



Our Rights, Our Responsibilities 2002 - 2005

The Right to Be Me



Introduction

The “Our Rights, Our Responsibilities” Introductory Pack offers the following thoughts on the theme *The Right to Be Me*:

Everyone is an individual and unique. Many things, such as: family background, culture, experiences, interests and skills shape us all. People have a right to be who they are and should be proud of themselves and enjoy many ways of expressing their individuality. The world is a rich place because of all the different people and cultures within it. Understanding different cultures brings about greater tolerance and peace because we recognise that people have very different ways of expressing their individuality. In considering this aspect of the theme we must always remember that in some cultures the group is seen to be more important than the individual. A deeper understanding of other cultures also shows that stereotypes do not represent the whole picture.

We can begin to work on this issue by exploring our own individuality and then asking ourselves how to get the best out of each individual and how this relates to the Guide/Girl Scout movement. The Right to Be Me is about being yourself, but also about not being judgmental; it is about recognising the right to be different as long as you are responsible; about working out what these responsibilities are not only to yourself but also to your family, friends, groups and community.

*It is also a theme that deals not only with the past that shaped us and the future and what it might hold. Most people have ideas of what they want to do and be. This should be based on what is important to them as individuals rather than being the same as others. **Everyone has a role to play in the world.** We are one global community relying on each other for our survival.*

This Activity Pack supports *The Right to Be Me* issue and has been designed in support of the principles outlined above. Activities have been developed to help leaders to encourage Girl Guides/Girl Scouts to think more clearly about who they are, what has shaped their lives, and what role they can and should play in the world. Some of the activities help people think more deeply about these issues, while others help them devise ways to promote themselves and their plans for the future.

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 Me*? Perhaps:

- The right to rights, regardless of race, colour, sex or religion;
- The right to a name and nationality;
- The right to access to information about yourself;
- The right to recognition before the law;
- The right to freedom of thought;
- The right to participate freely in the cultural life of the community;
- A duty to the community and to respect the rights and freedoms of others.

The first main right listed under the Convention on the Rights of the Child sums it all up as “non-discrimination”. It says:

“All rights apply to all children, regardless of race, sex, religion, language and disability or family background”.

What do you think relates to *The Right to Be Me*?

Looking over the list of rights above is a good starting point for thinking and discussion. Below are some first thoughts generated by these highlights. Questions and suggestions have been added to help the debate. You can use this information and these questions as the basis for the development of activities.

The right to rights, regardless of race, colour, sex or religion.

We live in a world of inequality. We all have a great deal in common and yet we share a global history of discrimination based on the differences between us. The impact of human history and geography on today's societies is complex and enduring. We all carry through our lives the burden of history. We all recognise early in our lives, that there are advantages and disadvantages that will shape our lives based on where we were born and what we look like. These are not easy issues to come to terms with or resolve. Many of us are not even conscious of our prejudices for they have been developed during early childhood or subconsciously through social and media influence.

Looking at who we are and why we are, is a good starting point – realising how much of our identity is down to where we were born, rather than informed choices we have made, takes us further. Thinking about stereotypes and challenging our own assumptions about what a particular religious or racial group believes or how the opposite sex thinks can be very illuminating. For example, realising that our expectations of men and women or boys and girls are often based on society's expectations of what is appropriate in terms of dress, work, behaviour and so on can be something of a shock – especially when we go on to discover that society's expectations vary not only from place to place but over time too.

It is useful to begin to think about these issues in a general way through discussion:

- What are or have been the most important influences on your life; are they genetic and inherited or part of your upbringing?
- What assumptions do people often make about you that you think are wrong; are they based on some kind of stereotype?
- What groups of people do you stereotype?

Such a discussion should help deepen understanding. Choose or devise activities to take you further. Try to think of ways to secure rights for yourself and others in a constructive way. Remember to think about the discussion and your actions in the context of Girl Guiding/Girl Scouting.

- What role can and should your Association play in helping individuals cope with prejudice?
- What role should Girl Guides/Girl Scouts play in their community and the world?

The right to a name and nationality.

For those of us who take our family name and nationality for granted, it is hard to see how we might be deprived of this right. Yet there are many people who are born without "identity" as orphans of war, famine or disease, or are denied their identity as a consequence of family breakdown, war or political prejudice, or who flee their country of birth because of insecurity and threat. Many such individuals find themselves – if they are lucky – living with new families or in new countries, but here the language and culture may be totally different to their own. The feelings of isolation are natural, the suspicions and concerns of local population perhaps equally so. What can we do to deepen our understanding of why these people face this situation, how it might feel and what can be done to improve things?



- Think about the origin of your own family name.
- Look back at your own family history and trace any name or nationality changes and the reason for them.
- Think about a particular group of refugees in the world who you know have been persecuted because of who they are. Have they been denied their nationality?
- Think about people who have left their homes to settle in another country for economic reasons. How do these people feel? How do local people feel?
- Why do some immigrants change their name to sound less “foreign” in their new country? Is it right that they should do so?
- Why do you think that in countries with large immigrant populations, there seem to be greater forces dividing the nation than uniting?
- Are cultures that exist in their own countries different from immigrant cultures?

The right to access to information about yourself.

It is hard to take responsibility for our own lives if we are denied access to information that may shape it. This may be anything from school reports to doctors’ notes, from a guiding leader’s views on our team qualities to a bank’s assessment of financial risk. It helps to know what people think – and it helps to share with others our views on what they say. There is a growing commitment in many countries and sectors, to increased transparency or openness, to so-called partnership and shared responsibility. But it is easy to use the words and much harder to carry out the promise they bear. Sometimes we do not want to hear the truth; sometimes we don’t want to speak it; sometimes it is best not to share information – perhaps in order to protect people’s feelings.

- Who and what organisations hold information about you?
- Do they share this information, if so with whom, and if not why not?
- Can you think of examples of how you have benefited from getting feedback about yourself?
- Can you think of any examples of how you would benefit from having greater access to information about yourself – is there anything you can do about this?
- Is it sometimes necessary to hold information about others – when and why and does this infringe their rights?

The right to recognition before the law.

We are all equal before the law and we should all have equal access to justice through the law. But this is often not the case. Good legal advice might cost money; many people fear the law or doubt its ability to treat people equally, others fear that they will be worse off as a consequence of seeking assistance. For these and other reasons, many people tolerate violence or abuse, unfair treatments and illegal practices. But progress is being made and this often begins with knowledge – knowledge about what the law says and knowledge about how to get access to support. There are now many charitable organisations, established to help in both regards but not in all countries.

- Find out about an aspect of law that matters to you.
- Are laws respected?
- Try to contact a local legal advice organisation or charity and ask them to talk to your group about the services they offer.
- Compare the way laws vary between countries and consider why.



The right to freedom of thought.

What shapes our thoughts? Our parents and family, the media, the books we read, our teachers? What happens if we disagree with someone – is it easy to “agree to disagree”? Most of us develop our beliefs and values as we grow up – some of these beliefs do not change over time, some are radically altered in the light of experience. Some countries have experienced significant change as they embrace democracy. What does democracy mean? Does it support the view of the majority – or the view of the individual – or both? It is a great privilege to know that we can hold a view that is different to others without being persecuted for this. However, at some time in the history of most countries and in many countries still today, people are scorned or even punished for their beliefs. It is often very difficult to hold a view that is different from that held by the majority even at school. We may question our own judgement; we may wonder why others so easily go along with something we think is blatantly wrong. We may fear rejection or being made to feel like an outsider.

- Think of something in which you believe strongly. What has shaped this view?
- Think about something that you know people hold different views on – what are the reasons for their differences in your opinion?
- Can you think of a time when you refused to listen to someone else’s point of view; why and what were the consequences?

The right to participate freely in the cultural life of the community.

Our cultural life – music, art, literature, drama, dance and debate amongst other things – help shape our lives, our beliefs, our friendships and our careers. They help us determine how we want to live, what we are prepared to strive for, what makes us happy. The greater our opportunity to participate in a cultural life, the more exposure we get to important questions, challenges and points of view. Conversely, if we are excluded from these wider cultural opportunities, then our perspectives and experiences are narrowed and our choices limited. The right to participate freely, of course, does not mean the right to do as we please: to stay out late at night despite the opposition of parents; to take part in activities for which we have not yet reached the legal age; to enrol in expensive classes and groups which we or our parents can not afford – but it does mean that we have a right to a diversified and meaningful participation in a broad range of activities suited to our age group. (Note also that adults should remember that they do not have the right to do as they please!)

- What cultural activities do you regularly participate in?
- Can you think of cultural experiences you have had under each of the headings: food, music, art, drama, dance, literature and debate. Which ones are missing and why? What else would you add to the list of cultural headings?
- Which cultural activity has the greatest impact on you and your life? Which would be the last thing you would give up?
- What role can and should the Girl Guide/Girl Scout movement play to enhance the cultural life of its members?
- Can you think of ways to enhance your own experiences – try listening to a different type of music or reading a different type of book to the ones you normally choose. Ask someone you admire for a recommendation.
- How can you help broaden the cultural experience of your friends?
- How can you improve access to any of these influences for those less fortunate than yourself?



A duty to the community and to respect the rights and freedoms of others.

Most of the above has been about the rights you have as a citizen to be yourself, to live life to the full, and to express your thoughts and feelings. We all share these rights. As a consequence, our rights are matched by a responsibility to ensure that we respect the rights of others. In other words, for every right, there is a responsibility. We need to think in a balanced way about whether our right to express ourselves freely might create prejudice about someone else, who has a right to be who they are. We must be conscious that access to information must not compromise someone else's right to privacy. We must be aware that our participation in cultural life may feel like an invasion of someone else's time and space. We need to see these responsibilities as a privilege, which indeed they are. It requires maturity to determine how to balance our needs and interests against those of our community. Being responsible citizens is very much about improving the way we live by using means that encourage greater harmony and a sense of shared progress; it is about being willing to be held accountable for our actions. Note also that this 'right' requires that we accept that in some cultures, the group is seen as more important than the individual – it is important to consider whether this means that there is sometimes a conflict between society's goal and individual goals. How can these goals be brought together in a meaningful way?

- How do responsibilities to your family, friends and community fit into the theme *The Right to Be Me*, which is all about the individual?
- Can you give an example of how there may be conflicts and how they can be resolved?
- Can you think of an example of a conflict of interest in your own community? Is there anything that you or the group can do about it?

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 Me* 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: FAMILY BACKGROUND		
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 find out more about your family background and take pride in your family history.</p>		
<p>METHOD Think about ways in which you can find out about your family background - the origin of your name; where your parents, grandparents and other relatives were born; what their family was like; what did they do; whether anyone from your family has emigrated from one country to another.</p> <p>Develop a project book recording all the information you have. Include pictures, drawings and stories - not just basic facts. Include a family tree going back as far as you can. You may have to use a large fold out piece of paper to get all the people on. Look at other family trees first to see what information is included and how it is presented.</p>		
<p>OUTCOME A family history book to treasure. A greater sense of your place in your family history. A lot of surprises as you listen to your older family members telling you about their lives and lots of things you didn't know!</p>		
<p>PARTNER IDEAS and PUBLICITY Although this is an individual activity, it is often most enjoyable to work with a friend, each on your own project book. Periodically, it is a good idea to get the whole group together to share ideas so that others can copy them in developing their own book.</p> <p>You could carry out such an activity based on a prominent member of the local community - someone that everyone admires because of their achievements or values - and present the result to them as a gift of appreciation.</p> <p>If you carry out this activity based on a local celebrity or local "hero", the local newspapers might be interested. Perhaps you could choose the oldest local Girl Guide/Girl Scout and raise the profile of guiding at the same time. Don't forget to let people know why the project was carried out.</p>		
<p>RECORDING IDEAS The project book itself makes 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.</p>
<p>NOTES This is a great activity for building pride in family and family history. The activity benefits from supervision and the injection of new ideas on what to do to keep up interests and enthusiasm. As much as possible, make the presentation visually exciting and fun to prepare - long pieces of writing are not the best way to maintain enthusiasm in either the writer or the reader!</p>		



ACTIVITY TITLE: MY LIFE SO FAR		
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 think about your life so far and the events which have shaped it.</p>		
<p>METHOD Draw a time line on a long sheet of paper from your date of birth until today. Mark on any events that you believe have changed the way you think. These may be public events or events which were very specific to you.</p>		
<p>OUTCOME Share the results with your patrol and explain how each of these events has made a difference to your life. Listen to others and compare your choices.</p>		
<p>PARTNER IDEAS and PUBLICITY Perhaps you could create a play from the combined results of your work and present this to parents as a way of raising their consciousness about the events that young people find significant.</p>		
<p>RECORDING IDEAS You could make a display of your results.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages.</p>	
<p>NOTES This can be a good way of getting young people to talk about what events have an impact on them. It might require some facilitation and support to really get them thinking - perhaps the group leader could develop their own timeline as an example to demonstrate what is required. You could extend this activity by asking young people to "dream" and set goals for achieving their dreams by continuing the life line. In this way, we can stress that they have a hand in what will happen to them in the future.</p>		



ACTIVITY TITLE: THE GENDER GAME		
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 introduce the concept of gender and show how gender affects our attitudes to people.</p>		
<p>METHOD Ask the group if they understand the difference between sex (biological differences) and gender (social expectations). Explain this simply and quickly, emphasising how gender characteristics vary over time and space (see sheet 1). Hand out the list of statements provided (sheet 2) and ask people to write G against those statements they think refer to gender and S against those that they think refer to sex.</p>		
<p>OUTCOME Discuss:</p> <ul style="list-style-type: none"> - whether the statements were surprising - whether gender is inborn or learned - how gender roles and expectations vary between societies, cultures and over time - how age, race and class are also major factors that determine gender roles. 		
<p>PARTNER IDEAS and PUBLICITY</p>		
<p>RECORDING IDEAS Produce a poster to demonstrate a gender issue.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE Most suited for older members but can be carefully facilitated for younger members - important not to introduce prejudice.</p>	
<p>NOTES The issue of what is appropriate for women and men, boys and girls can be a sensitive issue. Be careful not to cause offence. Be careful also not to undermine traditional women's roles and values - these are not in any way to be discredited - the issue is CHOICE!</p>		



SEX AND GENDER

SEX Biological characteristics (either male or female)

Doesn't change

GENDER Socially constructed

Learnt from culture

Changes with time/place

Can resist change

e.g. Men's work/Women's work
Dress
Behaviour
Qualities
Expectations

GENDER is defined by society and culture; it is not an automatic consequence of SEX.



STATEMENTS ABOUT MEN AND WOMEN

1. Women give birth to babies, men don't.
2. Little girls are gentle, boys are tough.
3. In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved dramatically.
4. Amongst Indian agricultural workers, women are paid 40-60% of the male wage.
5. Women can breastfeed babies, men can bottlefeed babies.
6. Most building site workers in Britain are men.
7. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.
8. Men's voices break at puberty, women's do not.
9. In one study of 224 cultures, there were five in which men did all the cooking and 36 in which women did all the housebuilding.
10. According to UN statistics, women do 67% of the world's work, yet their earnings amount to only 10% of the world's income.



ACTIVITY TITLE: RESPECT		
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 emphasise the importance of having respect for each other.</p>		
<p>METHOD</p> <ol style="list-style-type: none"> 1. Ask participants to take two minutes to think about a time in their lives when they felt respected. After two minutes, ask them to take a few more minutes to think about a time in their lives when they were disrespected. 2. In small groups of three, take 20 minutes for each group to discuss the following questions in relation to both their examples: <ul style="list-style-type: none"> - what happened? - why did it happen? - how did it make you feel? 3. In plenary, make a list of how it feels to be respected, and another for disrespected. 4. Discuss: the various ways of expressing respect, how these ways vary between children and the elderly, by gender, between town and country etc. 		
<p>OUTCOME A deeper understanding of how others might feel if we show no respect and ways in which we can vary our behaviour depending on who is involved.</p>		
<p>PARTNER IDEAS and PUBLICITY Involve parents!</p>		
<p>RECORDING IDEAS Challenge members to make an effort to show respect to three people - when it is deserved and in appropriate ways. Record the results on a wall-chart.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Most suited to older members but can be simplified for younger members.</p>
<p>NOTES Don't allow this to get too personal or for participants to feel that they have to talk about something they find upsetting.</p>		



ACTIVITY TITLE: CAUTIOUS ABOUT CULTURE

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

PURPOSE

To work with and explore our stereotypes and prejudices about other people.

METHOD

1. Ask participants to form teams of three or four people and sit together. They will need several sheets of paper and a pencil.
2. Call up one member of each group and give them a word. Tell them to return to the group and draw an image to represent the word; their team members should try to guess what the word is. No numbers or words may be used only drawn images. The rest of the team may only guess - not ask questions. The artist may only speak to confirm they have guessed correctly.
3. When the word is guessed correctly, the team should shout it out - put the score on a flip chart.
4. After each round ask the artist to write on their picture whether finished or not what the word was.
5. Now move on to another team member and repeat the exercise. Continue until all the words are used up.

OUTCOME

At the end ask the groups to pin up their pictures so that different images can be compared. People discuss why some images are more difficult to portray than others; whether images correspond to reality; where we get our images from; whether they are negative or positive; and what effect they have on our relations with the people concerned.

PARTNER IDEAS and PUBLICITY

RECORDING IDEAS

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

AGE RANGE

Most suited to older members.

NOTES

Be aware that people who think they are poor artists may be reluctant to take part. Encourage everyone to be the drawer - you are not looking for works of art! Stereotypes are not only inevitable, they are also necessary in order for us to relate to the environment about us. Any judgements should be avoided - the point is to help people realise that stereotypes often have little truth in reality - and therefore they are risky and can lead to discrimination. It is interesting to note that we don't tend to have stereotypes about people with whom we have little contact - think about the reasons for this. The words will have to be chosen to suit the national and cultural context of the group. Suggestions for words are: racism, refugee, European, a poor person, a Muslim, a homosexual person, a gypsy, a Japanese, an African, media, tourist, foreigner, blind person, an Arab, love.



ACTIVITY TITLE: TRAVELLERS		
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 challenge people's stereotypes and prejudices about other people and minorities; to raise self-awareness about tolerance.</p>		
<p>METHOD 1. Describe this scenario to participants: You are boarding a train for a long ride from Lisbon to Moscow. You are travelling in a compartment which you have to share with three other people. From the list on sheet 1, select the three people with whom you would most like to share and the three whom you would least like to share. 2. Once this is done, participants should form small groups and try to come up with a consensus of best and worst three. 3. In plenary each group presents their list - or lack of one - and explains how the consensus was reached, how strong or why an agreement was impossible.</p>		
<p>OUTCOME An opportunity to discuss:</p> <ul style="list-style-type: none"> - real-life situations of this type; - what factors influenced decisions; - what factors prevented consensus; - where we get images from; - how it would feel to be in a situation where no-one wanted to share with you. 		
<p>PARTNER IDEAS and PUBLICITY</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Most suited for older members but can be carefully facilitated with younger ones.</p>
<p>NOTES The groups may not be able to come up with a common list. It is important for everyone to respect each other and not attack people for their personal views. It is important to discuss how we all often make judgements based on very little information. The media often encourages this. Note that this is a journey across Europe and the "travellers" have been chosen accordingly. Change the journey and the list of travellers to places and people that your group will best relate to.</p>		



TRAVELLERS

1. A Serbian soldier
2. An overweight Swiss financial broker
3. An Italian disc-jockey
4. An African woman trying to sell handicrafts
5. A young artist who is HIV positive
6. A gypsy
7. A Basque nationalist
8. A German rock musician living a very alternative lifestyle
9. A blind accordion player from Austria
10. A Ukrainian student who doesn't want to go home
11. A Romanian woman with no ticket and a 1 year old child in her arms
12. A Dutch hard-line feminist
13. A drunk skinhead from Sweden
14. A wrestler from Belfast going to a football match
15. A Polish prostitute
16. A French farmer who speaks only French and has a basket of strong smelling cheese
17. A Kurdish refugee on his way back from Libya



ACTIVITY TITLE: FIRST IMPRESSIONS		
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 compare how people differ in their initial impressions of others and to become more aware about how our impressions affect our behaviour towards others.</p>		
<p>METHOD 1. Select pictures from magazines of people who have interesting/different/striking faces. 2. Cut out the faces and stick them on separate pieces of paper. Number the sheets. 3. Ask people to sit in a circle and show them the pictures one at a time. 4. On slips of paper they should write the number of the picture and their first impressions. 5. Collect the slips of paper. 6. Stick each picture on the wall with all the relevant first impressions underneath.</p>		
<p>OUTCOME An opportunity to compare first impressions. What surprises were there? Were all your impressions the same? Why did they differ? What were first impressions based on? What examples can people give of a completely wrong first impression? What does the activity reveal?</p>		
PARTNER IDEAS and PUBLICITY		
<p>RECORDING IDEAS You could make a poster display of the results. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages but younger members may need reminding to keep the impressions short - perhaps five words maximum.</p>	
<p>NOTES Keep the images moving quickly - you are looking for first impressions only. Avoid choosing pictures of famous people or celebrities. Try to include a wide variety of people including those of different ages, cultures, ability and disability. You could use a projector if you have such a facility.</p>		



ACTIVITY TITLE: CULTURAL EVENING		
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 provide an opportunity to find out more about people who are different.</p>		
<p>METHOD Organise a cultural evening - by inviting a speaker, showing a film or playing music and serving food from another country. You could arrange for several countries to be represented and invite guests to guess which country's music/food they are sampling.</p> <p>During the next meeting after the cultural evening talk about why food and music tastes vary. Why is it that some people find it too embarrassing to sing or recite poetry to an audience and others are quite happy to do it. Are there cultural factors involved?</p>		
<p>OUTCOME A greater appreciation of the variety of foods, music and cultural activities in our world.</p>		
<p>PARTNER IDEAS and PUBLICITY There are probably a great many local groups that could be involved in this event - either to jointly organise, or to be part of the audience, or to represent a cultural group. Some research and group discussion may be necessary in order to identify the most appropriate and best combination of people to take part in your cultural evening.</p> <p>Advertise and report the event in your local newspaper. Remember to explain why the event is being organised.</p>		
<p>RECORDING IDEAS Keep a visitors book for the event and ask people to write in their comments during the evening.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE All ages - but it will be wise to allocate preparation tasks based on age and abilities.</p>
<p>NOTES It is important that this be an enjoyable event and everyone has a good time - this is not the time to talk about prejudice and discrimination. However, people are sure to go away and think about how their initial ideas may have to be revisited.</p>		



ACTIVITY TITLE: ME AND MY 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 focus on specific rights in detail and to encourage individuals to look at right issues in their own lives by filling in booklets on an ongoing basis, possibly over a period of weeks.</p>		
<p>METHOD</p> <ol style="list-style-type: none"> Distribute the simplified version of the Convention on the Rights of the Child (sheet 1) as well as sheets 2a - 2d to everyone taking part in the activity. Explain how the sheets are to be used as a model for a booklet which each person must make. (Alternatively you could prepare the booklets in advance). Explain that everyone is going to fill in an individual "Rights" booklet and share what they have written with a partner at regular intervals. Look at the example sheets given and discuss what you might write in one or two cases. Be sure that booklets contain some blank pages so that individuals can formulate new questions on rights issues. These might be: <ul style="list-style-type: none"> - Article 15: Clubs. "You have the right to meet friends and belong to a group or club". What groups do you belong to? If you could start a new club what sort would it be? - Article 16: Privacy. "You have the right to a private life." Have you ever kept a diary? Which famous people have allowed other people to read their diaries? - Article 19: Kindness. "You have the right not to be hurt." Write down one kind thing you did recently. Write down one kind thing that someone did to you recently. - Article 24: Health. "You have the right to good health." What can you do to stay healthy? - Article 30: Culture. "You have the right to enjoy your own culture, religion and language." Can you think of ways in which your culture and customs are the same as someone who lives near you and other ways in which they are different? Make sure that as a group you make time to consider who has responsibility for making sure these rights can be claimed by all. 		
<p>OUTCOME This activity brings rights and responsibilities directly to the individual - no longer a bureaucratic charter but real life issues and duties that will affect the individual's own life.</p>		
<p>PARTNER IDEAS and PUBLICITY Try to involve other local organisations in this activity. You could show a few completed booklets to a local school and encourage pupils to complete the same.</p>		

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<p>RECORDING IDEAS</p> <p>The booklets themselves are the best records of results.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE</p> <p>All ages - but there will be a need for closer facilitation for younger members.</p> <p>Note that this activity could be adapted to deal with human rights for older people.</p>
<p>NOTES</p> <p>You might find it useful to demonstrate good examples of completed sheets to the whole group so that younger members or those who find it difficult to get started are assisted at the outset.</p> <p>If the activity was adapted to deal with human rights for older people, it could be linked with Activity 10: Into Action.</p>	



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Note: This is a simplified version. The Convention has 54 articles in total; a few have been left out because they deal mainly with the technicalities of implementing the Convention.

Article 1: Everyone under 18 has all these rights.
Article 2: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability or are rich or poor.
Article 3: All adults should always do what is best for you.
Article 6: You have the right to life.
Article 7: You have the right to have a name and a nationality.
Article 8: You have the right to an identity.
Article 9: You have the right to live with your parents, unless it is bad for you.
Article 10: If you and your parents are living in separate countries, you have the right to get back together and live in the same place.
Article 11: You should not be kidnapped.
Article 12: You have the right to an opinion and for it to be listened to and taken seriously.
Article 13: You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.
Article 14: You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.
Article 15: You have the right to be with friends and join or set up clubs unless this breaks the rights of others.
Article 16: You have the right to a private life. For instance you can keep a diary that other people are not allowed to see.
Article 17: You have the right to collect information from the media - radio, newspapers, television etc - from all around the world. You should also be protected from information that could harm you.
Article 18: You have the right to be brought up by your parents if possible.
Article 19: You have the right to be protected from being hurt or badly treated.
Article 20: You have the right to special protection and help if you can't live with your parents.
Article 21: You have the right to have the best care for you if you are adopted or fostered or living in care.
Article 22: You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

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Article 23: If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24: You have the right to the best health possible and to medical care and to information that will help you to stay well.

Article 27: You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28: You have the right to an education.

Article 29: You have the right to education, which tries to develop your personality and abilities as much as possible, and encourages you to respect other people's rights and values and to respect the environment.

Article 30: If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Article 31: You have the right to play and relax by doing things like sport, music and drama.

Article 32: You have the right to protection from work that is bad for your health or education.

Article 33: You have the right to be protected from dangerous drugs.

Article 34: You have the right to be protected from sexual abuse.

Article 35: No one is allowed to kidnap you or sell you.

Article 37: You have the right not to be punished in a cruel or hurtful way.

Article 38: You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39: You have the right to help if you have been hurt, neglected or badly treated.

Article 40: You have the right to help in defending yourself if you are accused of breaking the law.

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.



Write down three other things that are part of your identity. These could be:

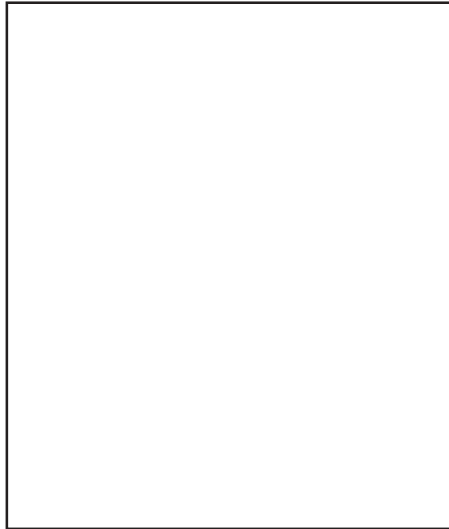
- something about your family or friends
- your interests
- your likes and dislikes
- your personality

1. _____

2. _____

3. _____





First Names:

Surnames:

Address:

Date of Birth:

Place of Birth:

Nationality:



Article 6

Life

“You have the right to life”

List some of the things you like about being alive! What are your ambitions for the future?



Article 13

Opinion

**“You have the right to say what you think unless
it goes against the rights of others.”**

Has anyone ever stopped you from saying what you think? Why do you think this was?



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<p>PURPOSE To encourage participants to draw up their own plans for actions on rights issues.</p>		
<p>METHOD 1. Ask the group to suggest rights issues that are important to them. Write down the ideas without discussion. 2. Ask participants to get into pairs and use sheet 1 to plan an action for one of the rights that has been listed. 3. Encourage everyone to think as broadly as possible about what they could do even if it seems a little unrealistic - it might inspire other, more practical ideas. 4. Encourage everyone to think about what resources would be needed, what steps would have to be taken. 5. Share ideas with the whole group. 6. You could undertake the same activity but focusing on "responsibility" to the community. Perhaps half the group could work on rights and half on responsibilities - it will be interesting to compare the results!</p>		
<p>OUTCOME A Plan of Action that encourages real involvement.</p>		
<p>PARTNER IDEAS and PUBLICITY Depending on the issue it might be possible to: - invite a speaker from a rights group to talk on the issue - organise a fundraising evening.</p> <p>A press release on any partnership work should be possible.</p>		
<p>RECORDING IDEAS A short report on the issue, what is being done already locally and how you have contributed would be a good record to keep.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages but younger members will require more support.</p>	
<p>NOTES This activity might need some facilitation to gain momentum - some people find it difficult to do research or even to believe that there is something they can actively do.</p>		



Find out more ...

- Find out what local community groups are doing to help people to claim their rights.
- Use the Internet to find out about people who have defended these rights.
- Find books on rights in a library.
- Talk to people in the community about how things have changed during their lifetime.

Telling others ...

- Arrange a children's rights trail in a local school. Write rights on cards and hide them around the school for people to find.
- Organise an exhibition.
- Produce a poster or mural on your rights issue.

Taking responsibility ...

- Write letters on rights issues to influential people.
- Draw up a patrol Charter of Rights and respect it.
- Volunteer for an organisation which helps people to claim their rights.

