



Our Rights, Our Responsibilities 2002 - 2005

The Right to Be Heard



Introduction

The "Our Rights, Our Responsibilities" Introductory Pack offers the following thoughts on the theme *The Right to Be Heard*:

Ideally, everyone has a right to his or her own beliefs and to express them but we know that in some situations people are not able to express themselves freely. At the same time, it is important to respect other people's viewpoints. This is fundamental to democracy and democratic values.

All citizens have rights to their own beliefs. Sometimes, however, one person's "rights" can clash with another person's "right". How far can a person exercise their right without infringing on another person's right? It is important to remember that in exercising our rights we must not trample on other people's freedom.

The Right to Be Heard is about defending your viewpoint, being able to identify appropriate ways of presenting your views in a coherent argument and reviewing them in the light of new information. Holding onto our beliefs and opinions, even in the face of opposition, can be important. However, being able to change one's mind in the light of new knowledge may be just as big a strength. And if we want to persuade others to our way of thinking, then we need to use negotiation and develop influencing skills.

It is about working out better ways to express ourselves to our family, friends and the community in which we live. It is also about understanding the principles of democracy and how these can be applied in our daily lives.

One of the most important aspects of democracy is learning to live together in a way that promotes peace, harmony and human respect and understanding. Democracy is about respecting human dignity and justice.

This Activity Pack has been designed in support of these principles. Activities have been developed to help leaders encourage Girl Guides/Girl Scouts to think more clearly about what they believe in, what they feel they should speak out about and how to do it in a way that successfully influences others. Activities have also been devised to help with listening skills and to encourage consideration of other viewpoints. Some of the activities help people think more deeply about these issues, others help them practice their listening and presenting skills in a way that both helps the individual secure their right to be heard but also gets the message across in a way that will help others.

Before you begin work on the activities or on devising others, look back at the list of rights within the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Which ones relate to *The Right to Be Heard*? Perhaps:

- Everyone has the right to recognition before the law.
- Everyone is equal before the law.
- Everyone has the right to an effective remedy for violation of his or her legal rights.
- Everyone is entitled to a fair hearing.
- Everyone is innocent until proven guilty.
- Everyone has the right to freedom of thought.
- Everyone has the right to freedom of opinion and expression.

- All children have the right to express their thoughts, conscience and religion.
- All children have the right to defend themselves if accused of committing a crime. They should be treated with respect and, if detained, should be treated appropriately for their age.

The third main right listed under the Convention on the Rights of the Child sums it all up as “the child’s opinion”. It says: “*Children have a right to say what they think about anything which affects them. They should be listened to carefully and have their views taken into account.*”

Four key human processes present themselves through this summary statement:

- thinking;
- speaking;
- listening;
- considering.

Each has an important bearing on our right to be heard and are important skills supporting the democratic process. The sections below explore these skills a little more closely – within the context of democracy.

What is democracy?

The word democracy is derived from two Greek words: *demos*: “the people” and *kratos*: “authority”. It is used to describe a political system in which the people of a country rule, through any form of government they choose to establish. Fundamentally, it is about freedom and equality. In South Africa in 1994, for example, Nelson Mandela became the president of South Africa after the first democratic elections in the nation’s history. The voting, held between 26 and 29 April, mobilised the country’s population and ended centuries of political oppression. However, this victory marked not only an end but a beginning – the beginning of a process in which everyone in the country shared an equal right to be heard – but in which this right could only be fully achieved and maintained through the ongoing promotion and strengthening of democracy.

Democracy can be very elusive – and in some countries and organisations, it may appear to exist when in reality it does not. This is because direct democracy – where everyone is given the opportunity to participate in making all decisions – is rarely practical and so representative democracy is used instead. This approach entails people voting to elect representatives in a free and fair electoral system to make their decisions for them – but under a wide range of checks to ensure leadership accountability. There are those who argue that this is the only reasonable approach, since direct democracy makes it really difficult to arrive at a consensus. They argue that direct democracy can not run efficiently or effectively for the good of all. On the other hand, there are those who argue that representative democracy eventually degenerates into a few people grabbing all the power and making decisions that advance their goals and interests at the expense of those they represent.

There are, of course, truths in both arguments.

As far as organisations are concerned, experts now believe that, however we approach democracy, there are at least five standards that should be used to determine if an organisation is democratic:

- **Effective participation** – all members must have equal and effective opportunities for making their views known to other members.
- **Voting equality** – every member must have an equal and effective opportunity to vote and all votes must be counted equal.
- **Enlightened understanding** – within reasonable time limits, each member must have equal and effective opportunities for learning about the issues of relevance to the decision-making process.



- **Control of the agenda** – members must have the exclusive opportunity to decide how and if they choose what matters are to be placed on the agenda.
- **Inclusion** – all members must have the full rights that are implied by the first four criteria listed above.

Where does this lead us in terms of *The Right to Be Heard*? Hopefully to a realisation that democracy is not just about rights but about responsibilities. To an understanding that our right to speak brings with it a responsibility to listen and a need to think and consider the effects of our actions and words. For democracy to work, each citizen needs to take their responsibilities seriously! Democracy is a privilege which we need to work at in order for it to be maintained; if we do not use our right to vote then we are not part of the democratic process and we are not being responsible towards our country. Democracy also gives us the right to express ourselves and again we have to be responsible not to say things that are offensive to others. The next sections present some first ideas on these essential skills.

Thinking skills

The starting point to being heard is knowing *what* we think and *why*. It is important that we add to this a consideration of *how* we think. *What* we think is the easy bit – we all have opinions and are usually willing to share them. Sometimes we enjoy sharing them because we know they will win broad approval. Sometimes our pleasure comes from knowing that our opinions are challenging and will get others thinking. But sometimes we forget to ask *why* we think the way we do. Is our opinion based on all the information available? Is it our own opinion or are we repeating a view that we heard elsewhere? Do we think something because we believe it is right or because we want to fit in? Have we looked at the situation from other points of view to check whether our perspective is a biased one? It is possible to develop our thinking skills over time – so that we can consider *how* to think things through and so have greater confidence in what we think.

One way of improving thinking skills is to check that you have looked at the situation using a variety of methods. One method for focusing on thinking is to use the “six thinking hats” method. Instead of trying to do everything at once, we “wear” one kind of hat at a time. There are six coloured hats and each represents a type of thinking.

- **White-hat:** This represents facts, figures and information. What information do we have? What information do we need?
- **Red-hat:** This represents emotions, feelings, hunches and intuition. What do I feel about the situation right now?
- **Black-hat:** caution, truth and judgement, fitting the facts. Does this fit the facts? Will it work? Is it safe? Can it be done?
- **Yellow-hat:** Advantages, benefits and savings. Why it will work, why there are benefits.
- **Green-hat:** Exploration, proposals, suggestions, new ideas and alternatives for action. What can be done? Are there any new ideas?
- **Blue-hat:** Thinking about thinking. Control of the thinking process. Where are we now? Setting the next thinking step.

Using a variety of thinking methods can help us consider all factors, think about alternatives, possibilities and choices, take other people’s views into account, consider the plus, minus and interesting points and get our priorities right. Thinking can also help us consider the consequences of our decision making at the outset.

You could use the thinking hat concept to explore issues within the group. Younger members may enjoy making real coloured hats and wearing them before being asked to think in a certain way.



Speaking skills

Thinking things through is only the starting point. Getting your message across in an effective way is an important next step. There are some significant questions to answer. Who should you be talking to? When is a good time to speak out? How will you organise your thoughts so that your thinking is easy to follow? How will you demonstrate the reasoning behind your conclusions? How will the person you are speaking to feel about what you have to say? How will they react and how should you deal with this?

There is a lot to think about if you want your speaking to be effective. Here are some tips:

- Be clear about what you want to achieve.
- Develop an outline of key points.
- Order your points so that there is a natural flow of ideas.
- Establish some good closing remarks.
- Visualise yourself speaking with confidence.
- Be aware of body language that makes people feel you are insincere.
- Maintain eye contact (if this feels appropriate).
- Use simple language.
- Never be offensive.

Remember that your speaking skills will vary according to your audience and between cultures. For example, in some cultures it may be deemed disrespectful to maintain eye contact. Talk through the list or make a list of your own that is more appropriate.

Girl Guide/Girl Scout leaders cannot expect younger members to think about all of these points at the same time but you could develop small exercises and games based on one or two of them. Older members could prepare speeches on a subject of their choice – preferably dealing with an issue for which they would like to win support.

Listening skills

Listening is not as easy as it sounds and a great many people are poor listeners. Listening is even more difficult than speaking but it is a great skill to develop. It shows that you care, that you have empathy and are prepared to be influenced. It also shows that you want to understand what the person you are communicating with is trying to say. So here are some golden rules for listening. Remember that some of these rules may be inappropriate in some cultures or situations. Use your judgement and devise your own list that will work for you.

- Give the other person your undivided attention. Don't do something else while you are listening.
- Find a quiet place to listen. Avoid places that are noisy or have other distractions.
- Listen to be influenced. Don't allow your mind to be absorbed by thinking through what you want to say next.
- Don't interrupt. Let people finish their point. Only if they keep repeating the same point should you interrupt and indicate that you understand their point.
- Show that you are interested by periodically nodding or saying yes.
- Maintain eye contact without staring.
- Show positive body language:
 - √ Lean forward.
 - √ Look interested.
 - √ Face the person who is talking to you.
 - √ Smile occasionally.



- Ask for clarification if you are not sure what the speaker means.
- Ask questions.
- Watch the speaker's body language to try to gauge what they are thinking.
- Don't jump to conclusions or make assumptions.
- Don't finish people's sentences for them.
- Don't interrupt even though the person might be having difficulty in making a point.
- Learn to live with short silences that allow other people time to think.

Again these are not rules that younger members will be able to absorb and apply as a whole. However, there are many activities and games you could devise to help members think about if and why these rules are important. For example, ask members to act out a short scene first with the golden rule in place and then not. So, for example – first with good body language and then with bad body language. Don't tell the audience what the change will be but ask them to look out for it and explain what difference they think it made in terms of listening effectively

Considering skills

In a way this is back to thinking – but now in the light of new information. Are you prepared to consider new facts and other people's points of view? Are you willing to change your mind and are you able to express that change without feeling that you have somehow lost face? "Losing face" is a big issue in some cultures and can prevent sensible consideration of new facts. If no-one was ever going to be influenced by anyone else, then there would be little point in communicating. It is a strength to be able to reconsider in the light of new evidence and it is enriching for the individual that has brought the change about.

You could devise an exercise where someone is challenged to change another's point of view through a process of listening and speaking. Ask the audience why the listener was or wasn't successful – was it because their argument was unsound or because their persuasion methods were weak?

In conclusion

Consider again what we mean when we talk about *The Right to Be Heard*. Is this everyone else's responsibility or do we have a responsibility to make ourselves worth listening to? Is there more that we can do to think through the issues that are important to us and speak clearly about our point of view? In doing so, are there ways in which we should improve our listening skills and our commitment to reconsider the issue in the light of new facts and points of view?

Are there some situations where the person you need to influence will never change their minds – perhaps because of deep-seated prejudice? Is deep-seated prejudice sometimes passed off as "tradition"? What can you do about that? And how does this all fit in to our sense of democracy and our rights in this regard? What should we do when it is not safe to speak out about our views and our rights? What has happened to people in the past who have dared to do so? What can you do to deepen your understanding about this issue and secure your rights? What can you do to help others? Some of us are fortunate and live in a democracy where we can choose who will lead us. Is there also democracy at an international level and how is this affected by globalisation? Does democracy encourage peace? Are there wars between democratic nations?



The activities which follow are based on some of the questions raised for discussion above. They can be adapted to suit your needs and others can be developed based on your own interests and local circumstances. We hope the activities that follow provide a useful starting point but take time to look back on the questions posed above and devise more activities of your own. Remember too that *The Right to Be Heard* is one of six packs exploring rights issues – you may be able to link activities between packs and take a more comprehensive view of rights and responsibilities in this way.



ACTIVITY PACK

A GUIDE TO THE ACTIVITIES

All activities can be used for self-help or to help others. Some activities are best carried out by an individual, others by groups. Some activities encourage people to work more closely with their local community, others encourage global interaction. The activity sheets advise you on the relevance of each activity to all the above.

As each activity is planned and carried out, remember **PPR**:

- **Partnership:** can we involve another organization in this activity?
- **Publicity:** can we help raise the profile of our work through the media or by sharing information?
- **Recording:** how will we record the work we are doing so that we retain a personal record of our achievements?

The activity sheets have been written for leaders to use directly with WAGGGS members or for Girl Guides/Girl Scouts working alone. Adapt them to fit your needs. Sheets can be photocopied and distributed or sections can be “read out” or written on a chalkboard or flipchart during group meetings. The activities proposed in the pack are only a starting point, offered as examples which might or might not appeal. One of the “responsibilities” of the Theme is thinking for ourselves about best ways to support the rights issues. We hope that you will develop new ideas which are more appropriate to your local circumstances and needs and share these with others.

It is expected that you will adapt the activities, including the language, to suit your local needs.



ACTIVITY TITLE: LISTENING TO OTHERS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To practice listening skills and recognise the value of checking our assumptions.</p>		
<p>METHOD 1. Everyone should select someone they know well to interview - it can be a member of their family or a friend for example. 2. Before the interview, each person should think of four questions they wish to ask the interviewee - each of which requires that they express an opinion on something. Choose any topic - from politics to pop music to favourite foods. 3. Next write down what you think the person you are going to interview will say on these subjects. 4. Then conduct the interview. Be sure to ask the questions in a neutral way without giving away your expectations. 5. Listen carefully throughout and don't prompt. 6. Compare the results of the interview with your predictions - what new things did you learn? Were there any surprises? How difficult was it not to lead the person towards your predictions? 7. After the exercise conduct a whole group discussion on what can be learned from this activity.</p>		
<p>OUTCOME A deeper understanding of how our assumptions may be wrong, how difficult listening can be and the value of letting other people talk.</p>		
<p>PARTNER IDEAS and PUBLICITY This exercise could be carried out in a school, for example. Divide members into groups of no more than four. Their task is to find a group of children and simply listen to what they have to say about something that affects their lives. Back in the large group, each small group reports in turn: which group was visited; what was talked about; what they heard; whether the task was easy/difficult; the reactions of the group.</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE All ages - younger members may need assistance in thinking about the questions they will ask; they may also need to practice the process first.</p>
<p>NOTES Try to encourage members to think of some questions where a variety of opinions could be held - the exercise will not work if the question chosen has only one obvious answer.</p>		



ACTIVITY TITLE: BRIDGING THE GENERATION GAP		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To help participants compare how adults and adolescents see certain issues and understand why they have similar or different points of view.</p>		
<p>METHOD Arrange for a meeting and a panel of three adults and three adolescents. The panel should include people who have different backgrounds and are willing to speak in public. When you invite a person to be part of the panel, explain the purpose of the meeting and give them the issue questions so that they can be prepared. Devise your own issue list and write each on a separate piece of paper. Possible issues might be:</p> <ul style="list-style-type: none"> - What were the most important issues you have/have had to deal with as an adolescent? - In what ways are/were these issues different for boys and girls? - How do you think attitudes to education/drugs/sexual freedom/marriage etc have changed? <p>Activity</p> <ol style="list-style-type: none"> 1. Welcome the panel and ask members to introduce themselves. 2. Explain that the panel will look at some issues of importance to young people. The objective is to gain understanding of how adults and youth look at those issues. 3. Ask an adult to choose a piece of paper with an issue question and give his/her opinion. Ask one of the young people to address the same questions. Then ask for comments and questions. You may have to facilitate to keep the conversation going. Then hold an open forum to encourage the audience to ask the panel questions. 		
<p>OUTCOME A willingness to listen to a variety of views and to think about why people have them and the value that they see in them.</p>		
<p>PARTNER IDEAS and PUBLICITY This will depend on your local community - you could build the panel from a variety of community groups.</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements. You could make a video if you have the equipment.</p>		<p>AGE RANGE Most suited to older members - but with good facilitation can be adapted for a younger membership.</p>
<p>NOTES You are not looking to decide who is right and who is wrong during this process - only to help everyone recognise that people have reasons and rights to hold their opinion and we are all strengthened if we understand this. Allow the discussion to become animated but not heated!</p>		



ACTIVITY TITLE: ACTING RIGHTS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To use different forms of drama to explore rights issues.</p>		
<p>METHOD 1. Divide the group into smaller groups and give each one a scenario from sheet 1 (these are suitable for young people of school age). 2. Ask each group to devise a short drama to illustrate the rights issue they have been given. Each small group should perform their drama for the larger group. 3. Discuss the dramas: - What feelings did the participants have as they played people who were deprived of rights? - What could be done to change the situation? - What right was being withdrawn? Was a right actually being withdrawn? - What happens when there is a conflict between responsibilities and rights?</p>		
<p>OUTCOME A greater ability to analyse a situation in which rights are lost, describe what has happened and why and propose better ways of doing things. To emphasise again that no-one has the right to do as they please; rights are accompanied by responsibilities.</p>		
<p>PARTNER IDEAS and PUBLICITY You could invite an audience from the local community.</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages but think through what you expect to get out of the activity depending on the age of participants before you start.</p>	
<p>NOTES 1. Don't force people to act who are not comfortable to do so. If you prefer, you could make up a short story about each scenario and read it to the group and then invite discussion. 2. Choose or vary the rights issues to better suit your own circumstances e.g. the age of the group members, local culture and customs. 3. You could use the "six thinking hats" method to analyse how to deal with each situation. 4. Think about how this activity relates to <i>The Right to Be Me</i> if you have already been working with that pack.</p>		



RIGHTS SCENARIOS

<p>You are walking down the street one Saturday when you see two girls about your age teasing another because she is wearing different clothes and does not speak the local language fluently.</p>	<p>Your parents have just decided to separate and you hear them discussing where you should live. What about your say?</p>
<p>You use a wheelchair. Soon you will be moving up to secondary school. You can't go to the school that all your friends are moving on to because there are too many stairs for your wheelchair.</p>	<p>You want to watch a video but your Dad feels it's not suitable for someone of your age.</p>
<p>You have been told that you will get into trouble if you keep hanging around with a certain group of friends. You feel its not fair because your parents don't even know them.</p>	<p>You want to stay up late but your Mum won't let you because you've got school tomorrow.</p>
<p>Your parents insist that you never contradict your grandparents but sometimes you feel they are wrong in their views about things.</p>	<p>You want to go to school but your Dad says it's not necessary for girls.</p>
<p>Your Mum won't let you take your bike out. You tell her it's not fair and she says it's because the roads are dangerous.</p>	<p>You come in one evening and find your Mum reading your diary.</p>
<p>You see someone getting blamed for something they didn't do at school but you don't want to get involved.</p>	<p>Your brother always gets to eat first and you think it's not fair.</p>



ACTIVITY TITLE: FORUM THEATRE		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To encourage thought and debate and the consideration of different perspectives.</p>		
<p>METHOD To begin, a scene needs to be set. This should be one in which person A has a clear objective, which is, for whatever reason, firmly blocked by person B. In the first enactment, person A is left defeated. For example, a young person (A) is all ready to go out to play football and hopes to get picked for the team. As s/he is on the point of leaving his/her mother (B) asks where s/he is going. Person A has forgotten that his/her mother has a very important meeting and that s/he is expected to look after his/her little brother. However, A knows that without tonight's session, there is no hope of getting picked for the team. Get members to enact the situation, while the others observe. Ask the audience if person A could have done anything differently. Then re-run the scene, this time inviting the audience to stop the action at any point if they can see an alternative path of action. They can take a role. Ensure that person B gets a break too, as this can be a difficult role to maintain.</p> <p>Keep up a dialogue with the audience. Encourage as many interventions as possible. Did the audience intervention make any difference - was the outcome any better?</p>		
<p>OUTCOME Forum theatre gives people the chance to step into someone else's shoes and think how they would feel. It also encourages a broad view on what can be done in any situation to try to meet sometimes conflicting needs. Speaking and negotiation skills are developed.</p>		
<p>PARTNER IDEAS and PUBLICITY You can invite other local community groups to take part - or ask a local amateur dramatics group to volunteer to do the acting for you! Organise some publicity for the group to encourage their involvement and as a way of saying thank you.</p>		
<p>RECORDING IDEAS Take photographs and make a poster display.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE All ages - but think about the age range, maturity and sensitivities of your membership before you start and plan the event so that it is challenging but enjoyable rather than challenging and upsetting.</p>
<p>NOTES If you are the leader, you will play a central part in forum theatre by observing, guiding, questioning and continuously organising the group and the unfolding of the scene.</p>		



ACTIVITY TITLE: OUR RIGHTS IN PHOTOS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To encourage members to look at rights issues within their own communities; to help members develop a critical awareness of photographic images.</p>		
<p>METHOD 1. As a whole group, ask people how to represent specific rights visually. 2. In pairs ask people to complete sheet 1, choosing 20 photos to illustrate rights. Explain that some rights can be illustrated very easily. For example a picture of the local health centre might illustrate the right to good health. Encourage original and imaginative thought and the consideration of alternatives. 3. Ask people to take pictures locally to represent rights. Alternatively, they could draw pictures. 4. Put selected photos/pictures on display. 5. Discuss as a whole group: <ul style="list-style-type: none"> - How easy is it to represent rights with photos/pictures? - Are some rights easier to represent than others? - Why are they? - How could these photos be used to encourage others to take more responsibilities for other people's rights? </p>		
<p>OUTCOME A photographic display illustrating rights.</p>		
<p>PARTNER IDEAS and PUBLICITY Try to locate a local venue where you could display your exhibition of pictures and/or photographs. Perhaps the local newspaper would be interested in publishing some of the work. Remember to explain what the Triennial Theme is all about.</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Photography is perhaps best confined to older members to avoid costly experimentation - but there will be exceptions. Younger members can draw pictures either from reality or from their own imagination.</p>
<p>NOTES Be careful that photographs of local people or places are not displayed which might cause the person involved offence. It is best to seek permission first or avoid taking these kinds of photographs. Drawing pictures rather than taking photographs can be just as effective. You could treat it as a promotional event and design advertising posters.</p>		



RIGHTS IN PHOTOS

Your name:

	The right you have chosen	The photo you will take to represent it
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		



ACTIVITY TITLE: SINGING RIGHTS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To look at songs that explore rights issues.</p>		
<p>METHOD You will need some recordings of songs with a rights theme - and their lyrics. Encourage people to bring their own.</p> <p>1. Play the examples of songs that you have and ask listeners to think about the following:</p> <ul style="list-style-type: none"> - What is the song about? - What rights are talked about in the song? - Is it clear what the person who wrote the song feels? - What feelings do the words and music give rise to? - How do they think that the events that were occurring at the time the song was written affected the creation of the song? <p>2. In groups of four, ask people to think about rights issues that are important to them. They should then use one of these ideas as the starting point for a song. If they find it difficult to do this, suggest short sentences that rhyme every other line. They should develop a strong beat that the group can clap.</p>		
<p>OUTCOME Songs that are based on issues that are important to participants. A recognition that speaking is not the only way to get yourself heard!</p>		
<p>PARTNER IDEAS and PUBLICITY Maybe the local radio would play your song or allow you to perform it live!</p>		
<p>RECORDING IDEAS Record your songs or write out on sheets.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Older members.</p>
<p>NOTES Make sure you know that the songs selected are appropriate before you start. Don't force people to perform unless they wish to.</p>		



ACTIVITY TITLE: MAKING A CHANGE		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To help individuals work out a strategy for changing things that matter to them.</p>		
<p>METHOD</p> <ol style="list-style-type: none"> 1. Each individual begins by using a large sheet of paper to brainstorm all the issues that they feel strongly about that have an effect on their life, either as an individual or as part of a group - whether school, street, village youth group etc. 2. They should then think about who has the power to change things. Parents? Teachers? Friends? Local council? Government? Media? Local leader? 3. Select one issue and plan how you will try to bring about change. 4. Think about who will be your allies. Local groups? 5. Write down all the ideas why people in power might like your ideas. How could you convince them? 6. How will you communicate with the decision-makers? Letter? Email? Meeting? Telephone call? 7. Carry out your plan. 8. Whether you make a change or not, DON'T GIVE UP - you will learn a lot from these experiences. 9. As a final stage - think about why you were successful or not; what could you have done differently; what was effective; what have you learned? 		
<p>OUTCOME A greater sense that there are ways in which the actions of the individual or a number of individuals working together can bring about change.</p>		
<p>PARTNER IDEAS and PUBLICITY Depending on the issue you are looking at, there may be a wide range of local organisations willing to work in partnership with you. What added value do you bring to their work? If you manage to bring about change - however small - promote your achievements in newsletters or local newspapers. Explain "Our Rights, Our Responsibilities".</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE All ages - but adapt accordingly.</p>
<p>NOTES It is a good idea to get people thinking realistically about what they could change - perhaps a way in which something is done at school or the way jobs are distributed at home. Some small but meaningful successes at the start might be a good way to move positively onto more ambitious campaigns. This activity needs supervision to ensure that young people do not get into difficulty in either the selection of an issue or in their attempts to influence others.</p>		



ACTIVITY TITLE: MAKING THE NEWS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To create a "rights" newsletter as a means by which you can inform others about issues of relevance to young people.</p>		
<p>METHOD 1. Ask the whole group for ideas for a rights newsletter - title, issue theme, what it should contain, length, words and pictures, features, crosswords etc. 2. Nominate an editorial team, including Editor in Chief, Picture Editor, Feature Writers etc. Set everyone tasks for information collection and presentation, including a deadline. 3. Submit draft articles to the Editor in Chief who collates as a newsletter. 4. Meet to discuss changes. 5. Distribute final copies to members or local organisations e.g. schools. 6. Nominate a new Editor, Picture Editor etc for the next issue.</p>		
<p>OUTCOME A newsletter promoting a particular rights theme.</p>		
<p>PARTNER IDEAS and PUBLICITY It would be wonderful to find a local organisation to fund the project. Your local newspaper might give you some help and advice.</p>		
<p>RECORDING IDEAS The newsletter itself is a great record of this activity. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE All ages but adapt style, content, length and presentation standards accordingly.</p>
<p>NOTES Final editing probably has to be undertaken by one or two people only. Rotate the responsibility and give support.</p>		



ACTIVITY TITLE: ENVIRONMENT PROJECTS

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

PURPOSE

To establish projects which enable people to voice their opinions about the environment and take action to secure positive change.

METHOD

1. Encourage members to identify environmental projects, which could address some key local issues - these could be anything from a local pollution problem, to a gardening project, to the introduction of recycling initiatives. Encourage them to be as innovative as possible. For example, recycling does not have to be just about re-using bottles and saving aluminium. It can be about many other wasteful practices - for example, what about organising magazine swaps, so that magazines are read by as many people as possible before they are discarded or creating a compost heap to create richer soil for growing vegetables.
2. Plan a strategy for dealing with three projects. Try to select projects that are likely to be successful and will be fun but will make a visible and positive impact.
3. Carry out the projects in small groups and promote and praise achievements as widely as possible.

OUTCOME

A realisation that when people work together they can be heard and make a real difference to their own lives and world.

PARTNER IDEAS and PUBLICITY

Depending on the projects selected it may be possible to persuade local organisations to provide support, finance or promotion opportunities.

There is growing support for environmental work these days - perhaps you could find an environmental challenge to undertake locally and advertise your involvement. There are a huge range of grants, prizes and awards available in some parts of the world for these kinds of initiatives - worth looking into! It may be possible to generate local media interest in your projects.

RECORDING IDEAS

Record project achievements on an Environmental Projects Notice Board.

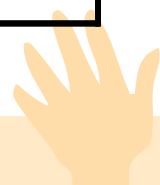
Keep a Triennial Theme personal record sheet or notebook to record your achievements.

AGE RANGE

All ages but adapt to suit the abilities of your group. Young children are particularly keen to do something about the environment - a garden or pond project, for example, can fill them with enthusiasm. Very often - and especially if young children are involved - you will get support from local organisations.

NOTES

These projects could involve more than local Girl Guides/Girl Scouts. However, it could also take up more time than you bargained for. Consider this when selecting projects. Make sure the projects selected are realistic and relevant to local circumstances. Let young people themselves think about local waste and/or pollution issues and decide what can reasonably be achieved.



ACTIVITY TITLE: DEFENDING RIGHTS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To look at defenders of human rights through history and be inspired by their achievements.</p>		
<p>METHOD 1. In groups of four, ask members to think of people who they feel have fought for human rights. 2. Ask individuals to go away and find out what particular people have done (allocate one person to each member). 3. Create a display of information based on findings - the display should include pictures/drawings, factual information, slogans etc.</p>		
<p>OUTCOME A display based on the lives and activities of defenders of human rights.</p>		
<p>PARTNER IDEAS and PUBLICITY A local library may be happy to help with the research for this project. You could ask the local library to allow you to show your exhibition.</p>		
<p>RECORDING IDEAS The display is a great record. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE Vary the subject, style and means of presentation development to suit the ages of the members involved and the tools/resources available to them. Be innovative!</p>	
<p>NOTES You will have to vary this activity based on the local availability of information. If you have no access to library or internet facilities, choose local "heroes" and collect information by talking to people.</p>		

