



CANADIAN MUSEUM FOR HUMAN RIGHTS
MUSÉE CANADIEN POUR LES DROITS DE LA PERSONNE

Human Rights Activities

Grades 5-6

Adapted from:

Equitas – International Centre for Human Rights Education, *Play It Fair!*

Human Rights Education Toolkit for Children

Play It

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What are these activities?

These activities are part of an educational resource designed to help to promote human rights, non-discrimination, and peaceful conflict resolution. The activities in this section support the integration of human rights values into the attitudes and behaviours of students Grades 5-6.

To help those using the activities become more familiar with human rights principles as well as to provide support for the facilitation of the activities, a package of 5 Reference Sheets is also provided. We recommend that you consult this reference package before using the activities.

How do the activities work?

Each activity has as its starting point the experience of the students and provides them with the opportunity to live a concrete experience together in their group from which they can learn.

A group discussion is the last step of each activity, which engages the students in a process of critical reflection. The students have the opportunity to talk about what they experienced, reflect on their behaviour in relation to human rights values, and propose ways of integrating human rights values into their lives.

Participating in an activity (*concrete experience*) followed by a group discussion (*critical reflection*) helps to build in the students an awareness of human rights values and reinforces positive behaviours based on these values (*action*).

Activity 1: Draw it Right

Time: 10-15 minutes

Human Rights Values: Rights, cooperation

Materials: 1 piece of large paper per group, 2 felt tip pens and a list of 10 rights

When To Do: Before Museum visit

Purpose of the Activity

To experience teamwork and to think about:

- Children's rights
- How we can work together to increase respect for children's rights

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC). For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Instructions

1. Prepare a list of 10 children's rights (see below).
2. First, ask students if they know any of their rights.
3. Divide the group into 3 or 4 teams of 4 to 6 students per team. Ask each team to sit around a piece of paper that you have placed on the wall at one end of the classroom. Place yourself at the opposite end of the classroom.
4. Explain to students that this is a competition. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins.
5. Ask 1 member of each team to come to you. You will whisper a children's right in his/her ear.
6. The team members return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team comes to you for the next right.
7. The activity ends when one of the teams has identified all the rights.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like best about this activity?
- Did you know all the rights in this activity?
- Do you know other rights?

Think

- Do we all have the same rights?
- Can you think of some rights that are not always respected?

Examples: Can all children go to school? Do all children get to see a doctor when they are sick?

Act

- We all want to enjoy our rights, but what do we need to do to make sure that this is possible?
- All of us have the right to express ourselves. In addition we all have a responsibility to make sure that everyone else in our group also has the freedom to express him/herself. How can we cooperate to make sure that this right is respected in our group?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, ensure his/her team has a white piece of paper and a thick black marker to increase the contrast.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- Give a right to the students who come up to the front. Whisper the right in their ear, and allow all the students at the front 20-30 seconds to have-a-think about what they will draw before returning to their group.
- If a student has difficulty with fine motor skills, give the student hand-over-hand support to help them draw.
- If a student is unable to draw, have students act out the right instead.
- If a student is unable to come up to the front, go to him/her instead or have a partner help him/her to retrieve the right.

For more Tips for Facilitation, please see Reference Sheet 4.

Children's Rights

- The right to go to school
- The right to practice a religion
- The right to a decent home
- The right to eat
- The right to medical care
- The right to play
- The right to express your ideas
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right to privacy

Activity 2: Race Against Anger

Time: 15-20 minutes

Human Rights Values: Peaceful conflict resolution

Materials: Two large pieces of paper, 2 pencils, two balls

When To Do: Before Museum visit

Purpose of the Activity

To experience teamwork and to think about:

- How we can deal with anger
- How we can resolve problems peacefully

Human Rights and Responsibilities

Right to protection from all forms of violence (Article 19, CRC). For all of us to enjoy this right, we need to respect others and choose non-violent ways to act.

Instructions

1. Introduce the activity by talking briefly about anger with the students.
 - Do you ever get angry?
 - What do you do when you are angry?
2. Now, ask the students to think of a strategy to avoid expressing their anger violently. For example, they could talk to a friend, take deep breaths, or go for a bicycle ride. Ask them not to say their idea out loud right away, because they will need it for the activity.
3. Divide students into 2 teams. Have each team form a single file line, one behind the other. Students need to be positioned close enough to pass a ball over their head or under their legs to the person behind them. Place one large piece of paper at the front of each team.
4. When you say “Go,” the first student in line will pass the ball over his/her head to the person behind him/her. The second person will pass the ball under his/her legs to the person behind them. The ball should continue going over and under every other person until it reaches the end of the line.
5. The last student to receive the ball will run to the front with the ball and write on a large piece of paper (1 piece for each team) his/her idea to help his/her calm down when he/she is upset and to help avoid aggression and violence. Students should avoid writing the same ideas as their

team members.

6. When the student is finished writing, he/she rejoins the team at the front of the line, and passes the ball to the person behind them. The ball is passed down the line again.
7. As in any relay, all the players must work as quickly as possible. When everyone in the team has written an idea for dealing with anger, the team should sit down to indicate they have completed the relay.
8. Ask students to encourage their team members.
9. The first team whose members complete the relay wins the race.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?
- What was the hardest part? What was the easiest part?

Think

- Is it normal to be angry?
- What are some signs of anger? How does your body react?
- Did you learn any new ways of dealing with anger? (Refer to the students' list of ideas and discuss together.)
- Why is it important to deal with anger?

Act

- What can we do together to deal with anger when we feel it or see it in our group?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, have teams practice the movement required to pass the ball before the start of the activity. Add a verbal indication to go with the physical action. For example, have students shout “ball over” and “ball under” when they are passing it to the student behind them.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student has difficulty with mobility, use a passing action that the student is able to do. For example, instead of passing the ball over and under, pass the ball to the side.
- If a student is in a wheelchair, instruct all students to pass the ball to a side. If he/she has difficulty maneuvering the wheelchair, partner him/her with a classmate. Alternatively, collaborate as a class to find an inclusive approach to the activity.
- If a student is unable to write, have students draw a picture or act out his/her idea for dealing with anger.

For more Tips for Facilitation, please see Reference Sheet 4.

Activity 3: Human Rights Twister

Time: 15-20 minutes

Human Rights Values: Cooperation, inclusion

Materials: A twister board made from large cloth or sheet of plastic with letters

When To Do: After Museum visit

Purpose of the Activity

To experience working together and to think about:

- Human rights
- How we can increase respect for human rights

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC); right to exercise your rights (Article 4, CRC).

For all of us to enjoy these rights, we need to:

- Learn about our rights
- Respect the rights of others

Preparation of Materials

Make a twister board by using a large piece of cloth or plastic (a plastic tablecloth or an old sheet could be used). Alternatively, you can also draw it on the ground with chalk or make a desk size version using an appropriate-size sheet of paper. See example below.

| | | | | | |
|---|---|---|---|---|---|
| | W | X | Y | Z | |
| Q | R | S | T | U | V |
| K | L | M | N | O | P |
| E | F | G | H | I | J |
| | A | B | C | D | |

Instructions

1. Ask the students if they know what human rights are (Reference Sheet 5).
2. Then, ask the students to name some human rights and list them on a large piece of paper posted on the wall. Underline a key word in each right (such as, right to express an opinion). See examples below.
3. When you have listed at least 3 or 4 human rights, have the students spell out the key word in the human rights from the list by placing their hands and feet on the appropriate letters of the twister board. For example, spell out “play” to represent the right to play.
4. When one student’s hands and feet are all in place and the word is not yet completed, ask another student to join in to complete the word. If the hand or foot of another student already covers a letter, the player just has to touch the student that is on that letter.
5. When a letter is too far to reach, invite another student to join the activity to complete the word.
6. There should be no more than 5 or 6 students on the twister board at the same time. Start another word so that other students can participate. Make sure all students have a turn.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?

Think

- What kind of strategies (tricks) did you use when playing?
- How did you cooperate in the activity?
- Does everyone have human rights?
- Discuss with the children the fact that rights are for all human beings without exception. Rights are universal.
- Sometimes, while you are playing, there were 2 or 3 rights being spelled out at the same time. The rights were all mixed up together. Do you think you can have more than 2 rights at the same time?

Act

- What can we do to make sure that everybody's rights are respected in our group?
- How can we learn more about the rights we all have?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, create a “finger-twister” board in Braille.
- Use materials that have a high contrast.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student has difficulty with mobility, try playing the game at the students’ desks with “finger-twister” boards.

For more Tips for Facilitation, please see Reference Sheet 4.

Rights in one word (in alphabetical order)

1. Dignity
2. Education
3. Equality
4. Food
5. Freedom
6. Home
7. Love (from parents)
8. Name
9. Nationality
10. Opinion
11. Participation (in decisions that affect us)
12. Play
13. Protection
14. Religion

Activity 4: Inclusion...Exclusion

Time: 15 minutes

Human Rights Values: Inclusion

Materials: Small dot stickers in 2 to 6 different colours

When To Do: After Museum visit

Purpose of the Activity

To experience feelings of inclusion and exclusion and to think about:

- Why it is important to include everyone
- Ways to include everyone in the group

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC). For all of us to enjoy this right, we need to include others.

Instructions

To increase the impact of the activity, do not reveal to students the results that you are seeking, that is, to have them experience inclusion and exclusion.

This activity takes place in 2 parts. Three rounds are played in Part 1 and one round in Part 2 for a total of 4 rounds. You will need 1 sticker per student for each round.

Part 1: Inclusion

1. Ask students to form a circle with everyone facing the outside of the circle.
2. Ask students to close their eyes and explain to them that you will place a coloured sticker on their foreheads. You should use 2 to 6 different colours. Every student will know the colour of their classmates' stickers, but they will not know the colour of their own sticker.
3. Ask students to walk around the play area. At your signal, ask students to group themselves with classmates who have the same colour sticker. They must do this without speaking. If, for example, you have used 3 different coloured stickers, the students must form 3 groups as quickly as possible. Make sure every student is included in a group.
4. Once the groups are formed, start the activity over by putting a new sticker on everyone's forehead. This time ask students to form groups where everyone has a different coloured sticker. Again, make sure every student is part of a group.

5. You can have your students further experience inclusion by repeating the activity a third time. This time, distribute stickers to form groups of different sizes. For example, if you have 15 students, distribute 9 blue stickers and 6 green ones. Once again, make sure that every student is included in a group.

Part 2: Exclusion

1. Repeat the activity a fourth time, placing new stickers on the students' foreheads. This time, distribute the stickers to form 2 groups around the same size. However, make sure that 1 or 2 students are excluded from these 2 main groups by giving them a colour that is different from the others. For example, if you have 16 students, you can distribute 7 blue stickers, 7 green stickers, 1 white sticker and 1 purple one.
2. Observe the different reactions.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?
- How did you feel when you found a group you could join?
- How did you feel when you could not find a group to join right away? Were you afraid that there was no group for you?
- To a student who was excluded in Part 2 of the activity: How did you feel when you could not find a group to join?

Think

- Have you ever excluded others by telling them they could not play with you?
- Have you ever been excluded at school or by your friends?
- Can you think of some people who are often excluded?
- *Discuss the fact that some people are often excluded such as people with disabilities and homeless people.*

Act

- What can we do in our group to make sure that no one is excluded?
- What can we do to make sure that people who feel excluded are comfortable talking about their feelings?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to distinguish colours, consider using shapes or numbers instead.
- If a student is unable to see, partner the student with a classmate who can guide them. Ask them to be a team.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- Ensure there are no obstacles in the way. If required, move the activity into a large open space such as a gymnasium.
- If a student has difficulty with mobility, pair him/her with another student. Have them come up with a system for working collaboratively.

For more Tips for Facilitation, please see Reference Sheet 4.