be able to look after Dindin and send her to school. It is not sure if the foster family’s house would be close to Dindin’s. The family would be able to look after Dindin for sometime but if they decide to move away they may not be able to look after Dindin anymore. The family would be chosen because they really want to care for children.

There is an NGO not far from Dindin’s house that looks after children like her. There are many other children staying in the center and they are cared for by house parents. All of the children there go to school and also have lots of activities to do. Many of them really miss their families but get to visit a couple of times a year.
The fourth category of children’s rights is ‘Health, Nutrition and Welfare’. The rights in this group protect the child’s physical well being and ensure that s/he develops to his/her maximum potential.

The rights related to health, nutrition and welfare which are protected by the UNCRC are:
- Right to special protection for disabled children – article 23
- Right health care and review – articles 24 and 25
- Right to adequate standard of living and social security – article 26 and 27

This module covers each of the rights relating to health, nutrition and welfare.

1. **Special Protection For Disabled Children**

   Every disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible. *(Article 23, unofficial summary)*

   Disabled children are entitled to the same rights and opportunities as other children. However they frequently encounter problems that hinder their access to the same opportunities as other children or that put them at a disadvantage.

   Article 23 emphasizes that disabled children are entitled to special care and protection which:
   - Promotes self reliance
   - Facilitates active participation in the community
   - Ensures effective access to services

   The goal is for disabled children to achieve the fullest possible social integration and individual development. The level of this integration and development will vary in individual children depending on their abilities but should not be restricted by other obstacles such as lack of access to services. Integration of disabled children into mainstream education is an area, which is considered to be particularly important.
Disabled children are frequently marginalized from the community by physical, economic and psychological barriers.

- **Physical barriers** – Children who do not have high physical mobility are often at a disadvantage if infrastructure such as roads, buildings and transport do not cater for their needs.

- **Economic barriers** – Economic barriers, such as the high cost of services or equipment, frequently prevent disabled children from reaching their potential.

- **Psychological barriers** – Psychological barriers or lack of understanding about how or why children should be integrated may prevent their full social integration and development. In some communities disabled children are actively discriminated against, often through a lack of understanding or fear.

Active participation in the community by disabled children means that institutionalization should be minimized. Education should be inclusive. Disabled children should be given opportunities for recreation and a chance to prepare for employment.

### 1.1 If I Couldn’t See

**Objectives**

By the end of the activity participants will be able to:

a) understand why there are rights specific to special children;

b) feel empathy for children who experience a physical disability; and

c) show some sensitivity to the needs of people with physical disabilities.

**Materials**

Material to be used a blindfold. One for every two participants.

**Time Frame**

30 minutes

**Instructions**

- Separate the participants into pairs and ask each pair to determine who is A and who is B in their pair.

- A then blindfolds B and leads their partner around the room by walking in front of them and clapping. The blindfolded partner follows the sound of their clapping. It is the responsibility of A to not allow B to hit anything or anyone in the room.

- After 15 minutes ask them to swap roles.
Discussion Guidelines

- Did this activity give you some idea of what it would be like to be blind?

- What did you find easy/hard when you were blindfolded?

- Was it difficult to trust and rely on your partner?

- Do you think it is necessary to have rights that refer specifically to special children? Why/Why not?

- What rights do you think are required for special children to be able to develop to their full ability? Are these rights different to those of other children?

2. Right To Health Care And Review

Every child has the right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services. *(Article 24, unofficial summary)*

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly. *(Article 25, unofficial summary)*

The right to heath care in this article builds on the right to survival and development which is guaranteed by article 6. It is recognized that the right to heath is linked to the right to education (article 28) and to an adequate standard of living (article 27) as well as the right to protection from violence (article 19).

States are required to:

- Diminish infant and child mortality

- Provide necessary medical care to all children

- Fight disease, particularly through the provision of adequate, nutritious foods and clean drinking water as well as reducing environmental pollution

- Make sure mothers have appropriate pre and post natal care

- Educate the whole community about child health & nutrition, advantages of breastfeeding, hygiene & environmental sanitation and the prevention of accidents
• Develop preventive health care and family planning education and services

Children’s views should be respected in the delivery of health care and services. In particular, the needs and views of adolescents should be taken into account in accordance with their evolving capacities.

The right to health care is a progressive right which means that States should implement this right to the ‘maximum extent of their available resources’ and, where necessary, ‘in the framework of international cooperation’.

Children should not face discrimination in relation to the access of health care. Frequently however children do face such discrimination, particularly:

• Children living in poverty
• Girls
• Disabled children
• Children living in rural areas
• Ethnic groups
• Children of indigenous communities
• Refugee children
• Illegal immigrants

HIV/AIDS poses a grave threat to the realization of children’s rights. In some countries it is threatening to reverse the progress made in reducing death and disease. Reproductive health education and counseling, particularly for adolescents, is an increasingly important step to combating HIV/AIDS. Armed conflict and population displacement (especially due to natural disasters) can increase the incidence of HIV/AIDS.

The prevention of accidents is a critical health issue for children. Environmental pollution such as contamination of water supplies and air pollution is also a growing problem, particularly in developing countries. Access to medical care and immunizations is sometimes hindered by poverty.

Health services for children with mental health problems are woefully inadequate in many countries, especially developing countries. As a result mentally ill children are stigmatized, discriminated against and abused. Often these children are simply abandoned by their families because they do not know how to handle or treat the child’s illness or because they are afraid.
2.1 A Healthy Environment

Objectives
By the end of the activity the participants will be able to:

a) identify the different parts of their community.

b) identify areas in their own community that may promote or hinder children’s health; and

c) recognize the need for communities to prioritize health

Materials
Manila paper or bond paper, pencils, crayons

Time Frame
1 hour

Instructions
• Divide the participants into groups according to where they live.

• Ask them to think about the places or things in their community that contribute to health (such as playgrounds, health centers, clean bathrooms) and those things that hinder health (such as rubbish piles, stagnant water, factories, smoking vehicles)

• Ask each group to draw a map of their local area. They should try and note, as accurately as possible, all the different parts of their community, particularly focusing on those places that promote or hinder health. They should use a key to identify the healthy and unhealthy areas.

• Display the maps for everyone to see and give participants a chance to share their work.

Discussion Guidelines
• How did you feel doing this exercise?

• Was it easy to remember what your community looked like?

• Were there more healthy or unhealthy places in your community?

• What effect does an unhealthy community have on children?

• What are some simple ways to make our communities healthier?
2.2 A Healthy Child

Objectives
By the end of this activity the participants will be able to:
  a) identify things that make them healthy;
  b) identify things that make them unhealthy; and
  c) recognize the benefits of having a healthy body.

Materials
Large piece of manila paper, scissors, markers, crayons

Time Frame
45 minutes

Instructions
• Divide participants into groups of 4 – 5.
• Have one participant lie on the manila paper and trace the outline of their body. Cut out the body shape.
• Draw a line down the center of the body.
• On one side of the line ask the participants to draw all of the things that help make children healthy (eg: nutritious food, clean water, exercise etc).
• On the other side of the line they should draw things that will make them unhealthy (eg: pollution, smoking, junk food etc).

Discussion Guidelines
• Did you find difficulties in identifying healthy and unhealthy children? Why / why not?
• Do you think there are more healthy or unhealthy children in your community? Why?
• What are the programs in your community that promote health?
• What effects do you think being unhealthy has on a child?
• What are some of the reasons that children become unhealthy?
3. Right To Adequate Standard Of Living And Social Security

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. *(Article 27, unofficial summary)*

Every child has the right to benefit from social security including social insurance. *(Article 26, unofficial summary)*

An adequate standard of living is essential if a child is to be able to fully develop physically, mentally, spiritually, morally and socially. The most easily recognized parts of an adequate standard of living are food, clothing and housing although these are not the only requirements for the full development of a child. This right is integrally linked to the right to health, the rights to education and play and children’s civil rights.

The right to standard of living is a progressive right which means that States should use their maximum available resources to implement the right. It is the parents’ responsibility to provide for their child but the government should step in where the parents or unable or unwilling to fill this role.

The 3 most important elements of an adequate standard of living are:

**Food**
- Food must be:
  - available in quality and quantity sufficient for dietary needs
  - free from adverse substances
  - acceptable within the culture
  - accessible (physically and economically)

**Water**
- Water must be:
  - available
  - of good quality
  - accessible (physically and economically)
Clothing
Clothing must be:
- sufficient to protect from the weather
- culturally appropriate
- accessible (physically and economically)
- available

Housing
Housing includes the right to live in security, peace and dignity. The right to housing is interrelated and interdependent with nearly every other right in the UNCRC.

Housing must be:
- Affordable
- Habitable
- Accessible
- In an appropriate location
- Culturally adequate

When considering if housing is ‘adequate’ it is necessary to consider privacy, space, security, lighting, ventilation, basic infrastructure, location accessible to work, basic facilities and reasonable cost.

Children should be given the opportunity to participate in the design of housing and communities. Children’s needs should be considered in relation to areas used primarily by them, such as schools, play areas, residential institutions, clinics and hospitals.

Children living in poverty face the biggest obstacles in accessing their right to an adequate standard of living. Lack of housing, access to nutritious food and clean drinking water are major issues facing millions of children around the world. Failure to fulfill this right results in millions of children’s deaths every year.

The unequal distribution of wealth across the world (it is estimated that 75% of the world’s resources are controlled by 20% of the world’s people) has a direct impact on children’s right to an adequate standard of living. Without access to material resources families are unable to provide the basics necessary for children’s development.
Some useful statistics:
- Every 1 minute a child dies of AIDS
- 1 in every 13 children die before the age of 5, many from preventable diseases
- If you have food to eat, clothes to wear and a roof over head – you are in the top 25% of the world’s wealthiest people
- Only 1% of the world’s people have a college degree
- More than 1 billion people cannot read
- 50% of people do not have a reliable source of food and are hungry some or all of the time
- Only 30% of people always have enough to eat
- 40% of people do not have access to appropriate sanitation
- 32% of people breathe air that is unhealthy because of pollution
- 18% of people do not have access to a source of safe water either in their homes or within a short distance

Useful resources!

‘If the World Were a Village – A Book about the World’s People’ is a picture story book about what the world would be like if the whole population of the world were just 100 people. The book explores the distribution of nationalities, languages, ages, religions, food, air & water, schooling & literacy, money & possessions and electricity. It aims to teach ‘world-mindedness’ which is an attitude to life wherein there is understanding that our planet is actually a village. Knowing whom our neighbors are, where they live and how they live will help us live in peace.

This is a very useful book for teaching children about the world’s resources and for developing ‘world-mindedness’. Written by David J. Smith, illustrated by Shelagh Armstrong and published by Allen & Unwin

‘Miniature Earth’ is a 5 minute audio-visual presentation which seeks to describe what the world would be like if the earth’s population were reduced to 100 people. It is a powerful tool for demonstrating global inequalities.

It is available on the web – www.miniature-earth.com
3.1 Chocolate Game

Objectives
By the end of this activity the participants will be able to:

a) recognize the unequal distribution of wealth in the world

b) give examples of people who have less and people who have more; and

c) outline the potential problems arising from unequal distribution of wealth.

Materials
Chocolate – one large block & 1 small piece

Time Frame
30 minutes

Instructions
• Play the ‘evolution game’ – see instructions in ‘energizers’.

• Once a participant has reached the final evolutionary stage, they should run to a pre-allocated place in the room and wait there. As soon as a small percentage (5-10%) of the group has gathered in this place, call the evolutionary process to an end.

• Ask the ‘highly evolved’ group to move to a comfortable area and sit on chairs. If they wish, they can request some other people to give them massage/fan etc. All the rest of the participants crowd into one area on the floor. They should not use chairs and should be uncomfortable / crowded. Explain that deep seas and dangerous chasms divide the two areas and anybody who tries to cross them will not survive.

• Explain that the participants represent all of the people in the world and they have now evolved themselves into two distinct groups based on their strength and speed.

• Show the participants the two pieces of chocolate and explain that these represent all the resources in the world (including food, money, houses, cars, schools, hospitals, doctors, nurses, oil, roads, clothes etc).

• Ask each group to select a leader in the fairest way they can.

• Give one piece of chocolate to each leader. The small piece of chocolate should be given to the leader of the big group and the big piece to the leader of the small group. Tell the leaders that they have 5 minutes to distribute these resources to their people according to the way that they see fit.
• After everyone has finished eating, or before it becomes too chaotic, process the activity by asking questions of the people from each group according to the guidelines.

**Discussion Guidelines**
• Are you full / hungry? Why? What did you eat?

• Did you have enough to feed your family, satisfy all of your basic needs?

• Would this be an adequate standard of living?

• How did you feel about the other people in the room?

• Do you think your leader did a good job? Why / why not?

• What does this situation represent?

• Who might the different groups be?

• What is our role in this situation? Who are we? What can we do to change it? Do we want to change it?

• Who are the other people responsible for this situation?

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### 3.2  **Scramble For Power**

**Objectives**

By the end of the activity participants will be able to:

- a) Understand the injustices that result from the unequal distribution of wealth and power;

- b) think critically about the causes and consequences of poverty; and

- c) promote human dignity and justice.

**Materials**

Packet of wrapped candies, open space, 3 pairs of socks, 3 blindfolds

**Time Frame**

1 hour

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**Instructions**

- Start the game by seating all the participants in a circle.

- Explain that the participants have been taken back to the beginning of time before the resources and wealth of the world have been distributed.

- Choose 5 – 6 participants randomly (e.g. based on birth month or t-shirt color). Give half of these a pair of socks. Ask them to put them on their hands and keep them on throughout the game. Give the other half a blindfold. Ask them to put them on and keep them on throughout the game.

- Scatter the candies in the middle of the circle and explain to the group that the candy represents the wealth and resources of the world.

- Explain that when on the ‘go’ signal, the participants should grab as many candies as possible.

- Once the scramble is over, ask participants how many candies they have. Discuss with them, briefly, how they feel about the results of the scramble.

- Divide participants into three groups depending on how many candies they have. The groups should be of unequal size, with the smallest group being made up of those with the most candies and the disproportionately larger group made of those with few or no candies (Eg: those with 0 or 1 candies in group 1, those with 2 – 3 candies in group 2 and those with 4 or more candies in group 3).

- Explain that you are giving each of the groups the opportunity to think of a better way to divide up the candy. Give them 5 minutes to come up with a proposal about whether the distribution should remain the same or if not, how they think it could be re-distributed.

- Have each group present their proposal.

- Explain that everyone can now vote on their proposal however their vote will have a value that is proportionate to their ‘wealth’ or how many candies they have. Allocate the value of votes so that no matter what happens the largest group cannot win. An example of vote allocation would be:

  - Smallest group (3 members) – 5 votes each
  - Middle group (6 members) – 2 votes each
  - Largest group (15 members) – ½ vote each

- Conduct the vote and redistribute the candies accordingly.
Discussion Guidelines

- How did the game make you feel? Why?
- Do you think this game was fair? Why / why not?
- What do you think this game is trying to teach us?
- Do you think it is fair that some people had more votes than others? Why / why not?
- Where did the people with socks on their hands or blindfolds end up? Who do you think they were supposed to represent?
- Did you think about anyone else when you were trying to grab candies? What were you thinking about?

Notes
Make sure that appropriate precautions are taken to ensure that no one is injured in the ‘scramble’

3.3 Creating A Good Life

Objectives
By the end of the activity participants will be able to:
  a) understand what children need for an adequate standard of living;
  b) reflect on their own lives and their own standard of living; and
  c) identify reasons parents/guardians may not meet these required standards.

Materials
Doll, twigs, wood, cardboard, clay, tape, string, play money, manila paper, markers, material, crepe paper, art paper, tape, string, stapler, paint, crayons

Time Frame
1 hour – 1 hour and 30 minutes

Instructions
- Divide participants into four groups.
- Present the doll to the participants and explain that the doll represents a child. The role of the participants is to ensure that the child has an adequate standard of living. They have 45 minutes to do this and each group will complete 1 task as part of the challenge.
• Give each group instructions to go to separate areas where they should work on the tasks below. Instructions and materials should already be set up in the different areas:

  o Shelter – give the group materials such as twigs, wood, cardboard, clay, tape, string etc and instruct them to construct a shelter for the child.

  o Food – give the group play money equivalent to P1000 and ask them to make a menu for a family of 5 for 1 week. They should write this on manila paper and stick to the budget. It may be necessary to give the participants a list of the prices of common items.

  o Clothing – give the group some material, crepe paper, art paper, tape, string and stapler. Ask them to provide the child with clothing for warm and cold weather.

  o Environment – give the group paint and manila paper and ask them to design a model community for the child to live in. Their community should include all the things that they think are necessary for the child to live in peace and safety

• Give each group 3 minutes to explain their task and what they accomplished. Discuss.

Discussion Guidelines
• What were the basic needs that needed to be provided to obtain an adequate standard of living?

• What were the requirements for meeting these needs?

• Did you encounter any problems in meeting the standard?

• Do you think meeting the standard of living required for a child was a hard task?

• Would you say that these standards are normally met for children in your community?

• What are some of the reasons that you think these standards are not met?
MODULE 8 – SPECIAL PROTECTION MEASURES FOR CHILDREN

The fifth category of children’s rights is ‘Special Protection Measures’. In all countries in the world children are living in exceptionally difficult circumstances. The UNCRC recognizes the need for these children to receive special consideration and protection. The rights in this group relate to those children in special need.

The rights related to special protection measures which are protected by the UNCRC are:

- Protection for refugee children – article 22
- Protection for indigenous children – article 30
- Protection from child labor – article 32
- Protection from dangerous drugs – article 33
- Protection from sexual abuse and exploitation – article 34
- Protection for child trafficking – article 35
- Protection for children in conflict with the law – article 37 and 40
- Protection for children caught in armed conflict – article 38
- Right to rehabilitation – article 39

This module covers each of the rights relating to special protection measures.

1. Protection For Refugee Children

Special protection shall be granted to refugee children or to children seeking refugee status. It is the State’s obligation to cooperate with competent organizations which provide such protection and assistance. (Article 22, unofficial summary)

Refugee children and children seeking asylum need special protection and humanitarian assistance. This right applies to children who have had to leave their country of origin to escape persecution, war or natural disaster. It may also apply to children who have been displaced from their homes but remain in their own country, especially in cases of local conflict or disasters.
The types of special protection that these children need include:

- Shelter and food
- Legal assistance
- Education, health and social services
- Care and protection
- Assistance in re-establishing their identity – including tracing their families

Refugee children and asylum seekers should be detained only as a last resort and for the shortest possible amount of time. These children should be integrated into the community and, where necessary, be given therapy for their traumatic experiences.

In the Philippines large numbers of children are displaced every year by the ongoing conflict in Mindanao. In other parts of the country children are displaced by natural disasters and local conflicts.

### 1.1 David’s Story

**Objectives**
By the end of the activity participants will be able to:

a) express some empathy for the plight of refugee children;

b) identify some of the issues facing refugee children; and

c) identify some of the particular risks facing refugee children.

**Materials**
David’s Story case study (see below)

**Time Frame**
1 hour

**Instructions**
- Give participants a chance to read the case study of David
- Discuss according to the guidelines
- Ask them to write a letter to David in response to hearing his story – what do they want to say to him?
Discussion Guidelines

- What did you feel when you were listening to David’s story?

- How do you think you would feel if you suddenly had to leave your family and then your country?

- Do you think it would be easy to adjust to life in a new country after escaping from war? What kind of problems do you think you would face?

- How could discrimination affect a child’s ability to develop their own identity?

- What problems do you think the children would face in relation to their identity if they were refugees?

David’s Story

David lived in a village with his family until he was 9 years old. He went to school, played with his friends, and looked after his family’s chickens until the day soldiers came to the village. David and his sister, Anna, were collecting wood when they heard the loud screams and explosions coming from the village, and they hid themselves like their parents had told them to if the soldiers came.

Two days after the attack on their village, David and Anna saw some people who looked friendly nearby, so they started talking to them. The people said it wasn’t safe in the village and that David and Anna should come with them to find a safe place. After many weeks of walking, they arrived at a camp at the border of their country. Often there wasn’t enough food at the camp, access to water, sanitation and medical care was limited, and it was boring without school or work. David and Anna were hopeful that their parents might show up one day, but the only family member to turn up was their uncle. With him was their brother Joseph, but tragically, Joseph’s twin Mark had died along the way.

After 5 years in the camp, David, Anna, Joseph and their uncle were granted permission to move to another, more peaceful country. They told the authorities that their uncle was their father, so that the family would not be separated. In their new country, they were able to go to school, but they didn’t speak the local language, and they had missed so much school already, that it felt impossible to catch up. Their uncle struggled to find work for the same reason. They missed their family and their home, and they didn’t really fit in to the new place.
2. Protection For Indigenous Children

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language. (Article 30, unofficial summary)

There is overwhelming evidence that minority and indigenous people suffer serious and continuing discrimination. Therefore, despite the fact that they are protected by all of the other rights in the UNCRC, this article has been included to provide additional attention and protection for these children.

Article 30 seeks to protect three important elements of minority or indigenous lifestyles:

- **Culture**

  Indigenous and minority groups should be able to enjoy their culture. Poverty is one of the greatest threats to indigenous cultures because it leaves these groups vulnerable to exploitation. For example, indigenous cultures relying on fishing and hunting for their livelihood are threatened by development, land clearing and mining. Health and education systems frequently are not able to cater appropriately to the needs of indigenous people, leaving them suffering from greater rates of infant mortality, preventable disease and poverty caused by illiteracy and lack of education.

- **Religion**

  Indigenous groups should be able to practice their religion freely and without interference. This is sometimes difficult for minority groups in countries that limit the practice of religions other than official religions.

- **Language**

  Children have a right to use their own language although this doesn’t mean that they have to be taught in that language. It has been demonstrated that children who are taught in their own language have better attendance rates and better results at school.
Indigenous Peoples in the Philippines are particularly at risk of living in poverty and experiencing human rights abuses. There are many things that may increase the risk of rights abuses of Indigenous peoples:

- **Development of natural resources**

  There are many mining, damming and logging projects that take place in areas where indigenous people live. These projects can cause much damage to the environment and sometimes mean that indigenous peoples’ villages are destroyed.

- **Militarization**

  There are often armed groups such as the Philippine Army and the National People’s Alliance in areas where indigenous people live.

- **Remoteness**

  Many indigenous peoples’ communities are far away from towns. There are often accessed only by very bad roads that are difficult for cars and jeeps to travel on.

- **Difference**

  Indigenous people may look different to other Filipinos, or have different beliefs and ways of doing things. Many Filipinos may also lack knowledge of indigenous peoples’ culture and way of life, and be prejudiced against indigenous people.

### 2.1. Indigenous People In Our Country

**Objectives**

By the end of this activity participants will be able to:

a) name the 8 major indigenous groups of the Philippines; and

b) identify the areas of the country where these groups live.

**Materials**

- Map of the Philippines

- Cards with the names of the 8 major IP groups: Igorot, Aeta, Mangyan, Ati & Tumanduk, Palawan groups, Caraballo groups, Dumagat, Lumad.
Time Frame
10 minutes

Instructions
- Ask participants to brainstorm the indigenous groups of the Philippines that they know. Come up with as many groups as they can think of.
- Divide the participants into groups of 5 – 6
- Give each group a copy of ‘Indigenous Groups of the Philippines’
- Ask them to try and match the indigenous group with the correct place on the map.
- Refer to the facilitator’s map if necessary.

Discussion Guidelines
- What did you learn from this exercise?
- Did anything about this activity surprise you? Why?

2.2. Indigenous Traditions

Objectives
By the end of this activity participants will be able to:
   a) identify some features of indigenous lifestyles;

   b) recognize similarities and differences between indigenous lifestyles and their own lifestyles; and

   c) communicate their understanding of indigenous lifestyles to other people.

Materials
Fact sheet : Indigenous Peoples in the Philippines (see below)

Time Frame
30 minutes

Instructions
- Divide the participants into groups of 3 – 4
- Give each group a copy of the fact sheet about indigenous peoples in the Philippines
- Ask the group to read the fact sheet and note down things which they think are particularly interesting
• Have participants reflect on things which they notice about indigenous lifestyles that are similar to their own lifestyles and things which are different

• Ask each group to prepare a short dramatization to present what they have learnt and discussed to the rest of the group

Discussion Guidelines
• What did you learn from this exercise?

• How did you feel trying to present this information through dramatization?

• What things interested you in particular about indigenous lifestyles?

Notes
While it is important to note and acknowledge difference it is also important to recognize ‘same’ so as not to create a sense of distance or alienation. Ensure that discussions are conducted in a sensitive and respectful way.

Fact Sheet: Indigenous Peoples in the Philippines

Who are Indigenous Peoples?
There are 8 major indigenous groups in the Philippines, which contain a total of 110 different cultural IP tribes.

These groups all have different language, culture, traditions and ways of life to each other and to other Filipinos. However, while all IP groups are different languages, cultures, and ways of life, there are some things that they have in common:

• IPs are people who have maintained their traditional way of life and resisted change from outside colonization. Some IP groups live very close to the traditional way of life, but most also have some parts of Filipino lifestyles.

• Land and Nature are the most important things across indigenous cultures. IPs often say that Land is Life. They have a close connection with the land where they live, as their ancestors have lived on the same piece of land since before anyone can remember.

• Many IP communities live outside big cities. Many live in the highlands, in places that are difficult to get to.
Indigenous Peoples’ livelihoods
Many IP communities practice subsistence farming. This means that they grow enough food to feed their families. They often trade any extra food that they have grown with extra food that their neighbors have.

Some IP groups are settled in towns and villages. In these communities men, women and sometimes children mainly work as farmers. They grow crops such as rice, vegetables, corn, fruits, and peanuts.

Some IP groups are semi-nomadic. This means that they move around from place to place in order to farm different areas at different times. Some of these groups also practice kaingin, which means they burn a small area of trees to make charcoal to sell at the market. They then return to that area once the trees have grown back and do kaingin again.

Other traditional types of work are:
- Gathering of forest products
- Hunting
- Small scale mining
- Livestock farming (such as pigs, caribou)
- Fishing

IPs may also do the same kinds of work as other Filipinos:
- Farm laborers
- Teachers
- Lawyers
- And many more!

Housing:
Some IPs live in permanent houses. These can be made out of:
- Man-made materials (such as concrete and galvanized iron)
- natural materials (such as bamboo and wood)
- or a combination of natural and man-made materials

Some semi-nomadic IPs live in temporary houses made out of natural materials. They are temporary so that they can easily build other houses when they move to their next place.

Many IPs build their houses themselves, or with the help of their neighbors.
2.3. Erica’s Story

Objectives
By the end of this activity participants will be able to:

a) identify some of the risks facing indigenous peoples;

b) recognize the risks to a child in a given case; and

c) identify some ways in which risks may be mitigated

Materials
Erica’s Story case study (see below), paper, pens

Time Frame
20 minutes

Instructions
- Divide the participants into pairs and ask them to read the case study.

- Give each pair a piece of paper and pen.

- Ask each pair to divide their piece of paper into eight boxes.

- Write one of the following headings in each box:
  - Education
  - Housing
  - Health
  - Culture
  - Peace
  - Equality
  - Environment
  - Safety

- Under each heading ask participants to write the problems or the risks that face Erica in her current situation (e.g.: under ‘education’ note that Erica currently is not able to go to school due to the remoteness of their village)

- Report back to the group
Discussion Guidelines

• How realistic did you find Erica’s story?

• How do you think these problems are likely to affect Erica and her development?

• How much do you think Erica’s problems were caused by the fact that she was an indigenous person?

• What do you think could or should be done to help Erica and her community?

Erica’s Story

Erica is a member of the Dumagat people, who live in the mountains in Rizal Province in Luzon. Erica and her family live in a small community far away from the closest town. Her parents are subsistence farmers who grow rice and bananas, fish, and practice kaingin.

There is no school or hospital in Erica’s village. Because the road from Erica’s village to the closest town is so bad, it is impossible for her to attend school. It is also difficult for her parents to travel to the market in the next town to sell the rice that they grow and the charcoal that they make from kaingin. Because of this, her parents have very little money to spend on things like doctors and medicine.

The Philippines Army and the National People’s Army are present in the areas around Erica’s village. Members of both groups often come into the village, and there is sometimes fighting between them near to the village.

A year ago, the government announced that there will be a large mine built near Erica’s village. The mine will cause damage to the river where the Dumagat people get their water and fish, so that they will not be able to drink the water or catch the fish. If the environmental damage from the mine is to great, the Dumagats will have to leave their village, although they have nowhere to go.

Erica is worried that her family may be forced to move into Manila, where the lifestyle is very different and where her family will be unable to keep their traditional cultural practices and livelihoods, which are all based on living close to nature.

She is also nervous about how she will be treated by people in Manila because she looks different to most other Filipinos and she knows that they may have little understanding of her culture and accuse her of being backwards or primitive.
3. Protection From Child Labor

Every child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions. (Article 32, unofficial summary)

Children need to be protected from economic exploitation and child labor. Child labor is work that is:

- Hazardous
- Interferes with the child’s education
- Harmful to the child’s health or physical, mental, spiritual, moral or social development.

The government is responsible for setting the minimum working age, regulating hours and conditions of employment and providing penalties or sanctions to those who breach the regulations.
Not all work that children do is considered child labor and therefore prohibited. The following table provides a useful distinction between what is child work and child labor:

<table>
<thead>
<tr>
<th>Child work</th>
<th>Child Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is appropriate to child’s age and mental capabilities</td>
<td>Work burdens the child; too heavy for child’s age and capabilities</td>
</tr>
<tr>
<td>Supervised by responsible and caring adults</td>
<td>Child work unsupervised or supervised by abusive adults</td>
</tr>
<tr>
<td>Limited hours of work, does not hinder the child from going to school, playing or resting</td>
<td>Very long hours of work, child has limited or no time for school, play or rest</td>
</tr>
<tr>
<td>Workplace is kept safe and child-friendly, does not pose hazards to health and life of the child</td>
<td>Workplace poses hazard to child’s health and life</td>
</tr>
<tr>
<td>Child’s physical, emotional and mental well-being are nourished even in the work environment</td>
<td>Child is subjected to psychological, verbal, or physical/sexual abuse</td>
</tr>
<tr>
<td>Child works voluntarily to participate in the family responsibility of maintaining the household, developing the family enterprise, augment family income, or even as main family income earner</td>
<td>Child is forced by circumstances or by coercive individuals to work</td>
</tr>
<tr>
<td>Child is justly compensated materially and psychologically</td>
<td>Limited or no positive rewards for the child</td>
</tr>
<tr>
<td>Child’s work is regulated by law or governed by family/community norms and values</td>
<td>Child’s work is excluded from legislation, social security and benefits</td>
</tr>
<tr>
<td>Child work serves as vehicle for social advancement and improvement in child’s quality of life</td>
<td>Child’s work is utilized for exploitative, subversive or clandestine operations, or disguised illegal activities</td>
</tr>
</tbody>
</table>
Some common forms of child labor include factory work, mining, prostitution, quarrying, agriculture, selling food and domestic help. There are some types of child labor that are considered the 'worst forms of child labor'. These are:

- All forms of slavery and trafficking
- Forced use of children in armed conflict
- Prostitution & pornography
- The use of children for illicit activities such as drug trafficking
- Work which is likely to harm the child’s health, safety or morals

### 3.1. Child Work, Child Play And Child Labor

**Objectives**

By the end of this activity the participants will be able to:

a) distinguish between child work, child play and child labor;

b) explain a characteristic of child labor which distinguishes it from child work; and

c) explain some effects of child labor on children.

**Materials**

Child Work, Play and Labor Picture Cards (see below)

**Time Frame**

40 minutes

**Instructions**

- Explain that not all work done by children is child labor. Sometimes, it is ok for children to work to help their parents.

- Ask participants to give some examples of what they think is child labor, or share stories that they have heard about child labor.

- Ask participants to sit in a circle. Place picture cards on ground in front of them. Ask all participants to move around and pick any card and then return to their seats.

- Go around the circle and ask each participant to explain if they think the child on their card is doing child labor, child work or child play and why.
**Discussion Guidelines**

- Why do you think it is important to protect children from child labor?
- What do you think the effects of child labor on a child would be?
- Do you think it is important for children to play? Why / why not?
- Is child work important? Why / why not?
- What do you think can be done to prevent children becoming involved in child labor?

**Child Work, Play and Labor Picture Cards**
Did you know?
Fair Trade is a movement that aims to provide opportunities for people in developing countries to earn a living while protecting them from exploitation. It asks for a fair price for the goods produced as well as certain standards of working conditions. Fair Trade also looks for ways to promote sustainability both for the environment and the producers themselves. Buying Fair Trade products helps to prevent child labor and exploitation.

4. Protection From Dangerous Drugs

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution. (Article 33, unofficial summary)

Children are protected by article 33 from the use, production or distribution of narcotic and psychotropic drugs. The rising rate of drug abuse by children all over the world is of great concern.

Drug use is especially dangerous for children as their minds and bodies are still growing and are especially susceptible to damage. However drug abuse threatens not only the child’s development but also has negative impacts on the social and economic environment.

Children tend to use the cheapest drugs that are available. Frequently children use drugs that can be addictive, such as alcohol, tobacco and solvents (including glue) but are not necessarily covered by this right. Solvents are often seen as the drug of childhood, particularly for children living or working on the street. Solvent use is difficult to regulate because the substances are readily available in most areas.

Article 33 requires that appropriate legislative, administrative, social and educational measures be taken to combat illicit drug use. Criminalization is not an effective solution to combating drug use by children. There is no simple solution to combating drug use but any strategy must be comprehensive and focus on prevention. Children should be given the opportunity to express their views in any programs addressing drug abuse.
4.1. Causation Wheel

Objectives
By the end of the activity the participants will be able to:

a) identify some of the negative consequences of substance abuse;

b) recognize the ripple effect of substance abuse on the community; and

c) understand that their actions can improve or worsen a given situation.

Materials
Paper and pens

Time Frame
30 minutes

Instructions
• Give each participant a piece of paper and ask them to draw a circle in the middle of the page.

• In the middle of the circle they should draw a picture of a child using drugs.

• Once they have completed their drawings, ask the children to think of some of the immediate and long term effects on the child of using the drugs (eg: the child gets high). Ask the participants to draw lines from the circle outwards and at the end of each of these lines, write one of the effects on the child. Draw a circle around each of these effects

• Repeat this process two more times, thinking of the consequences arising from the effects and writing these on a new set of spokes. Encourage the participants to think about effects not only the child but also on the family and community

• Have the participants share their work with the group

Discussion Guidelines
• What did you learn during this activity?

• Did the number of consequences arising from the one picture surprise you?

• How many people do you think were impacted by the child’s decision to use drugs?

• Who do you think had the power to stop the ‘ripple effect’ here? How?
5. Protection From Sexual Abuse And Exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. *(Article 34, unofficial summary)*

Children must be protected from all forms of sexual exploitation and abuse including:

- Being induced to engage in any unlawful sexual activity
- Being used for prostitution
- Being used in pornographic performances and materials

Importantly it is recognized that while commercial sexual exploitation must be criminalized, the children who have been involved in such exploitation should not be punished. There is a growing number of laws and strategies to ensure that ‘child-friendly’ and sensitive procedures are in place to protect children at all stages from the discovery of sexual abuse, through the criminal process and to rehabilitation.

Some groups of children are more exposed to the risk of sexual abuse and exploitation such as girls, disabled children, domestic workers, children in armed conflict, refugees and children deprived of a family environment. Sex tourism poses a particular threat to children in tourist areas.

The UNCRC encourages States to set a minimum age of sexual consent. In the Philippines, children may consent to sexual activity at the age of 12 years old. This has been criticized as being too young.

States are required to take national, bilateral and multilateral measures to combat the problem of sexual abuse and exploitation.

Sexual abuse is often a hidden problem and therefore goes unaddressed. Reporting of sexual abuse is mandatory for many professionals in the Philippines and other countries. Education about appropriate behaviors, particularly appropriate touch is one way to help children protect themselves from sexual abuse.
A useful resource!

‘Good Boy, A Story of Pedophilia’ is an animation toolkit used for teaching about personal safety. Good Boy is the tale of a young street kid named Jason who is entrapped by Bob, a pedophile. Bob befriends Jason and his family with money and gifts, gaining their trust until one day Bob abuses Jason. Obligation to his family keeps Jason quiet until a friend helps him expose the abuse.

This resource is available from Stairway Foundation Inc – www.stairwayfoundation.org and is strongly recommended for use in teaching about abuse and personal safety.

6. Protection From Child Trafficking

It is the State’s obligation to make every effort to prevent the sale, trafficking and abduction of children. (Article 35, unofficial summary)

Article 35 protects children from trafficking. Child trafficking is the recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation or abuse. It is not relevant whether or not the child agreed to go with the person who trafficked him or her (although this is important in cases involving adults, where force, coercion or deception must be proved).

Children are trafficked for different purposes.

- **Child labor**
  Trafficking children for the purposes of child labor is common. Children are effectively sold into slavery, working in a wide variety of industries including prostitution, domestic service and factories.

- **Adoption**
  Despite regulations covering adoption, children are still sold clandestinely for adoption. Extreme poverty sometimes leaves families vulnerable to traffickers willing to buy their children for adoption.

- **Sexual exploitation**
  Trafficking children for sexual exploitation is one of the more common and well-known forms of trafficking. The potential profits that can be earned from prostitution and pornography make this a difficult problem to tackle.
• **Organ transplants**
  There are anecdotal reports of children being trafficked for the sale of their organs but this is not a well-documented area of trafficking. The likelihood that it takes place, considering the high demand for organs and the vulnerability of poor children, is high.

• **Armed conflict**
  Child soldiers, while sometimes volunteering, are often forcibly recruited and indoctrinated into armed forces. Compulsory conscription of children by governments is a breach of this right.

In addressing the issue of child trafficking the need to protect the victims/survivors and recognize that they are not criminal is very important. Appropriate treatment programs must be in place to help these children while preventive programs must also be implemented to reduce children’s vulnerability to traffickers.

### 6.1. Have They Been Trafficked?

**Objectives**
By the end of the activity participants will be able to:

a) understand the elements of child trafficking; and

b) recognize whether a given scenario could be a case of child trafficking.

**Materials**
Trafficking... or not...? scenarios (see below)

**Time Frame**
40 minutes

**Instructions**

- Explain the two elements of child trafficking:
  - recruitment, transportation, transfer, harboring or receipt of a child.
  - for the purposes of abuse or exploitation.

- Explore what this means. Clarify that the participants understand the definition.

- Divide the participants into pairs and ask them to consider the scenarios (these could be written on flash cards or on the board).

- Each pair should decide whether they think each scenario is child trafficking or not. They should note down their answer and their reasons.
Once all pairs have considered each scenario discuss as a group.

**Discussion Guidelines**

- How did you find this activity?
- If a child agrees to go with someone, can that still be trafficking? Why / why not?
- If a child is trafficked what do you think the effect on his / her life might be?
- Do you think it would be easy for children to leave once they have been trafficked? Why / why not?
- How do you think we can stop children from being trafficked?

**Trafficking... or not...?**

- Don Don’s sister takes him to Manila to go shopping
- Lina goes to Baguio with her uncle. When they get there he says they have no money to get back so he makes her donate one of her kidneys to a man who will give them money to get home.
- Jing Jing goes to Boracay with her boyfriend. When they get there he makes her have sex with another man for money
- Wena’s neighbor takes her to Manila so she can work. She is paid well and her job is safe.
- Lulu’s family takes her to Manila so her father can find work.
- A recruiter tells Gina that she has found a job for her as a waitress in Japan. When she gets there she discovers that she is a dancer, not a waitress.
- Jun Jun gets a job as a domestic helper so he can help his family. The family he is working for does not let him leave the house and does not pay him.
- Beng’s mother asks her to sell flowers on the street to earn money for the family.
- A man offers to take Mack and his friends to a resort for the weekend. He pays for everything but takes photos of them without their clothes on. Mack and his friends enjoy swimming in the pool.
- A lady approaches Marlyn and arranges a job for her dancing in a club. She is often made to dance with old men.
7. Protection For Children In Conflict With The Law

Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family. (Article 37, unofficial summary)

A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defense. Judicial proceedings and institutional placements shall be avoided wherever possible. (Article 40, unofficial summary)

Arrest, trial and imprisonment are negative experiences for children, even if they have committed a crime. Articles 37 and 40 create protections to ensure that children who are 'in conflict with the law' are treated with dignity and in a child-friendly way.

Being 'in conflict with the law' means that a child is in contact with the criminal justice for committing or being suspected of committing a crime. The child may only have been suspected of a crime, or they may have been arrested, they may have been charged, they may be on trial or they may already be serving their sentence.

The UNCRC states that children should only be arrested, detained or imprisoned:

- as a last resort
- for the shortest possible time
- in accordance with law

If a child is deprived of his/her liberty, s/he must still be treated with respect and dignity. In particular, a child should:

- be treated with humanity and respect
- treated in accordance with his/her age and needs
- be separated from adults – unless it is in his/her best interests not to be
- be able to maintain contact with his/her family
• have legal and other assistance
• have the right to appeal his/her detention

There should be a separate juvenile justice system that is able to cater specifically for the needs of children in conflict with the law. States should set a minimum age at which children become criminally responsible for their actions. Below this age they should be dealt with outside of the criminal justice system. In the Philippines children become criminally responsible when they are 15 years old. Wherever possible, cases involving children should be dealt with outside of court. Alternatives to jail and detention should be given priority.

7.1. If I Were A Judge: Punishment Or Rehabilitation?

Objectives
By the end of the activity participants will be able to:

a) explain the difference between punishment and rehabilitation;

b) express a view about what they think is more effective; punishment or rehabilitation; and

c) explain the possible impact of different courses of action.

Materials
Case Study of Marco (see below), manila paper, markers

Time Frame
45 minutes

Instructions
• Read the Case Study of Marco to the participants

• Divide participants into groups of 3 or 4

• Give each group a piece of manila paper and ask them to write Option 1 and Option 2 onto the top of the paper. Under each of these they should draw two columns and label them ‘Advantages’ & ‘Disadvantages’. Divide the column into three rows and label them ‘Victim’, ‘Defendant’ and ‘Community’ (see example below)

• Ask the groups to list the fill in the table, listing as many advantages and disadvantages as they can for each of the parties in each of the options.
• Discuss, asking groups to express their opinions about which option they would choose if they were judge

Discussion Guidelines
• How did you feel doing the activity?

• Were you satisfied with the options available? Why or why not?

• Did either of the options favor any of the parties more than others?

• Were you satisfied with your decision?

• Do you think that judges should take the fact that Marco was a child into account? Why/why not?

• What difference does it make that Marco is a child? Would your decision have been different if Marco had been an adult?

<table>
<thead>
<tr>
<th></th>
<th>OPTION 1</th>
<th>OPTION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>Victim</td>
<td></td>
<td></td>
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<tr>
<td>Defendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
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</tbody>
</table>

Case Study of Marco

Marco is 16 years old. He is the fourth of seven siblings. He dropped out of school when he was 12 years old and has spent the past four years on the street. He prefers to spend time with his friends than going to school. His parents don’t have the money to send him to school anyway. Recently Marco started using drugs. He has started stealing to pay for the drugs. Last month he went to a drug store and, using a knife, held up the cashier until she gave him money. The cashier suffered wounds to her arms and back and was in hospital for two weeks. There was also damage done to the store. The cashier is now having trouble sleeping and can’t go back to work.

The judge has two options:

Option 1 – Send Marco to a juvenile jail for 1 year

Option 2 – Release Marco and require him to go back to school and get treatment for his drug use
7.2. **What About The Victim?**

**Objectives**
By the end of the activity participants will be able to:

a) identify the rights and responsibilities of victims and perpetrators of crime;

b) propose fair responses to situations which arise in their community,

c) propose forms of justice that will lead to positive and sustainable outcomes for their community.

**Materials**
A Fateful Night case study (see below)

**Time Frame**
2 hours

**Instructions**
- Discuss understandings of justice as a whole group, including:
  - What does ‘justice’ mean?
  - What experiences of justice have the participants had?
  - What are the objectives of justice (individual and community)?
  - Who is responsible for deciding justice in different communities?
  - What are the rights of victims and defendants?
  - What are the rights of children in relation to the justice system?

- Divide the group into six and allocate each group one of the following roles:
  - Victim
  - Defendant
  - Victim’s family
  - Defendants family
  - General public
  - Police

- Allocate one person to be the Facilitator
• Give each group the scenario of ‘A Fateful Night’ and ask them to discuss the following according to their roles:
  o How do they feel about what happened?
  o How can they explain their actions?
  o What do they want to happen now?

• Ask the Facilitator to lead a discussion by allowing each of the to first explain how they feel about what happened and then express what they would like to happen next.

• After every person has explained their position, have the Facilitator try and get the group to come to an agreement about the outcome of the case – there should be consensus.

• As a group, discuss whether the participants feel that justice has been achieved.

**Discussion Guidelines**
• How did it feel to play the role you were asked to play?

• Which role do you think would have been easiest/hardest to play? Why?

• Were you satisfied with the outcome that was reached – in your role and personally?

• Do you feel that all the people in the meeting had a chance to express their views? Did anyone have more or less power? Why?

• How were the victim’s needs met?

• Do you think this process was realistic? Why/why not?

• What do you think would really happen in this case? Would it be a better or worse outcome?

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**A Fateful Night**

Janet is 15 years old. Her father has abused her since she was young until she eventually she ran away from home several months ago. Her mother and sisters have begged her to come back home but she has refused. Recently she has been drinking frequently so that she can forget her problems. One night Janet was sitting on the sea wall drinking with her friends. Janet became quite drunk and started to pick a fight with her friend Miguel. Janet hit Miguel and he fell backwards off the sea wall and landed on a rock below. He suffered serious injuries and is now paraplegic (he is paralyzed from the waist down). Miguel is 14 years old. His family is very poor and cannot afford the expensive rehabilitation that he needs.
8. Protection For Children Caught In Armed Conflict

States parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure that protection and care of children who are affected by armed conflict as described in relevant international law. (Article 38, unofficial summary)

This article requires States to:

a. Respect rules of international humanitarian law
b. Refrain from recruiting under 15 year olds into armed forces
c. Give priority to the oldest in recruiting 15 – 18 year olds
d. Take all feasible measures to ensure protection and care of children affected by armed conflict.

The Committee on the Rights of the Child has said that it believes that no child under the age of 18 should be allowed to be involved in hostilities, directly or indirectly and that children should not be recruited into armed forces voluntarily or forcefully.

Armed conflict has devastating effects for children. At least half of all refugees and displaced people are children. Children caught in armed conflict are also particularly vulnerable to sexual abuse and exploitation.

Children are forcibly recruited into guerilla forces. Many child soldiers report being indoctrinated, drugged and threatened with death as methods of securing their cooperation.

Anti-personnel mines are recognized as having a particularly negative effect on children and there is an international campaign to stop their use.

8.1. A Story Of A Child In War

Objectives

By the end of the activity participants will be able to:

a) understand a little about the situation of child soldiers;
b) identify some of the issues facing child soldiers; and
c) identify some of the particular risks facing child soldiers.
**Materials**  
Case study of Juan (see below)

**Time Frame**  
1 hour

**Instructions**
- Give participants a chance to read the case study
- Discuss according to the guidelines
- Ask the participants to come up with the next ‘chapter’ in the Juan’s story.
- Ask the participants to re-tell the story of Juan using puppets, interpretative movement or role playing

**Discussion Guidelines**
- What were the reasons Juan became involved in the conflict?
- Was there anyone that could have prevented Juan from becoming involved/? Who and how?
- What are some of the feelings that you think Juan would have experienced in this story?
- How do you think Juan’s involvement in this armed conflict affected him?
- What do you think Juan would like to happen next?
Case study of Juan

8 year-old Juan knew that there was danger around his village, but he felt safe with his father there to protect them. He helped his father around their small farm after school each day, and had lots of friends in the village. One day, Juan’s father disappeared. Not long after, some men appeared at the house to talk to Juan and his mother. They explained that they were fighting the people that took his father away, and needed Juan’s help. If he helped them, he might be able to see his father again.

So Juan started helping the men. At first they just asked him to pass messages and small parcels between the nearby villages, which he could easily do in between school and his farm work. But before long, the messages and errands increased, and Juan had to stop going to school. His younger brother had to take over his work at home, and soon he spent all day doing things for the men. He moved into their hideout in the forest.

One day, Juan was kidnapped while delivering a parcel. His captors beat him to try to make him tell them what was contained in the messages and parcels, but Juan didn’t know. After two days, the men he worked for appeared with guns and shot his captors. They gave Juan a gun and told him he would have to shoot anyone who tried to intercept his deliveries.

Juan hated his new life, and wished he could go to school again. He missed his family, and prayed that his father would return so that he could have his old life back. He was scared of being kidnapped and beaten again, and he didn’t want to shoot anyone.

8.2. War Is No Fun For Kids

Objectives
By the end of the activity the participants will be able to:

a) describe a war zone and how this impacts on the people living there; and

b) explain how children may be subjected to abuse and exploitation during war.

Materials
Illustration board, crayons, pencil, scissor, bond paper

Time Frame
1 hour
Instructions

• Brainstorm the word ‘war’ – what does this mean? What does it make you think of? What does it look like? What causes it?

• Divide the participants into groups of 3 – 4.

• Ask them to prepare a creative presentation of their understanding of war through whichever medium they choose (such as a drawing, poster, collage or role play). Encourage them to think of the people, things, environment, actions and sounds present in a war zone and to include these in their presentation.

• Allow participants as much time as they need to prepare their presentation.

• Have each group present their presentation to the bigger group.

• Reflect on what has been presented.

• Next, ask each group to go back to their presentation and add a child. They should try to find a place for the child in their presentation. Ask them to think about:
  
  o What role a child might play in a war
  
  o Where you might find a child in a war zone
  
  o What a child might look like or be doing in a war

• Give the groups 5 minutes to adjust their presentations and then share with the bigger group.

Discussion Guidelines

• How did this activity make you feel?

• What was it like to try and present the war zone?

• What do you think you would feel like if you were really in that war zone?

• How did you incorporate your child into the war zone? Was this easy or hard? Why?

• What effects do you think war would have on a child?

• How do you think a child might react after having been affected by war? Would their behavior change? How?
9. Rehabilitation

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration. *(Article 39, unofficial summary)*

Where children have been the victims of violence, neglect, abuse, exploitation, torture, or any other form of cruel, inhuman or degrading treatment or punishment or armed conflict, they have a right to rehabilitation.

Rehabilitation of children should enable their physical and psychological recovery and full social integration. Such rehabilitation should take place in an environment that fosters the health, self-respect and dignity of the child.

9.1 How Do I Help A Child In Need?

**Objectives**

By the end of the activity participants will be able to:

a) propose possible actions to take if they know another child has been abused;

b) explain the impact of their actions on themselves and the abused child; and

c) understand the importance of taking action if they know abuse is occurring.

**Materials**

Paper, markers or other writing materials

**Time Frame**

1 hour

**Instructions**

- Separate the group into small groups.

- Ask each group to imagine that they have just found out that a friend of theirs is being abused. They should brainstorm all of the possible actions they could take (even those actions they wouldn’t take – like do nothing), and the possible consequences of each course of action.

- Make sure the consequences cover the consequences for themselves, for the victim and the abuser, and anyone else they feel is involved.
Discussion Guidelines

- Make sure the participants realize the importance of speaking out about abuse.
- What are the possible consequences of speaking out about abuse?
- Who are the appropriate people to tell?
- What stops people from reporting abuse, even if they know it’s happening? (i.e. the victim might tell them not to tell anyone, it might seem normal)
- How can these barriers be overcome so that people who are suffering abuse can access help?
MODULE 9 – EDUCATION, CULTURE & LEISURE RIGHTS FOR CHILDREN

The sixth category of children’s rights is ‘Education, Culture & Leisure’. The rights in this category relate to the child’s ability to develop to his or her maximum potential through education provided by the government. The right to education and the right to play are rights that are uniquely children’s rights.

The rights related to education, culture and leisure that are protected by the UNCRC are:

- Right to education – articles 28 and 29
- Right to culture, rest, recreation and play – article 31

This module covers each of the rights relating to education, culture and leisure.

1. Right to Education

Every child has the right to education, and the State’s duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child’s rights and dignity. The State shall engage in international cooperation to implement this right. (Article 28, unofficial summary)

Education shall aim at developing the child’s personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child’s parents, his or her own cultural identity, language and values, and for the cultural background and values of others. (Article 29, unofficial summary)

Education is recognized to be essential for all children. Articles 28 and 29 recognize the right to:

- free, compulsory primary education equally available to all children
- secondary and vocational guidance available and accessible to all
- higher education accessible on the basis of capacity
States must reduce school dropout rates and ensure that school discipline is appropriate and in conformity with children’s rights.

Education is expensive. Not all States have the economic resources to provide education for all but they must progressively work towards ensuring that primary, secondary and higher education is available for children.

Some children face particular difficulties in trying to access education. In particular;

- **Girls** – due to customary attitudes, child labor, early marriages, lack of funds, lack of adequate facilities, teenage pregnancies, gender inequalities and the lack of female teachers. In many countries girls are more likely to drop out of school or be pulled out of school

- **Minority groups** – groups such as indigenous peoples, gypsies, immigrants, refugees and children caught in armed conflicts have lower rates of accessing education. States are encouraged to take pro-active measures to ensure these groups have access to education

- **Rural education** – educational opportunities are more limited for rural children than urban children due to factors such as the high cost and difficulty of servicing remote and scattered villages, lack of teachers in rural areas, involvement of children in agricultural activities and the perceived irrelevance of schools to rural lives.

- **Disabled children** – all disabled children, no matter the extent of their disability, have the right to education and wherever possible this should be provided in the mainstream educational system. Factors which hinder disabled children’s access to education include lack of appropriate infrastructure, lack of resources and lack of qualified staff

- **Children in detention** – frequently children who are detained are deprived of educational opportunities

Article 29 relates specifically to the fundamental purposes of education which include:

- Development of the child’s personality, talents and mental and physical abilities

- Development of respect for human rights and fundamental freedoms

- Development of respect for the child’s parents, cultural identity, language and values, national values, country and other civilizations

- Preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples

Education may take different forms but should comply with these fundamental purposes.
1.1 If I Couldn’t Read

Objectives
By the end of the activity participants will be able to:
   a) explain why education is important to children’s development;
   b) see the value in education for all children; and
   c) understand the many areas of life that skills gained through education may be used.

Materials
Paper, markers or other writing materials

Time Frame
1 hour

Instructions
• Separate the group into small groups.
• Give each of the groups one of the following situations:
  o Work – pedicab driver
  o Shopping
  o Filling out forms
  o Ordering from a menu
• Explain that the groups are going to pretend they cannot read.
• Ask the groups to brainstorm the reasons why it is useful to be able to read in these situations, and the issues that may occur for those that cannot.
• Ask participants to list these reasons and issues on the paper provided.

Discussion Guidelines
• Is it important to your livelihood to have a basic education? Why/Why not?
• Did you find that it would be easy or difficult for illiterate people in these common situations?
• Do you think it is important for all people to be able to read and write/ Why/Why not?
• How do you think the children in these situations felt?
1.2 **Child Friendly Schools**

**Objectives**
By the end of the activity the participants will be able to:

a) Critically analyze aspects of school policy and practice to determine whether they are child-friendly;

b) explain the importance of child-friendly school environments; and

c) propose changes to their own schools to make them appropriate for children.

**Materials**
Child Friendly School Check-Lists (see below), pencils, paper

**Time Frame**
1 hour

**Instructions**
- Divide the participants into groups of 3-4.

- Give each group a child-friendly school checklist and ask them to rate their school's performance against each criteria.

- They should think of clear examples of positive or negative aspects of their school’s rules, environment or culture for each criteria.

- Share the examples and the rating with the whole group.

- Then divide the participants into their smaller groups again. Ask each group to imagine what the ideal child-friendly school would look like. This could be a drawing, description or list of rules. It should be very realistic and as detailed as possible.

- Discuss the ideal schools in the larger group.

**Discussion Guidelines**
- Why does it matter whether schools are child-friendly or not?

- Were you surprised about the rating of your school against the child-friendly criteria? If so, why?

- What are the biggest barriers to creating child-friendly school environments?

- How can these barriers be overcome?
Child Friendly School Check List

<table>
<thead>
<tr>
<th></th>
<th>All the time (4)</th>
<th>Most of the time (3)</th>
<th>Occasionally (2)</th>
<th>Never (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender-sensitive for both girls and boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protects children without imposing corporal punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has no child labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has no physical, sexual or mental harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children are learning and not being preached at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves all children, families and communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy, meaning it has safe water and adequate sanitation, with separate toilet facilities for girls and boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaches children about life skills and about human immune virus/acquired immune deficiency syndrome (HIV-AIDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves children in active and participatory learning</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Develops children’s self-esteem and self-confidence free of bias from teachers and parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages children’s participation in school and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhances children’s health and well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks to guarantee safe and protective spaces for children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages enrollment and participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures children’s high academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raise teachers’ morale and motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobilizes community support for education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Right to Culture, Rest, Recreation and Play

Every child has the right to leisure, play and participation in cultural and artistic activities. *(Article 31, unofficial summary)*

Children have the right to play, rest and take part in cultural activities.

Play is activities of children which are not controlled by adults and which do not necessarily conform to any rules. Although adults often see play as a luxury, this is an essential part of children’s development. Children who cannot play lack important social and personal skills. Skills such as negotiation, sharing, and self-control are learnt during play. It is not necessary that children have toys in order to play and the right to toys is not a part of this right. All that is needed for children to play is accessible space, preferably with the possibilities of creating or changing things. Sports activities and competitions should not place pressure on the child so as to damage their physical or psychological development.

Rest includes physical or mental relaxation and sleep. Rest is almost as important as nutrition, housing, health care & education. Overtired children are often unable to learn and are more susceptible to illness. The ILO has set approximate guidelines of how much rest children should have:

- Children under 14 or in full time education should have a consecutive rest period of 14 hours including between 8pm & 8am
- All children under 16 should have 12 hours rest
- 16 – 18 years old should have at least 7 hours rest

Children have the right to join with adults in cultural and artistic pursuits and participate in child centered culture and arts. Children should be able to consume and produce culture and arts and they should not be barred from adult performances without good reason.
2.1 What is Art and Culture

Objectives
By the end of the activity participants will be able to:

a) explain why art and culture are necessary for a child’s development;

b) define the value of creativity for children; and

c) understand that creativity is not based on talent - it is based on abstract thought.

Materials
Pens, pencils, markers crayons, paper, magazines or any other art materials. Musical instruments, instrumental music.

Time Frame
1 hour

Instructions
• Ask participants to sit or lie on the floor in a comfortable position.

• Instruct the participants to reflect on art and culture and why it is important to children.

• Explain that art and culture is not about talent, but about creativity and imagination.

• Ask participants to visualize the art they would produce specifically for children? What medium they would use? What would it look like? How would it sound?

• Ask the participants to slowly sit up.

• Ask participants to now gather any materials they can to recreate this piece of art. This could be drawing, collage, acting, singing, dancing or anything else.

• Ask participants to share their work.

Discussion Guidelines
• How did it make you feel to be creative and freely use your imagination?

• Who did the art relate specifically to children?

• Was there any message behind the pieces?

• Were any of the forms of art indigenous?

• Was it beneficial for you to use your imagination and creativity? Why/why not?
2.2 Going to Market - Games Children Play

Objectives
By the end of the activity participants will be able to:

a) explain why play, education and leisure are necessary to a child’s development; and

b) understand the value of play, education and leisure to children’s development.

Materials
One large piece of paper per team, pencils, markers or crayons

Time Frame
30 minutes

Instructions
• Divide the participants into 2-4 groups of participants.

• Ask the first person in each group to put on a hat and scarf, pick up the bag and open the umbrella before running to whiteboard.

• At whiteboard, s/he must write down a game that children play. After writing, s/he returns to team and tags next person.

• Continue until all team members have written a game.

• The first team to finish (with the most number of different games) wins.

Discussion Guidelines
• Why is play important for children?

• What was your favorite game when you were a child? Why?

• What skills do children learn from play?
## 2.3 Planning a Day with Play

**Objectives**
By the end of this activity participants will:

a) be fluent with the difference between work and play; and

b) be able to identify work and play in their own lives.

**Materials**
Pens and manila paper, Sample Week Schedule (see below)

**Time Frame**
20 minutes

**Instructions**

- Distribute pens and papers to the participants and ask them to make a schedule of a normal week in their own lives, noting the different activities they do at different times. Use the sample week schedule as a guide if necessary.

- Once they have completed their week schedule, ask them to add up how many hours of rest, play, learning and work they have had for each day.

- Inform the participants of the following guidelines about children’s work and rest:
  - Children less than 15 years old may not work more than 20 hours a week or more than 4 hours a day.
  - Children more than 15 years old may not work more than 40 hours a week or more than 8 hours a day.
  - Children under 14 or in full time education should have a consecutive rest period of 14 hours including between 8pm & 8am.
  - All children under 16 should have 12 hours rest.
  - 16 – 18 years old should have at least 7 hours rest.

- Have them compare their hours of rest to those required by the ILO convention. Note that the hours of work here refer to paid work and do not include schooling.

- Share the results
Discussion Guidelines

- Did you find that you had enough rest?

- Did you do more or less work than the guidelines required?

- Do you think doing homework is work? Why?

- Is taking care of younger siblings or helping doing the cooking work? Why?

- Why do you think it is important that children have enough rest?

- Why do younger children need more rest?

- Do you think you normally have a good balance in your life? Why / why not?

---

Sample Week Schedule

*My week with Play: Donna, 13 years old.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am</td>
<td>Wash, Eat breakfast, Get ready for school</td>
<td>Wash, Eat breakfast, Get ready for school</td>
<td>Wash, Eat breakfast, Get ready for school</td>
<td>Wash, Eat breakfast, Get ready for school</td>
<td>Wash, Eat breakfast, Get ready for school</td>
<td>Rest</td>
<td>Rest</td>
</tr>
<tr>
<td>6am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7am</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>Play with younger siblings</td>
<td>Play alone/read books</td>
</tr>
<tr>
<td>8am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9am</td>
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<tr>
<td>11am</td>
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<tr>
<td>3pm</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4pm</td>
<td>Do Chores</td>
<td>Help with preparing dinner</td>
<td>Play with friends</td>
<td>Play basketball</td>
<td>Play with friends</td>
<td>Play with younger siblings</td>
<td>Play with school friends</td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7pm</td>
<td>Read books</td>
<td>Do Homework</td>
<td>Look after younger siblings</td>
<td>Look after younger siblings</td>
<td>Watch TV</td>
<td>Play with school friends</td>
<td>Watch TV</td>
</tr>
<tr>
<td>8pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9pm</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
</tr>
<tr>
<td>10pm - 5am</td>
<td>Sleep</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
</tr>
</tbody>
</table>
1. Communication

Effective communication is the primary skill required of a facilitator. With effective communication skills, a facilitator can reach a large audience, and deliver information that is essential for his/her peers. A good facilitator knows how and when to adapt his or her communication style to make the delivery more accessible to the audience.

Communication skills are equally important for a junior facilitator. These techniques will not only ease the delivery of and add substance to the content, but also provide the facilitator with essential life skills. Effective communication is essential to the development of children, and provides them with the ability to negotiate a range of situations and maintain healthy relationships with members of both their immediate and wider community.

A junior facilitator must have a clear understanding of the various types of communication in order to develop his or her own communication skills to maximum potential. The activities in the following section focus on providing this understanding. The activities provide guidelines for when and how the facilitator can apply the different styles of communication to enable them to effectively reach an audience and hold its attention. Participants will also learn to identify and understand the barriers to good communication, and experiment with different strategies and skills to avoid them.

1.1. Activity – One- And Two-Way Communication

Objectives

By the end of the activity participants will be able to:

a) explain the differences between the two styles of communication (one- and two-way);

b) understand which style is appropriate in a specific situation; and

c) identify how and when each style can compliment facilitative methods.

Materials

None
**Time Frame**

30 minutes

**Instructions**

- Tell the group they will watch 2 role-plays that will demonstrate two different communication types. Tell them to watch the role-plays and note the characteristics of both types. (After the role plays, the positives and negatives of both will be discussed).

- Three facilitators perform the role-play.

- One facilitator acts as a newscaster to demonstrate one-way communication (information that is solely dispensed), and the other two have a dialogue to demonstrate the two-way communication (information that can be questioned and discussed).

- After the role-plays, lead a discussion based on the guidelines below.

**Discussion Guidelines**

- What are the differences between the two communication styles?

- In which situations would you use one-way? Two-way?

- What are the positive and negative aspects of each?

- Which of the two are you more likely to use in facilitation? Why/Why not?

- Which style of communication would you personally respond best to? Why?

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**1.2. Activity - Levels Of Communication**

**Objectives**

By the end of the activity participants will be able to:

a) identify different levels of communication;

b) demonstrate awareness of when to use different levels; and

c) understand the impact of using an inappropriate level of communication.

**Materials**

Butchers paper, colored markers/pens/crayons.

**Time Frame**

15 minutes
Instructions

- Begin an explanation/discussion with the group on the following terms:
  - Cliché- The speaker talks of ideas superficially and casually without putting real meaning and emotion into the message.
  - Chismis-The speaker and the audience talk about certain issues that concern other people, about their motives, deeds and misdeeds, and generally how they lead their lives.
  - Idea-sharing-The speaker and the audience talk about ideas or facts dispassionately, without becoming emotionally involved.
  - Feeling-sharing-The speaker and the audience exchange affection and emotions about ideas, people and events.
  - Gut feeling-The speaker and the audience exchange their reactions and observations or fear that one or the other maybe hurt by these.

- Separate the participants into five smaller groups, and designate one of the above communication levels to each group.

- The groups are to brainstorm the situations in which their communication style might be appropriate and in which situations it might be inappropriate.

- Each group is asked to share their suggestions with the large group.

- Lead a discussion based on the guidelines below.

Discussion Guidelines

- How do you think you can apply the different levels of communication to your role as facilitator?

- Would it be effective to use just one of the above levels at all times? Why/Why not?

- What do you think the impact of using the inappropriate level of communication would be on the session you were facilitating?

- Do you think this will be beneficial? Why/Why not?

- Can you identify any good communicators you know? Do they use any of the above levels of communication?
1.3. **Activity - Message Relay**

**Objectives**
By the end of the activity participants will be able to:

a) share ideas on how to develop their communication skills;

b) develop awareness of the barriers to good communication; and

c) identify strategies to deal with these barriers.

**Materials**
Paper & pens

**Time Frame**
1 hour

**Instructions**
- Divide the participants into two groups and choose one representative of each, who will then choose a message (given by the facilitator).

- The two representatives have to understand the messages, and pass the exact message to the next member of their groups, ensuring others cannot hear.

- That member passes it to the next, and so on until the messages reach the last member of the two groups.

- The last member then recites the message to the whole group, and the representative then recites the original message. (Usually, the two messages are no longer the same!)

**Discussion Guidelines**
- What makes good communication possible?

- How can communication be enhanced?

- What are the barriers to good communication?

- How can barriers be lessened, or avoided altogether?

- What did you learn from the activity?

- Which tactics worked and which didn't?

- Was it easy or difficult? Why?
2. Facilitation

Facilitation is the process of enabling groups to work cooperatively and effectively. Facilitation is often an important part of usability activities. In particular, facilitation is important in circumstances where people of diverse backgrounds, interests and capabilities work together.

Any session should have a clear purpose that is agreed upon by all of the participants. Where possible, it should be displayed in simple language somewhere in the room where it can be easily referred to. A clear agenda maintains the participants’ focus and assists the facilitator with time-keeping. The participants should introduce themselves at the start of a session and use each other’s names as much as possible. The facilitators should introduce themselves first, in order to provide an example for others of what to say. A set of ground rules should also be established and agreed to by all participants. For example:

- All ideas are valid
- Have your say, and listen to others
- All participants are equal
- No mobile phones
- One meeting at a time
- Be punctual

Groups work best when individuals feel comfortable expressing their ideas, so all participants should listen to what others are saying. If a session is splintering into separate discussion groups, they should be interrupted and asked to deal with one discussion at a time. The facilitator should also avoid getting sidetracked into off-topic discussions. There will also be individuals less inclined to speak up. A good facilitator will be watching for participants showing signs that they are not confident about speaking or not engaged with the activities, and encourage their participation by asking them directly for their opinions and comments. The facilitator should also lead by example, and encourage cooperative behavior that is honest, open, respectful and non-partisan. If a disagreement arises, the facilitator should ask the group to resolve the issue.

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19 Much of the information in this section comes from Gaffney, G, Usability Kit, Information & Design, Melbourne 2006.
A good facilitator will address the physical requirements of the group by ensuring adequate and appropriate food and breaks for participants. While groups may be enthusiastic about their work, it is important to prevent burnout. A 15-minute break every two hours should be a minimum.

Many people find facilitation intimidating. A facilitator should remind him/herself that it is the responsibility of group to work towards the required outcome – the facilitator’s responsibility is simply to support the process. Facilitators should seek critiques of their performance after a session, and use this feedback to improve their skills.

2.1. Activity – Trouble-Shooting

Objectives
By the end of the activity participants will be able to:

a) name some of the characteristics of ‘good’ facilitators;

b) name some of the characteristics of ‘bad’ facilitators; and

c) identify solutions for some of the problems facilitators might face.

Materials
Whiteboard & marker

Time Frame
30 minutes

Instructions
• Use the board to brainstorm some of the good and bad characteristics of facilitators.

• Ask the participants to explain their responses.

• Divide the participants into small groups, and assign each group a problem commonly faced by facilitators. (Eg. participants not listening to each other, participants losing interest in the session, an argument between two or more participants). Ask each group to come up with a solution the problem.

• Ask each group to perform a role-play that explains the problem faced by the facilitator and the solution proposed by the group.

Discussion Guidelines
• How does a ‘good’ facilitator affect a session?

• How does a ‘bad’ facilitator affect a session?
• What should be the main goal of a facilitator?

• Do you think the solutions provided by the other groups are the best ones? What other solutions can you think of?

3. Module-Making

Module making is the process of developing alternative education curriculum for child-to-child projects. Modules are developed based on the issues currently affecting children in a community. The modules provide information and learning through activities and participation from the children these issues affect. Modules are frequently updated to reflect current trends and issues.

The Child-to-Child Approach takes great value in the child’s ability to provide insight into the issues influencing children in their community. One approach to gaining this insight is to actively involve them in the process of developing the modules. Involvement in the developmental stages is an opportunity for children to participate and advocate for issues connected to children and their rights. Involving children also ensures the relevance of the program.

It is important that each stage of the development process has clear objectives and instructions. The following activities are designed to ensure children’s involvement in all stages of the curriculum development. Junior Facilitators should first learn to identify objectives, and then apply this skill to planning a module, activity and a session. When these individual items can be completed competently, a complete session plan can be planned. In all planning, specific topics, sub-topics, target audiences and objectives should be identified.

3.1. Activity - Objective Planning

Objectives

By the end of the activity participants will be able to:

a) identify the objectives for each session to be delivered;

b) explain the impact of clear and unclear objectives;

c) formulate objectives independently; and

d) identify the importance of reaching objectives.
Materials
Whiteboard, marker, List of Useful Words (see below)

Time Frame
20 minutes

Instructions
- Explain how objectives provide direction and focus to the curriculum content.
- Use examples to demonstrate the difference a clear and unclear objective (e.g. ‘Participants will be able to identify ways in which they can get help if someone is hurting them’ vs. ‘Participants will understand how to help children.’)
- As a group, formulate objectives for each module, and sub-sections within the module. The ‘SMART’ model should be used:
  o S-pecific
  o M-easurable
  o A-attainable
  o R-ealistic
  o T-time bounded

Discussion Guidelines
- Why do you think it is important to keep the objective in mind when planning and writing the modules?
- If you have a clear objective in mind when writing and delivering a module, what effect will this have on the session?
- What effect would an unclear objective have?
- What things do you need to consider when deciding the objectives?
### List of Useful Words

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<td>Copy</td>
<td>Convert</td>
<td>Apply</td>
<td>Analyze</td>
<td>Categorize</td>
<td>Appraise</td>
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<td>Defend</td>
<td>Change</td>
<td>Appraise</td>
<td>Combine</td>
<td>Argue</td>
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<td>Distinguish</td>
<td>Compute</td>
<td>Breakdown</td>
<td>Compile</td>
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<td>Construct</td>
<td>Categorize</td>
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<td>Challenge</td>
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<td>Integrate</td>
<td>Distinguish</td>
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<td>Name</td>
<td>Give examples</td>
<td>List</td>
<td>Explain</td>
<td>Explain</td>
<td>Criticize</td>
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<td>Itemize</td>
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<td>Interpret</td>
<td>Operate</td>
<td>Outline</td>
<td>Integrate</td>
<td>Evaluate</td>
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### 3.2. Activity – Module Planning

**Objectives**

By the end of the activity participants will be able to:

- **a)** list the general objectives of the Junior Educators practicum;

- **b)** identify the demographic to be covered;

- **c)** outline timeframes for each module; and

- **d)** identify topics for each module and the sub-topics to be included.

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20 World Bank Institute
Materials
Paper & pens

Time Frame
40 minutes

Instructions
- Guide the group in answering the following questions:
  - Which topics should we cover? (These topics will make up the modules).
  - What will be the sub-topics?
  - What are the objectives for the module?
  - Who is the target audience? (Age, location, background).
  - How much do the participants already know about these topics?
  - What activities can we run to help the participants understand what we want them to understand?
  - How many sessions will we need to cover all of these topics? How long should each session be?
- Develop a module outline based on the answers to the questions.

Discussion Guidelines
- Why did you choose these topics?
- Why did you choose this target audience?
- Why is the length of each session important?
- Does your outline meet the module objectives?

3.3. Activity – Writing An Activity Outline

Objectives
By the end of the activity participants will be able to:
  a) identify the objectives of the specific activity;
  b) demonstrate the ways in which the activity achieves these objectives; and
  c) write an activity outline.
**Materials**
Manila paper, maker and pen

**Time Frame**
40 minutes

**Instructions**
- Using sample activity plan, explain different components;
  - Title – name of the activity
  - Objective – things that should be achieved upon completion
  - Materials – whatever is needed for the activity to be completed
  - Time Frame – how long the activity should run
  - Instructions – step-by-step explanation of what to do
  - Discussion Guidelines – questions to be used to de-brief after completing the activity
  - Source – credit for any outside materials/ideas used to plan the activity.

- Explain that the activity plan should be able to be picked up and used by anyone; that it should be very clear and simple. A good activity outline requires no special skills of the facilitator.

- Divide the participants into small groups and ask them to choose a topic from a previously planned module.

- Each group is to write an activity outline for their chosen topic, and present it to the larger group.

- Feedback should be based on the following questions:
  - Is the objective clear and achievable?
  - Are the instructions easy to follow?
  - Is the duration realistic?
  - Is the list of materials complete?
Discussion Guidelines
- Do you think an activity plan is necessary? Why or why not?
- What would happen if another Junior Facilitator needed to complete the activity without your guidance and there was no activity plan?
- Was it easy to give clear directions for the activities you chose? Why or why not?
- Did the activity take more or less time than you thought it would?
- Were the materials you needed to complete the activity easy to find? Why or why not?

3.4. Activity - Planning A Session

Objectives
By the end of the activity participants will be able to:
- a) identify the objectives of a session;
- b) list the components of an effective session;
- c) demonstrate their understanding of the planning process by planning an effective session; and
- d) maintain the objective of the session in all elements of planning.

Materials
Manila paper, marker, ball pen

Time Frame
50 minutes

Instructions
- Lead a discussion of the components of an effective session:
  - Clear objectives and relevant topics
  - Variety in activities (active/passive, individual/group)
  - Energizers and warm-ups
  - Discussions following activities (debriefing)
- Timing (both the duration of individual activities, and each activities placement in the session outline)
- Logical development of each topic

- Decide on one module topic to be used for the session.
- As a group, discuss and decide the session objectives.
- Divide the participants into small groups, and ask them to create an outline for the session. It should list the activities that will be used, as well as the energizers and warm-ups. Logistical requirements, such as breaks, meals and timing also need to be included in the outline.
- Have each group present their outline to the larger group, and have the participants identify which components are effective, and which areas of the session outline need more work.
- When each group has developed a satisfactory outline, ask them to list what work would need to be done prior to the session, and how they plan to complete it. (Eg. Writing activities, organizing food and venue, inviting participants).

**Discussion Guidelines**
- Was this process easy for you as a group? Why or why not?
- What did you have to consider when creating the outline?
- Do you think having a clear session plan will make your role as facilitator easier? Why or why not?
- How important is timing?
- Do you think this outline maintained your objective?
- Do you think the outline has a good variety in teaching methods?
- Do you feel this outline will effectively reach your chosen demographic?
- What have you learned from this activity?
RESOURCES, BOOKS, WEBSITES

Books


**Internet Based Resources**

Beyond the Fire: The experiences of war - [http://www.itvs.org/beyondthefire/master.html](http://www.itvs.org/beyondthefire/master.html)

Childbridge for Children’s Rights
[http://eev.liu.edu/ChivySok/Childbridge/kids.htm](http://eev.liu.edu/ChivySok/Childbridge/kids.htm)

Child Labour Public Education Project - [http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/ending.html](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/ending.html)


Children’s Rights Centre - [http://www.childrensrightscentre.co.za/](http://www.childrensrightscentre.co.za/)


Ultimate Camp Resource – [www.ultimatecampresource.com](http://www.ultimatecampresource.com)


Appendix 1: Case Studies Of Well Known Leaders

Case Study 1 – Jose Abad Santos

Fast Facts

- Jose Abad Santos was born on February 19, 1886, the ninth of 12 children of Vicente and Toribia Burce of San Fernando, Pampanga.

- He was educated in the United States, and joined the government in 1911.

- Santos was appointed Chief Justice of the Filipino Supreme Court shortly before the Japanese bombed Pearl Harbor.

- President Quezon named him officer-in-charge of the country, before Quezon fled to Australia at the start of 1942. (5 months before his death).

- After Manila fell to Japanese, Santos went from one island to another in the Visayas, was captured in Cebu. He did not hide his identity.

- The Japanese offered him a high position if he renounced his allegiance to the US.

- He belied the often-accepted wisdom of the time: that to survive, it was necessary to obey the enemy.

- Many Filipinos sided with Japanese after the occupation. (.. question of collaboration. ...)

- The order to execute Jose Abad Santos was given by General Homma.

- He was executed at 2pm on May 2, 1942 in Malabang, Lanao by the Japanese for refusing to serve them.

- His son Pepito says he refused a cigarette and a blindfold in the moments before his execution. Jose Abad Santos told his son: ‘Don’t cry Pepito. Show these people that you are brave. It is a rare opportunity for one to die for his country. Not everybody is given that chance…’

Discussion

- What leadership qualities did Jose Abad Santos display?

- Jose Abad Santos could be considered a leader in more than one way. Can you explain this statement?

21 ‘Why We Are Poor’ by F. Sionil Jose, pp97.
• Do you think he was wise to defy the Japanese?

• Why do you think many Filipinos agreed to do what the Japanese asked of them?

• Why do you think Jose Abad Santos wanted Pepito to show people that he was brave?

**Case Study 2 – Jose P. Rizal**

**Fast Facts**

• Dr José P. Rizal was born in Calamba, Laguna on June 19, 1861, and was the seventh of eleven children.

• Rizal earned a Bachelor of Arts degree *sobresaliente* at the Ateneo Municipal de Manila, and studied medicine at the Universidad Central de Madrid in Spain. He also studied at the Universities of Paris and Heidelberg.

• Rizal was conversant in at least ten languages.

• Rizal was the most prominent advocate for reforms in the Philippines during the Spanish colonial era.

• Rizal also maintained his writing and his profession as an ophthalmologist. His most famous works were his two novels, *Noli me Tangere* and *El Filibusterismo*. These social commentaries on the Spanish colonial rule in the Philippines inspired the other reformists.

• Rizal was the founder of La Liga Filipina, an organization that led to the formation of the Katipunan.

• Rizal was Asia’s first modern proponent of political reforms by non-violent means. His methods inspired later leaders such as Gandhi.

• Rizal was executed at Intramuros on December 30, 1896. His death is considered to be the catalyst that started the revolution to end 333 years of Spanish rule.

**Discussion**

• What leadership qualities did Jose Rizal display?

• Jose Rizal could be considered a leader in than one way. Can you explain this statement?

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• Why do you think Rizal proposed non-violent methods of reform in the Philippines?

• Do you think non-violent reform is possible? Why or why not?

• Do you think Rizal would have been happy with the armed revolution that took place after his death? Why or why not?

• Why do you think Jose Rizal is the national hero of the Philippines?

Case Study 3 – Nelson Mandela

Fast Facts

• Nelson Rolihlahla Mandela was born on 18 July 1918. After his father’s death in 1927, Mandela was expected to take over his father’s role in the local council.

• He ran away to Johannesburg to avoid an arranged marriage, where he later studied at university, and joined the African National Congress (ANC) in 1943.

• Mandela was the National Volunteer-in-Chief when the ANC launched a mass civil disobedience campaign to protest unjust laws in 1952. A court found that he had consistently advised followers to adopt a peaceful course of action and to avoid all violence.

• Mandela’s legal practice was forced to move from the city to the boondocks, where it was almost impossible for their clients to reach them during working hours. It was the equivalent of shutting them down, but Mandela and his partner, Oliver Tambo, resolved to defy the law.

• He spent 27 years in prison after being sentenced to life imprisonment on June 12 1964, much of it on Robben Island, on convictions for crimes that included sabotage committed while he spearheaded the struggle against apartheid. Mandela was released from Victor Verster Prison in Paarl on 11 February 1990.

• On the day of his release, Mandela made a speech to the nation. He also said his main focus was to bring peace to the black majority and give them the right to vote in both national and local elections.

• South Africa’s first multi-racial elections in which full enfranchisement was granted were held on 27 April 1994. The ANC won 62% of the votes in the election, and Mandela, as leader of the ANC, was inaugurated on 10 May 1994 as the country’s first black President and the first president to be elected in fully representative democratic elections.

http://www.nelsonmandela.org/index.php/memory/views/biography/
• Mandela encouraged black South Africans to get behind the previously hated Springboks (the South African national rugby team).

• After his retirement, Mandela admitted that he may have failed his country by not paying more attention to the HIV/AIDS epidemic. He has since taken many opportunities to highlight this South African and international tragedy.

**Discussion**

• What leadership qualities did Nelson Mandela display?

• Mandela could be considered a leader in more than one way. Can you explain this statement?

• Why do you think Mandela proposed non-violent methods of reform in South Africa?

• Do you think non-violent reform is possible? Why or why not?

• Do you think Mandela was destined to be a leader? Why or why not?

**Case Study #6: Ninoy Aquino**

**Fast Facts**

• Born November 27, 1932, (full name: Benigno Servillano Aquino Aquino, Jr.) into a politically involved family.

• At 17, Aquino was the youngest war correspondent to cover the Korean War for the Manila Times.

• Aquino became the youngest municipal mayor at age 22, and the nation's youngest vice-governor at 27. He became governor of Tarlac province in 1961 at age 29, then secretary-general of the Liberal Party in 1966. In 1967 he made history by becoming the youngest elected senator in the country's history at age 34.

• He made a speech about Imelda Marcos’ Cultural Center project, calling it “a monument to shame”.

• When President Marcos declared martial law on September 21, 1972, Aquino was arrested. Aquino began a hunger strike to protest the injustices of his military trial.

• After suffering a heart attack in 1980, Aquino was permitted to seek treatment in the US, providing he did not speak out against the Marcos regime. He defied this condition, and traveled extensively in the U.S. delivering speeches critical of the Marcos government.

Aquino was assassinated as he was escorted off the airplane in Manila on August 21, 1983, upon returning home from exile in the United States.

His death transformed opposition to the Marcos regime into a unified campaign, led by his widow, Corazon, who became the president of the Philippines in 1986.

Discussion

- What leadership qualities did Aquino display?
- What effect do you think Aquino’s family had on his political career?
- Why do you think he decided to speak out against the Marcos regime in the US?
- Aquino almost certainly expected to be assassinated upon his return to the Philippines. Why do you think he still returned?
- Why do you think people voted for Corazon Aquino in the presidential elections?
Case Study 8 – Craig Kielburger

Fast Facts

- Craig Kielburger was born December 17, 1982 in Ontario, Canada.

- In 1995, Kielburger read a news item about another 12-yr-old called Iqbal Masih, who was murdered for speaking out about the horrendous conditions for children working in Pakistan.

- Kielburger started his own human rights campaign, after convincing his parents to take him to Pakistan to see the situation for himself.

- Together with his brother, Marc, he started a foundation called ‘Kids Can Free the Children’ with his friends, and wrote a book called ‘Free the Children’.

- ‘Free the Children’ links schools all over the world, and helps other children get involved in human rights activism. It has grown into the largest international network of children helping children, with more than 1 million children involved in over 45 countries. The campaigns focus on child-labor issues, children and poverty, war-affected children, education and children’s rights.

- ‘Free The Children’ has built more than 500 primary schools, providing daily education to over 50,000 children.

- It has also shipped more than $2.5 million dollars of medical supplies to clinics in developing countries.

- Kielburger co-founded ‘Leaders Today’ in 1999, which provides leadership education for young people, and involves over 350,000 children each year.

- Kielburger believes that children can make a difference, if only on a minor level. He says his brother Marc was the first one to show him that age didn’t matter in making change.

Discussion

- What leadership qualities does Craig Kielburger display?
- Do you think children can be as effective as adults in making change? Why or why not?
- How do you think Kielburger’s trip to Pakistan influenced his decision to start the foundation?
- Do you consider Iqbal a leader? Why or why not? What made it difficult for him to speak out?
Appendix 2: World Religion Fact Sheets

Buddhism

Beliefs

KEY FACTS

• 376 million followers approximately

• Buddhism is one of the oldest religions, and dates back to 1200-1300 BC.

• It is practiced mainly in South Asia, East Asia, South East Asia, and parts of Russia.

• It is based on the teachings of Siddhartha Gautama commonly known as Buddha (the Awakened One)

• The two major groups are Theravada and Mahayana

The basis of Buddha’s teachings are the Four Noble Truths:

• Life is suffering

• Suffering is caused by attachments to worldly pleasures, such as possessions, selfhood or the things we believe cause happiness or unhappiness

• Suffering ends when people are freed from desire – and this is achieved by reaching Enlightenment

• People can reach enlightenment by following the teachings of Buddha

Practices

• Buddhists seek to achieve the state of Nirvana (freedom from suffering and from the cycle of life and rebirth)

• They do this through practices such as ethical conduct and altruistic behavior, devotional practices, ceremonies, giving up material possessions, meditation, physical exercises, study, and the development of wisdom.
Hinduism

KEY FACTS

- 3rd largest religion in the world (after Christianity and Islam)
- 1 billion followers approximately, with over 90% living in India
- There are many varieties of Hinduism, with different beliefs about Gods
- Hinduism has many religious texts
- Religion is practiced in Temples
- Hindus hold respect for all life, and so many are vegetarians

Practices

Hinduism tends to focus on finding spirituality in everyday life and beliefs. Rituals and practices vary greatly from place to place, but key themes in Hinduism include:

- Dharma (ethics or duties)
- Samsara (the continuing cycle of birth, life, death and rebirth)
- Karma (action and subsequent reaction)
- Moksha (liberation from Samsara)
- Many types of Yoga (practices)

Key features of Hindu beliefs are:

- The division between purity and pollution. Religious acts often focus on cleaning and purifying individuals through rituals, often involving water
- The belief in sacrifice as a means of achieving a certain objective
- The concept of merit, gained through good behavior or charity, which will build up and reduce sufferings in future lives or incarnations
Important Dates
Hinduism has many festivals throughout the year. They generally celebrate events from Hindu mythology, often coinciding with seasonal changes, and vary greatly depending on the place.

Many Hindus undertake pilgrimages to important religious sites. These include:

- Pilgrimages to the four holy sites of Puri, Rameswaram, Dwarka and Badrinath (in India)

- The Kumbh Mela (‘pitcher festival’), a particularly holy pilgrimage which is held every four years to one of four locations in India
Islam

**KEY FACTS**

- 2nd largest religion in the world (after Christianity)
- 1.5 billion followers approximately
- Muslims believe in one God, which is Allah in Arabic.
- Holy Book is the Qu’ran
- Prayer, meetings and study take place in Mosques
- Major groups are Sunni and Shi’a Muslims

**Beliefs**

- Muslims believe in one God, which is ‘Allah’ in Arabic
- Mohammed, the last prophet, brought the original religion practiced by the first human (Adam)
- Muslims recognize other prophets but interpret their messages differently to Christians & Jews

**Important Dates**

The dates of important Islamic events change every year, as the Islamic calendar is lunar rather than solar. Important events include

- Holy month, which is called Ramadam. During this month Muslims must not eat or drink from dusk to dawn, and must pay careful attention to Islamic laws and rituals
- Dhu al-Hijjah, the final month in the Islamic calendar.
The Five Pillars Of Islam

There are five practices (‘five pillars’) which are the basis of Sunni Islam, and which are similar to those of Shi’a Islam. These are:

- **The shahadah**, which is the basic prayer of Islam, ¨‘ašhadu ‘al-lā ilāha illā-llāhu wa ‘ašhadu ‘anna muḥammadan rasūlu-llāh”, or ‘I testify that there is none worthy of worship except God and I testify that Muhammad is the Messenger of God.’

- **Salah**, which is a prayer of Islam which must be performed five times a day.

- **Zakat**, which is the practice of giving a proportion of your wealth to the poor or needy

- **Sawm**, this means ‘fasting in the month of Ramadam’.

- The **Hajj**, which is the pilgrimage during the Islamic month of Dhu al-Hijjah in the city of Mecca in Saudi Arabia.
Christianity

KEY FACTS

- 2.1 million followers approximately

- Christians believe in one God, and in Jesus – the son and prophet of God, who is both a man and a God.

- The main kinds of Christianity are Catholicism, Protestantism, and Eastern Orthodoxy.

- The spiritual book is called the Bible.

- Religion is practiced in a Church.

Beliefs

- Christians believe in God the Father, Jesus Christ as the Son of God and the Holy Spirit.

- They believe that Jesus, the son of God, suffered, died and was resurrected to save people from their sins and open heaven to them.

- Christians believe in Heaven (where faithful and good people go after death) and Hell (where the unworthy descend after death).

Practices

- Sunday is the holy day, and is a day of rest.

- Christians attend Church on Sunday, and often pray at their homes – especially before meals or before sleeping.

- Worship often involves a cross, as Jesus is believed to have been crucified on a cross before he was resurrected.
Important Festivals/ Celebrations

- **Christmas** – this festival is held on 25 December and celebrates the birth of Jesus.

- **Holy Week** – this includes Good Friday and Easter, and celebrates the death and resurrection of Jesus.

- Christians believe that people must be initiated into the religion through a series of rituals, including Baptism (blessing a child soon after it is born). They also believe in marriage as the joining of two people by God.
Judaism

KEY FACTS

- 14 million followers approximately
- Judaism is one of the oldest religions in the world
- Rabbis are religious authorities
- The religious text is called the Tanakh
- Religion is practiced in a synagogue

Beliefs

- Judaism has no single creed or leader, rather it has sacred texts, religious law and learned rabbis who interpret Judaism from those texts and laws.
- Judaism focuses on Jewish people as the Children of Israel and God.
- Actions (good deeds and the mitzvot), not beliefs, are the most important aspect of Jewish religious life.
- The Torah and Talmud are concerned with God, humanity, and the meaning of life.

Practices

- Traditionally, Jews recite prayers three times daily, with a fourth prayer added on Shabbat and holidays
- No Pork, seafood, and kosher.
IMPORTANT FESTIVALS/ CELEBRATIONS

- Rosh Hashanah is the Jewish New Year (literally, 'head of the year'), although it falls on the first day of the seventh month of the Hebrew calendar, Tishri.

- Yom Kippur, ('Day of Atonement') is the most solemn day of the Jewish year. It is a day of communal fasting and praying for forgiveness for one’s sins.

- Hanukkah, also called the Festival of Lights, is an eight-day Jewish holiday that starts on the 25th day of Kislev (Hebrew calendar). Jews light up lights in their homes on each night of the festival, one on the first night, two on the second night and so on.