



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

Human Rights Activities

Grades K-2

Adapted from:

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

Human Rights Education Toolkit for Children

Play It
Fair!®

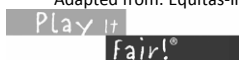
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What are these activities?

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 in Grades K-2.

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: Fishing for Rights and Responsibilities

Time: 20 minutes

Human Rights Values: Children's rights

Materials: Cardboard fish, paper clips, sticks, string, metal rings, 2 posters, tape

When To Do: Before Museum visit

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- The importance of rights and responsibilities

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 and responsibilities.

Instructions

1. Before this activity, you will have to make cardboard fish and fishing rods. You can get the students to help you with this during an arts and crafts period. The fish need to have a hook on them. You can make this by taping an opened paper clip to the fish. To make the fishing rods, use a stick, string, and a ring. Prepare at least 20 fish and several fishing rods. Write a right or a responsibility on each fish, using the list on the following pages. Prepare a 'Rights' poster and a 'Responsibilities' poster.
2. Place the fish in the centre of the room, either on the ground or in a large container.
3. Students in turn, fish with the rod, trying to pick up a cardboard fish.
4. When they catch a fish, they must read the right or the responsibility written on it and then stick the fish on either the Rights or the Responsibilities poster.
5. The other students should not make any comments about which poster the fish has been placed on. The activity continues until all the fish have been 'caught' and placed on the posters.

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

- Did you enjoy the activity?
- What was the hardest part? What was the easiest?

Think

- What strategies (tricks) did you use in this activity?
- How were you able to tell the difference between rights and responsibilities?
- Do we all have rights? Do we all have responsibilities?

Act

- How can we learn more about our rights and responsibilities?
- What can we do together to help make sure that we act responsibly in our group?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, partner the student with a classmate and encourage them to work out a system to collaboratively make the fish, catch the fish with the rod, read out the right or responsibility and place it on the appropriate poster.

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 is unable to cut out fish with scissors, assign them an alternative task, such as helping a partner or tracing fish for others to cut out. If a number of students have difficulty making the fish and the rods, consider making them yourself ahead of time.
- If a student is unable to read, whisper the right or responsibility into the student's ear when he/she 'catches a fish'.

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

Children's Rights

- I have the right to be treated with respect.
- I have the right to be safe within my family, my community and my country.
- I have the right to express my ideas.
- I have the right to a name and a nationality.
- I have the right to be treated equally, regardless of my age, the colour of my skin, my sex, my religion, my opinions, my nationality or my culture.
- I have the right to the highest attainable standard of health and to be taken care of when I am ill or injured.
- I have the right to go to school.
- I have the right to be protected against abuse, violence, torture and war.
- I have the right to practice my religion.
- I have the right to be alive.
- I have the right to be protected from child labour.
- I have the right to a clean environment.
- I have the right to own possessions.
- I have the right to a decent home.
- I have the right to food.
- If I have a physical or mental disability, I have the right to special care.
- I have the right to a good standard of living.
- I have the right to understanding and love from my parents and society.
- I have the right to play.
- I have the right to have friends.
- I have the right to be wrong and to make mistakes.
- I have the right to be who I am.

Responsibilities

- I respect others, whether they are children or adults.
- I respect the ideas of others.
- I take care of my body so that it can be healthy.
- I respect my commitments.
- I take care of my possessions.
- I respect people who are different from me.
- I help others.
- I cooperate with my parents, my teachers and other adults who take care of me.
- I am welcoming to those who are from a different culture or background than I am.
- I am careful and I play safely.
- I am not violent.

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- I keep my surroundings clean and I respect the environment.
- I do not waste food.
- I respect people with physical or mental disabilities.
- I respect the rules and laws that govern society.
- I apply myself at school and I respect my teachers and others at my school.
- I am loyal to my friends.
- I learn from my mistakes.

Activity 2: I Have the Right to...

| | |
|-----------------------------|---------------------|
| Time: | 20 minutes |
| Human Rights Values: | Responsibility |
| Materials: | None |
| When To Do: | Before Museum visit |

Purpose of the Activity

To experience teamwork and to think about:

- Human rights
- How we can help ensure rights are respected

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 and responsibilities.

Instructions

This activity is a variation of “Simon Says.”

1. Briefly discuss what human rights are with students (Reference Sheet 5).
2. Divide the students into pairs. Each pair or team is made up of a “Runner” and an “Actor.” They should stand opposite each other on either side of the play area.
3. As the leader of the activity, you should stand in the middle but out of the play area so that all the students can see you.
4. Explain to the students that they are going to act out 4 different human rights by assuming the positions you will describe to them. Each right has a corresponding position. Both members of each team are needed to act out the right. When you call out one of the positions, first the Actors assume their part of the position and the Runners run to the Actors to complete the position (see position descriptions below). The 4 positions listed represent the following rights: the right to education, the right to security, the right to express ideas and the right to rest. You can also develop other positions to represent other rights.



5. The last team to assume the position is eliminated. The Runners and the Actors return to their original places on either side of the play area and wait to hear the next right to be acted out.

6. The winning team is the last pair remaining in the activity.

Position Descriptions

The right to education

This right is represented by one student acting as a classroom chair and another sitting on the chair reading a book. The 'Actor' kneels on 1 knee, making the chair and the 'Runner' goes over as quickly as possible to sit on the knee and holds their hands up as if reading a book.

The right to security

This right is represented by a circle of security. The Actor stands with arms extended and fingertips touching, forming a circle. The Runner crosses the room and stand in the centre of this circle.

The right to express oneself

This right is portrayed by one student speaking and another listening. The Actor stands in a listening position, each a hand cupped around an ear and the Runners kneel in front of the Actor, and assumes the speaking position with his/her hands cupped around her/her mouths.

The right to rest

Nobody moves.

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 like being an Actor?
- How did you like being a Runner?

Think

- What strategies (tricks) did you use in this activity?
- What are the 4 rights we acted out? Can you name some other rights too?
- Could 1 person act out a right on his/her own? Why or why not?
- Why do we all need to work together to ensure that our rights are respected?

Act

- There are many rights. Can we develop some new positions to represent other rights?
- In the activity, we had to work together to act out a right. What can we do together to ensure rights are respected in our group?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, discuss possible solutions with the student. He/she may choose to be an Actor for the entire activity, or leader, calling out the rights.
- For students who are unable to see who want to be an “Actor” or “Runner.”
 - Help the student learn the positions by providing gentle manual guidance and linking the movements to language.
 - Suggest the student be part of a group of 3, where the third partner teams up to guide the student.

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, discuss possible solutions with the student. He/she may choose to be an “Actor” for the entire activity, or the leader, calling out the positions.
- Alternatively, pair him/her with another student. Have them come up with a system for working collaboratively.
- Ensure there are no obstacles in the way. If necessary, move the activity into a large open space such as a gymnasium.
- Slow down the pace of the activity if required, by asking the Runners to walk quickly rather than to run.

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

Activity 3: Crocodile

Time: 10-20 minutes

Human Rights Values: Inclusion, responsibility

Materials: Large pieces of newspaper

When To Do: After Museum visit

Purpose of the Activity

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

- How we can cooperate to include others
- How cooperation achieves positive results

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to be protected from all forms of violence (Article 19, CRC); right to security (Articles 32-38, CRC). For all of us to enjoy these rights, we need to include others and create safe environments.

Instructions

1. Place large pieces of newspaper, enough for only half the number of students, on the ground of the play area.
2. Explain to students that the play area is a lake and that the pieces of newspaper are lily pads. The students are little frogs that like to swim in the lake. A large hungry crocodile also lives in the lake, and he loves to eat little frogs. When you shout out: “Crocodile!! Quick, frogs! Find a lily pad,” students must escape from the crocodile by standing on a lily pad. If they do not find a space on a lily pad, they will be eliminated from the activity. The activity continues until there is only one frog left on a lily pad and he/she is declared the winner.
3. To begin the activity, ask students to move around the play area, pretending to swim or to hop like frogs. They must not walk on the lily pads.
4. When the teacher shouts out: “Crocodile!! Quick, frogs! Find a lily pad,” students must find a lily pad to stand on.

5. When all the students have found a spot and the danger has passed, they leave the lily pads and continue to move around the play area.
6. Tell the students that the lily pads are getting old and are starting to fall apart. Tear away part of each piece of newspaper to make the safe spaces smaller.
7. Repeat the activity, making the pieces of newspaper smaller each time and eliminating the students who cannot find a spot.

Variation

I am safe...

The crocodile activity can also be used to help students identify safe places (such as school, block parents, police station, and fire station). The lily pads become these safe places. Before starting the activity, ask students to name safe places where they could ask for help. Write appropriate place names on the pieces of paper. The activity is done in the same way, except instead of shouting “Crocodile!! Quick, frogs! Find a lily pad!” say, “I am safe at... (Name the safe place)” and all students must stand on the same safe place.

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?
- Did someone make room for you on a lily pad? How did that feel?
- Were you ever pushed off a lily pad? How did that feel?

Think

- How did you help others during the activity?
- What else could you have done to help others find a place on a lily pad?
- Our class is like a very large lily pad; it is a place where there is room for everyone. Who is responsible for making sure it is a comfortable and safe place for everyone?
- *Discuss the idea that each one of us is responsible for making the class feel comfortable and safe*

Act

- What can you do to include others when you are playing?
- What are some other things we can do every day to include others?
- What can each of us do to make sure that there is a place for everyone in our group and that everyone feels safe here?

Tips for Facilitation

Ensuring everyone can perceive

- 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 is in a wheelchair, use one very large piece of paper and fold the paper in halves as the activity proceeds, ensuring it remains large enough to accommodate a wheelchair.

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

Activity 4: Inclusion...Exclusion

| | |
|----------------------------|--|
| Time: | 15 minutes |
| Human Rights Value: | 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

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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.