

# Practical guide

Sensitizing school communities on street children issues using non formal education methods





## ORGANIZATIONS

DYNAMO International Street Workers Network

In partnership with:

ARSIS (Greece)

Save the Children Romania (Romania)

Mobile School Düsseldorf, Jugendamt (Germany)

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## INTRODUCTION / ABOUT THE PROJECT

Project “Mobile School goes to School” had duration of a year (2013) and three European Partners were actively involved in its implementation. “ARSIS, Association for the Social Support of Youth”, (Greece), “Save the Children Iasi”, (Romania) and “Mobile School Düsseldorf, Jugendamt”, (Germany). The project was financed and supported by DYNAMO INTERNATIONAL, Street Workers Network within the European Union’s program for Employment and social solidarity PROGRESS.

The project was based on comprehensive social innovation actions to reaching and educating children from different perspectives. The project aimed at informing school children about their rights and the rights of other people in order to sensitize them on different social issues, by using non formal education tools one of which is the mobile school. Its main goal was to empower social consciousness of the children, in times where across the EU, due to the economic downturn, a rise of racism, xenophobia and discrimination has occurred. A connection amongst school environment and the street cultures and difficulties children face in this environment was promoted with this project.

The economic downturn has led to a rise in discrimination, racism and xenophobia in many European countries while many of racist incidents are among young people. School is an important venue and provides the necessary ground for promoting efforts to minimize the effect of racism and sensitizing children from a young age. Furthermore the “mobile school” is a social innovation and the ideal tool for reaching and educating children. The “mobile school” is a cart on wheels, with extendable blackboard with more than 300 educational learning games. The package covers diverse themes which makes it possible to offer children a wide-ranging basic education.

The three partners implemented workshops at schools in the three countries obtaining rich experiences on working with school children.

Basic thematic tackled though the workshops engaging children into active debating dialogue were:

**-Children Rights**

Children learned how to identify their rights and seek for help when certain rights are violated

**-Child Labor**

School children were called to discuss about street children, the risks they confront when working on the streets and comparing different living conditions.

**-Domestic School Violence**

Children had the opportunity to discuss, in a safe environment, about sensitive issues as bullying, domestic violence, isolation and empower their self confidence through discussion.

**-Conflict Prevention**

Children learned to realize the consequences of certain actions, to think before they act and solve their conflicts in other ways than arguing.

**-Diversity and Self Determination**

Diversity amongst different cultures was discussed, as well as similarities and equal treatment of different social groups.

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Additionally to the workshops, the methodology and evaluation of which is the main content of this guide, **2 study visits** of the associated partners took place in Düsseldorf and Thessaloniki. These study visits gave a meaningful insight of the work of each partner, while the associates, all active in the field, had the chance to exchange useful practices and ideas for reducing social exclusion phenomenon at schools. Study visits were considered essential for the fluent and successful implementation of a European project like this one, since personal contact of the people and actual presence in the field of work of other organizations was a necessary step both for the practical aspects of the project but for the actual implementation of the work as well.

But this project was not a productive collaborative process of only three European partners. An International added value was put to this project through a question-





naire established and disseminated within its framework. A short and concrete questionnaire about tools and objectives when working with street and school children, as well as about projects implemented in the field of social awareness raising methodologies was disseminated amongst members of Dynamo International Street Workers Network. **14 organizations from Europe, Latin America and Africa contributed with their knowledge and experiences,** offering their insights in best practices, and mentalities holding the meaningful work of building mentalities of self confidence, tolerance and resilience in children. The analysis of these questionnaires can be found in following chapters.

The basic deliverable of this project is this guide which combines all the work being done by the associated partners. Concrete workshop methodologies is being presented under following structure.

**Workshop theme / Target group / Duration / Description of activity.**

Workshops are presented by each country and evaluation of workshops follows after description of all workshops of each partner as a general overview.

Games, active participatory discussions, role play games, group dynamic games and other tools of the non formal education methods were being used during workshops. All are presented thoroughly within this guide offering a general conceptual action of 45min to 90min workshops where social issues can be raised and worked amongst school children. Most workshops were based in Mobile School Panels. **The organization of Mobile School in Leuven Brussels is holding the original legal copyrights of use for all the panels presented in this guide.** Variations and alternatives are offered in workshops, and in combination with the feedback coming from Dynamo International partners through the questionnaire, this guide is a practical tool for educators and other practitioners, for implementing social awareness workshops adopted every time under their conditions of work.



# FACTS AND FIGURES ABOUT THE WORKSHOPS

## ARSIS, Greece

63 workshops in 17 schools.

Estimated number of school children approached 950 children.

## SAVE THE CHILDREN , Iasi

11 workshops in two schools.

Estimated number of school children approached, 400 children

## MOBILE SCHOOL DUSSELDORF, Germany

17 workshops with estimated school children approached 290.





# WORKSHOP METHODOLOGIES AND EVALUATION. GREECE

## WORKSHOP THEMES

- 1.Diversity
- 2.Child Labor
- 3.Conflict Management
- 4.Conflict Management (2)
- 5.Violence
- 6.Children's Rights



# 1. TOPIC: DIVERSITY

Methodology: Game/Discussion

Target group: children aged 8 to 10. Up to 25 children

Duration: 45 min.

## Objectives:

- \* To realize what diversity means and that we are all different to each other.
- \* To realize that people are different but have the same equal rights.
- \* To consider that through diversity, people earn and share experiences and respect each other.

## Description of activity:

Group in a circle. Information about the organization and the Mobile School is given. Starting with a Name Game.

## Introduction to the subject of diversity through the game "Blind Man's Buff":

The group chooses some of its member to be the Blindmen. Using a piece of cloth to close their eyes, the Blindmen try to identify each member of the group by only touching their face, thus understanding that everyone is different and unique

A discussion will follow with the children, using the panel "Tribes and nationalities" from mobile school.<sup>1</sup>

## Suggested questions:

- \* Where do you place yourself among the people of the sketch? Why?
- \* From the characters of the sketch, who would you consider to be your friends? Why?
- \* Who would you like to meet and who not? Why?
- \* How many different tribes do you recognize on the sketch? What are their special features?



\* What are the similarities and what the differences among the people of the sketch?

### Closing activity:

Using as a motive the European social slogan "all different, all equal" the group forms a circle and tries to create their own small slogans with the same subject.

### Materials:

The panel "Tribes and nationalities" from mobile school printed or projected.

### Variation:

Alternative sketch that can be used: collage with people of different nationalities that can be made from the instructor or from the children in preparatory workshop meeting

Sketch connection with the global map.

Where do this people of the sketch live in the world?

Why this people change their place of leaving?

How do they feel when they live in a place that people don't look like them?

### Other simple games about diversity:

#### **"The gradation":**

The team has limited time of 1' or 2' to form lines according to different elements of appearance in gradation. Ex. From taller to smaller / From brighter to darker hair / From shorter to longer hair etc. This way find themselves every time in different places in line understanding how different all are in their elements of appearance but of character as well.

## 2. TOPIC: CHILD LABOUR

Methodology: Playing / Discussion

Target group: children aged 12 to 15. Up to 25 children

Duration: 45 min.

### Objectives:

- \* The children should realize how their live differs from the lives of the children that work and especially those who work in the street.
- \* To realize which the children rights are and to distinguish which of them are suppressed with child labor
- \* To become aware and recognize child labor under adverse conditions as a problem, moreover to begin foresee possible solutions under everyone's mobilization and offer.

### Description of activity:

Group in a circle. Information about the organization and the Mobile School is given. Starting with a Name Game.

Introduction to the subject of child labor, with everyone in the team saying something that they know/believe about child labor and street children.

A discussion will follow using mobile school panel "Life in the city street".<sup>2</sup>

### Possible questions:

- \* Which kind of child labor do you recognize in the sketch? Which one of them have you seen in the city that you live?
  - \* In which cases child labor violates the basic rights of the children? Which are those?
- The educator can use for this discussion the "bag of rights" (a small bag were basic rights are written in pieces of paper). Some of the children pick a "right" from the "bag of rights" and the instructor keep those which are connected with each case.
- \* When the children labor is allowed or could be tolerated?

### Closing activity: A pantomime game:

#### **"The elevator":**

Four to six players are chosen and are given small pieces of paper on which a different character is described. The characters could refer to occupations or different kind of situation that refer to the group's needs (ex. vulnerable social groups, people of different genders).

In every floor the elevator stops, the group tries to identify the different characters which are represented through miming. A discussion on the different characters of the elevator follows.

#### Materials:

"The bag of rights". The panel of mobile school "life on city streets" in copies or in view in projector.

#### Variation:

An alternative sketch can be used: A collage of pictures of the city (with preference at streets) and other places, where child labor can be met. For example: Factories, fields etc. (children is not necessary to be illustrated), this collage can be made from the children in a preparatory group meeting.

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### For children of smaller age

#### Connection of sketch with the Global Map.

- \* Where else in the world do we meet different kinds of children labor?
- \* Even if we are in a long distance, what can we do from children, who work against their will and under bad conditions?

### 3. TOPIC: CONFLICT MANAGEMENT [1]

Methodology: Game/Discussion

Target group: children aged 12 to 15. Up to 25 children

Duration: 45 min.

#### Objectives:

- \* To understand that if we cannot manage a conflict, the result is to be driven on a fight and conditions with violence.
- \* To understand that, there are many ways for conflict to be solved without violence and when violence is exercised by us, one day it would be turn against us.
- \* To be taught ways to avoid bad conditions and protect their selves.
- \* To understand that every violence action follows a (violence) reaction. So every violence action, almost always follows a violence reaction.

#### Description of activity:

Group in a circle. Information about the organization and the Mobile School is given. Starting with a Name Game.

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#### Introducing the subject of conflicts, with the following activity:

##### «Think before you act»

Educator stating some challenging situations which drive into conflict and the group answers spontaneously, for the way that could react under each circumstance.

#### Examples:

- “Someone mocks up his/her friend in a bad way”.
- “A classmate tore my notebooks in order to irritate me”.
- “Someone that I don't like, called me stupid in front of my friends”.

Later on, the educator suggests children to do the following before giving answer:

Count till ten or take three deep breaths.

The examples are repeated and children are called to give alternative answers after taking some time off, breathing or counting.

A short discussion may take place about the time we can take before reacting to a situation and about how we can have a more controlled reaction.

A discussion will follow using the mobile school panel "Conflict Avoidance".<sup>3</sup>

#### Suggested questions:

How each case in the sketch evolves? Choose a picture from each column and create the rest of the story.

How could it evolve differently? Choose different pictures from the last column for the plot of the story

How would one of the stories evolve if the heroes take some time before reacting?

#### Materials:

The mobile schools panel named "Conflict Avoidance" printed or showed via a projector.

#### Variation:

Alternative sketch that can be used:

Photos or pictures of couples of people or groups talking/playing/laughing

Photos or pictures of couples of people or groups that yell at each other/ shake hands /fight/hug each other.

Photos or pictures of people alone smiling/being sad/ being angry.

Children are asked again to choose pictures and create the story and its plot

## 4. SUBJECT: CONFLICT MANAGEMENT (2)

Methodology: Pantomime/Discussion

Target group: children aged 8 to 10. Up to 25 children

Duration: 45 min.

### Objectives:

- \* Realize that if we cannot manage a conflict, we are led in fights and violent circumstances
- \* Realize that there are many ways to solve conflicts without using violent means and if we act violently this will be back to us someday.
- \* To learn ways to avoid "bad situations" and protect themselves
- \* To realize that when something happens to another kid, this concerns us all and we shouldn't ignore it. –The above should be related to the rights and the obligation that everybody has.

### Description of the activity:

Group in a circle. Information is given about the organization and the mobile school. Introduction to the subject of conflicts and confrontational situations, with everyone in the team saying a word which comes into his mind when hearing the word "fight".

### The game "statues and sculptor" can take place with theme "an angry man":

The group divides into pairs. One person of each pair is the Sculptor, whereas the other one is the Statue. The role of the Sculptor is to transform the Statue into a genuine piece of art, taking care of its fragility! The themes represented in the artwork can be completely free and upto the Sculptor or predefined by the Support Worker. Should a group of members does not want to participate, they can have the role of figuring out what the Statues represent.

A discussion will follow about confrontational situations (arguing, fighting, yelling at each other etc):

#### suggested questions

- \* Usually who do we argue with?
- \* Which are the most common reasons?
- \* What form can a conflict take?
- \* How do I feel during a conflict? My feelings during a conflict, as part of the conflict and as observers

For this conversation the educator can use the “bag of emotions”. Some children of the group pick up some emotions and keep the ones corresponding to the situation.

#### Closing activity: “Photo shooting conflicts”

The group divides into two subgroups and pantomime takes place. One team reenacts a conflict situation (through stories that came up from the discussion). As soon as the team has finished the reenact another team is called to give the continuation of the reenact (the possible end of the first act)

The alterations at the end of the conflict may vary and multiple reenacts can be given.

At the end there will be a short discussion on the alternative solutions that can be given to a conflict.

#### Materials:

“The bag of emotions”

## 5. TOPIC: SCHOOL VIOLENCE/VIOLENCE IN GENERAL

Methodology: Game/Discussion

Target group: children aged 6 to 9. Up to 25 children

Duration: 45 min.

### Description of the activity:

Group in a circle. Information about the organization and the Mobile School is given. Starting with a Name Game.

Introducing the subject of violence, by everyone in the group saying a word which comes into their mind when hearing the word "violence".

Educator introduces the following activity: "The palm of Help"

-Everyone uses a piece of paper where they draw the palm of their hand. In each finger children write 5 people they would ask for Help from, in case they were involved in a dangerous fight. This way we introduce the idea of asking help when we are in difficulty.

A discussion will follow using the mobile school panel "Cat and mouse".<sup>4</sup>

The panel shows a cartoon of a cat and a mouse. The mouse in three sketches manages to keep out of cat's dangerous claws. The children can tell a story on this cartoon and relate it to fights happening at school amongst stronger and weaker children.

### Possible questions:

-How did the mouse escaped from the cat? Can we act smart even if we are smaller?

-How can we handle difficult situation on our own?

-Who else could have helped the mouse?

### Closing activity:

#### The game "The Tree of Friendship":

While music plays the team is asked to form the tree of friendship, where



the strong ones have to be the roots and lighter ones the leaves and all of them to support each other. Educator's comments of how strong we can get when we are around friends and how nice and fun it can be when we cooperate with other can follow.

#### Materials:

The mobile schools panel named "Cat and Mouse" printed or showed via a projector.

#### Variation:

Alternative sketch that can be used:

Photos or Sketches from a cat and mouse fight where the mouse escapes to its nest.

A short movie video from the famous cartoon "Tom and Jerry".

## 6. TOPIC: CHILDREN'S RIGHTS

Methodology: Game/Discussion

Target group: children aged 6 to 9. Up to 25 children

Duration: 45 min.

### Description of the activity:

Group in a circle. Information about the organization and the Mobile School is given. Starting with a Name Game.

Introducing the subject of children's right by discussing with the group what children need in order to be live healthy and happy. Educator can write the needs at a place were can be seen (Blackboard or piece of big paper on the wall). Educator introduces to the discussion the idea that these NEEDS are also RIGHTS of all children in the world that nobody should deprive them from.

A discussion will follow using the mobile school panel "children's rights".<sup>5</sup> Children try to identify in the sketch different children's rights and see in which cases these rights are being violated.

### Suggested questions:

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- Which rights are more often violated in your country?
- Which children suffer more from their rights violation?
- In case of rights violation what an we as children do to help?
- Who can protect children's rights?

### Follow up activity:

#### "Listing our rights"

Children are asked to list the rights according to the importance they have for the children in their country. Same list is being done for the important rights for children in other countries (considered to be poor and underdeveloped)

With this activity children can understand that all rights are not for granted and understand the different situations children can be found around the world

Closing activity: Music plays while children start walking around. Every time music stops children freeze. Then each one approach the person lose to them and whispers to their ear the first right that comes to their mind

## OTHER GAMES PLAYED DURING THESE WORKSHOPS:

### Gordian Knot

The group catches one another's hands giving each hand to different persons. This results in the group getting knotted up in a big hand-knot. Without leaving hands, the group tries to get released in order to form a big cycle.

/Trust, Cooperation/

### Moving Dragons

The group divides into two equal subgroups. Each member catches both hands another person, for a long human chain (the Dragon) to evolve. The first person of each queue (the Dragon's head) tries to catch the last one of the other Dragon (the Dragon's tail) without the queue breaking apart. The first Dragon to catch the other one's tail wins.

/Cooperation, Teamwork, Fair-play spirit/

### Gipsy Hopscotch

The group divides into two equal subgroups forming two queues. Each queue's first person tries to reach a certain spot on one foot. On returning, they do the same with the second person of the queue etc. The winning team is the one which achieves in completing the route hopscotching all members, without breaking the chain.

/Cooperation, Teamwork, Fair Play spirit/

### The Chain or the Bridge

The group creates a chain or a bridge in the following way: Getting divided into pairs, each pair catches hands with one another and the pairs stand the one next to the other, in order two paired queues are created. Each member of the group runs through the paired queues up to the other edge of the Chain/Bridge. The paired hands now raise the one after the other

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while the Runner passes through.  
/Trust, Cooperation/

### Broken telephone (Chinese whispers)

The group forms a cycle. The first one of the group passes a message to the member sitting to his right whispering to their ear. The secret message passes from one to the other and the last one of the cycle shouts it out loud. The message could be related to the group's needs.  
/Cooperation/

## EVALUATION OF WORKSHOPS

Implementing workshops at schools using different tools of the non formal education platform, has been a fruitful experience offering opportunities to children to be heard. Also these workshops was a chance for children to interact with each other in more creative ways and to involve themselves in active situations of acting and thinking about different issues that concern their own life or the life of other children in their society.

The formation of workshops has more or less been the same.

- \*Name game in a circle for ice breaking
- \*Information giving about the social work of the organization
- \*Active discussion about each subject
- \*Playing games / activities having a core theme the subject discussed.
- \*Closing activities for the team to calm down and for reaching basic conclusions on the subject discussed

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Using this formation has offered the children; to be involved in discussion were all of them had the chance and the appropriate time to be heard. **Active dialogue** was possible amongst the group with the educators holding the coordination of dialogues and discussion. Most discussions in workshops were alive and productive with children being eager to speak their mind about different issues but also being ready to listen to the others. Few times went these discussions out of hand but only to come back in line again by the group realizing that only with team work can everybody have fun and the workshops can proceed to even more interesting steps.

**Playing games** has always been one of the best ways for reaching knowledge. Involving not only the mind but the body as well in situations that need, cooperation with the group, taking initiatives, trying to find solutions for oneself and for others

as well, leads players of all ages into acquainting experiences that can be easier then assimilated. Addressing not only to children aged 6 to 10 but to teenagers as well, aged 10 to 15, once again we realized that playing games in no children favorite action but an activity that needs to be properly introduced and that can be used as an educative tool for all ages. Even well know and simple games that children know and play either way, were “dressed” with the appropriate story or given an alternative reason for playing in order to assist the subject that was every time introduced. This way simple “chase and run” games in variations, were successfully used for introducing elements of cooperation and group dynamics against violence or bullying.

Lastly having small closing activities at the end of each workshops were essential for helping children to realize better all elements introduced. Additionally within these closing sessions children had the chance to reach their own conclusions and speak about them, keeping this way what was important for them out of the subject.

#### Children's comments (In after workshop writing essays)

“I liked the fact that children can learn easier with the mobile school and this way is amusing. Children play a lot and they learn many things and this is a great way to learn new things. This way time passes quickly and funnily”

“A few days ago I had the chance to participate in the mobile school's activities. It was a unique experience. What I liked most, is the fact that with the mobile school we play, we have fun but we learn really useful things at the same time. In addition, we had a discussion which made us think that maybe we behave people in a bad way and how we can improve our behavior and our character. Finally, I felt comfortable because they were

listening to us and they show understanding.”

“The mobile school was great and we learned quite a few things about how to deal with violence not only at the moments but as for the results as well. Apart from this, we played many funny games and we talked about how we feel when we are victims of violence. Finally, it was very fun and I hope mobile school continues visiting schools and inform children.”

“I loved the games we played. The discussions we had were really interesting and entertaining. I wish we could have it again to have fun and discuss many things.”

“I liked mobile school because it gives a learning opportunity to children that don’t go to school. They can learn letters, numbers, the history of Greece etc. And they can learn without details (Odyssey, Ancient Greek Language) that are not necessary.”





# WORKSHOP METHODOLOGIES AND EVALUATION. ROMANIA

## WORKSHOP THEMES

1. Children's rights
2. Conflict prevention
3. Child labor
4. Discrimination, marginalization



Within the project **"Mobile School goes to School"**, Save the Children Iasi Association acted as partner from Romania. Within the project there have been organized 13 workshops in schools in the area but also in other governmental institutions with attributions in working with children. The purpose of these workshops/focus group discussions was to increase awareness regarding topics related to children's rights, child labor, domestic and school violence, conflict prevention and diversity and self-determination.

All of the workshops had a similar structure, starting with a short introductory game where everyone attending the activity, children and Save the Children staff, presented themselves briefly, mentioning their names and 2-3 things about themselves (what they like to do, what is their most important characteristic, what are their favorite animal, place, etc.). The next point of the workshop was a short presentation of the organization- its purpose and vision, main activities it implements, main groups of beneficiaries, etc., emphasizing the mobile school program. This small introduction created the premises to introduce the actual topic of the workshop, allowing the staff to make connections between the general idea of the mobile school and the concepts to be further discussed, whether it was children's rights or other of the topics mentioned above. Thus, once introduced the subject of the discussion, the facilitator made a quick tour of the room, asking the children to tell how familiar they are with that subject, and what do they think it means. The next part of the workshop continued as a free discussion, where children were given the opportunity to express their thoughts on the matter, to give examples of situations they encountered, to bring their personal experience on the stage. At the end of the activity the children were involved in small games that were connected to the entire previous discussion.





# 1. TOPIC: CHILDREN'S RIGHTS

Methodology: Game/Discussion

Target group: children aged 8 to 10. Up to 25 children

Duration: 50 min.

## Objectives:

- \* To inform the children about the rights they have;
- \* To inform the children about the situations when their rights are being trespassed;

## Description of the activity:

### Introductory game

The activities usually began with a short introduction, summarizing the purpose of the meeting. First, the facilitator introduced him/her self and the quality he/she has in the meeting, followed by enunciating the actual purpose. For example: "Hello! My name is ... . I am a social worker/psychologist for Save the Children and what I would like to suggest you is that we have an open discussion today about children's rights/ child labor/ domestic and school violence/ diversity and self-determination/preventing conflicts."

To set an open environment and a relaxed atmosphere, the activities began with a short presentation of the persons attending the activity. First, the facilitator from Save the Children team introduced him/her self to give an example and told a few things about him/her self: "As mentioned in the beginning, my name is ... . I like to.../ my favorite pet is.../ I am ...". In the blanks, depending on the facilitator, we filled with the appropriate words. Then, the facilitator would ask the children to do the same, one by one. This kind of exercises helps creating a certain connection between the group of children and the person standing in front of them, which enables, in

turn, a lowering of the communication barriers.

A variation of this ice-breaker is that each child should repeat as much as he/she remembers from what the children before them already told. This is one way to make sure that most of them are listening to each other, thus increasing the feeling for everyone that what they say is important.

### Main discussion

For the workshops that focused on children's rights we also used panels of the mobile school for the main discussion of the meeting. Thus, we usually started with a panel that allows us have a general discussion on children's rights.

In this panel there are drawn several situations. On the edge of the panel there are 13 symbols with dogs, each representing one of children's rights. The rights are presented in the picture in the middle both from a positive as well as from a negative perspective (when they are respected or trespassed). Furthermore, on the panel there are also presented possible situations where children could ask for help or assistance. Thus, the discussion started with asking the kids to try to name the rights represented on the edge of the board. In case they could not recognize all of them, the facilitator asked additional questions: "What does the dog do in the image?", "To what situation in real life is this similar to, to what elements can you connect it with?". After the children would have recognized all of them, the next exercise would be to associate them with the situations in the big picture. The facilitator asked the children if they have met similar elements in real life and what do people or children can do in these situations. This was also the moment to bring to attention the institutions where children can turn to in case their rights are trespassed.<sup>1</sup>

### Closing activity

Game: identify children's rights in the drawing of the panel. Name as much rights as possible shown in the picture.

## 2. CONFLICT PREVENTION.

Methodology: Game/Discussion

Target group: children aged 8 to 10. Up to 25 children

Duration: 50 min.

### Objectives:

- \* To determine children to reflect on conflict, domestic violence, causes and consequences of conflicts, and possible reactions in conflict situations.

### Introductory game

see Children's rights workshop.

### Main discussion

For the workshops that focused on conflict prevention we used one of the boards, attached on the mobile school or only presented in front of the classroom. Only half of the situation is drawn on the panel, allowing the children to complete the other half with what they imagine or bring from their experience. This way the facilitator has access to their experience without being forced to ask intrusive questions regarding the relationship between the kids and their parents, the family environment, etc. In this case, we asked the children to tell us which of the situations shown on the board seems to be a conflict for them and what are the elements indicating that.<sup>2</sup>

In order to enhance the process, the facilitator came with additional questions: "Why do you think the persons in the drawing are fighting?", "What do you think they are saying to each other?", "What would you do, if you were the child in the picture?", "Do you think this situation happens frequently or is it a singular case?", etc.



Then, the facilitator would make the connection with the school environment, asking the children if they have seen similar situations in other environments than the one in the picture, and if so, where? In case school would be omitted, the kids were asked "How about in school? Do you think conflicts can appear in schools as well, between children? And if so, what do you think causes these conflicts?". Every one attending the activity got the chance to express their views on the matter. Children's answers included almost every time the street, the schools, the market as possible locations where conflicts can occur. When asked about the causes of these possible conflicts, their answers placed around bad attitude, lack of empathy, aggressive personalities, improper communication, bad language, etc.

To make the exercise more attractive for the kids, they were asked in the end to continue the drawing, completing the other half of the scene with their own imagination.

#### Closing activity:

Role playing: the children were given a certain situation, where two or three people are in a conflict, and they had to play the roles of the persons in the situation. Every minute, one of the kids would be replaced by another to continue the interaction, giving the possibility to all kids to express their views on how to prevent or end a conflict.

### 3. TOPIC: CHILD LABOR.

Methodology: Game/Discussion

Target group: children aged 8 to 14. Up to 25 children

Duration: 50 min.

#### Objectives:

- \* To inform the children about these various forms of child labor all around the world, discussing possible alternatives to child labor, or ways to prevent it;
- \* To determine the children to reflect on the living and the work around a dumpsite, the risks of infection, health issues, the risk that the improvised homes where people live to be demolished by the garbage trucks.

#### Introductory game:

see Children's rights workshop.

#### Main discussion:

For this topic we used one of the following two panels.

The first one presents a dumpsite where several persons are working, collecting cans or plastic waste. Children play amongst the materials found in the garbage, birds are looking for rests of food. A world in itself with a lot of activity. Each of these reflection themes were introduced by a question. The facilitator also asked the children to associate these themes with children's rights, whether they see in the picture that children have these rights or if they believe these rights are not being respected. Also, they were asked to express their opinions about the people that live in these conditions, about the reasons why some people live like this and what are the main differences between the persons in the picture and the people living in the city. Once the discussions were over, the children and the fa-

cilitator played around the panel, trying to identify as fast as possible the small parts from the right side in the big picture.<sup>3</sup>

The second panel presents an overview of a city, where there are many children working in various situations, more or less secure. There are several situations represented: children soldiers, children selling things, musicians, shoe shiners, children carrying luggage, maidens, streets cleaners, children working in the field, in factories or in stone quarries, infantile prostitution, etc. These children often work in very dangerous conditions that are not suitable for children and not even for adults and they are often abused or exploited.<sup>4</sup>

The children in the class were asked about every type of child labor they can see in the panel and if they know other labors. For each example, they were asked why do they think other children are doing these labors, how do these children feel, in what way it affects them, and how does this come in contradiction with children's rights.

#### Closing activity:

Game: My budget- children were asked to imagine they have to work for the money they need to go to school, to buy clothes, to do anything they currently are doing. Then, they were asked to tell how they think a week would look like- how much time would they spend working, how many times would they be able to go to school, on what would they spend their money, etc.

## 4. TOPIC 4. DISCRIMINATION, MARGINALIZATION

Methodology: Game/Discussion

Target group: children aged 8 to 14. Up to 25 children

Duration: 50 min.

### Objectives:

\* To determine the children to reflect on the existence of the many races and cultures, to acquire knowledge and a better understanding of the rituals and the philosophy of different cultures, to gain respect and tolerance for other cultures, and to reflect on the advantages and disadvantages of a multicultural society.

### Introductory game:

see Children's rights workshop.

### Main discussion

The activity started from one of the boards of the mobile school that presents people from different cultures, each with their own religion, way of clothing, habits and traditions.<sup>5</sup>

In order to increase the efficiency of this exercise, we also used the panel showing a map of the world.<sup>6</sup>

Looking at both of the panels, children were asked to identify as many cultures as possible and to try to guess in which part of the world these cultures originate. Together with the facilitator they discussed the main similarities and differences between these groups regarding the way the dress, the way they look and their traditions and habits. The role of the facilitator was to lead the children into discovering on their own that these differences do not represent a reason to consider one of the groups as being superior in any way compared to the others. In order to emphasize on that, children were asked to guess what kind of games children from other parts of the world are playing, what they like to do, how they like to spend

their time, etc. The similarities found this way convinced the kids that it is in our attitude alone to discriminate on ethnic or any other criterion, and that discrimination has no real background.

To guide them through the process the facilitator used the following questions:

- \* Where do you place yourself on the panel and why? Who would you like to be?

- \* Which one could be your friends and why? Would you like to meet other persons from the drawing? Would you like to think what they do and how they think?

- \* Do you recognize anyone on the panel/ Have you seen him/her before? Where?

- \* What elements do you recognize? Which person on the panel do you think is relevant for that element and what do you think this means?

- \* What races and cultures and races do see in this panel?

- \* How do you think these buildings look on the inside?

- \* Indicate the persons you think that they like to party. Is there anyone on the panel that seems sad? Why? Do you think that the others are never sad?

- \* Which are the differences and the similarities between two characters, as you can see them on the panel (physical aspect, clothing, interests, emotions, thoughts habits, etc.)?

The facilitator asked as well "What can we do in order to prevent situations where children or grownups are being marginalized?". The answers converged on the idea that we should include in our groups the ones that look, act or think different than us, that we should listen and respect different opinions and that diversity can lead to enriching our experience and our knowledge. Once again, at the end of the discussion the kids could also play a game that consisted in finding the small images in the right side of the panel in the big picture.

## EVALUATION OF WORKSHOPS

At the end of the workshops, children were invited to express their feelings regarding the discussed topic. Their opinions included:

"I feel compassion for the children that are forced to work to support their families. Adults should do more to help the children and not the other way around".

"It is hard for the children that have to work and can not go to school. They have a limited future".

"Grownups should do more to stop child labor. It is not right!"

"Discrimination and marginalization happen when people are bad and they don't want to accept other people the way they are".

Overall, we consider every activity similar to these workshops to be an indicated manner to approach sensitive issues like ethnical or racial discrimination, child labor, etc. On the one hand it is always better to prevent than to intervene after certain events. On the other hand, sometimes children's rights are being trespassed due to the fact that they are not well known. Organizing these workshops in schools is a step forward in creating an environment where adults and children alike respect each other. From the discussions with the teachers, after the workshops, we understood that they were happy to have received us and that the children attended such an activity. Bringing new people in front of the classroom to talk about certain topics also brings a new perspective, which can only be beneficial for the kids.



# WORKSHOP METHODOLOGIES AND EVALUATION. GERMANY

## WORKSHOP THEMES

- 1.Children's rights chaos rally
- 2.Cyberbullying
- 3.Feel good superstar
- 4.I see something you don't see
- 5.Journey to a distant planet
- 6.Off to a new country
- 7.Painting session
8. Post card action to Children's Rights





# 1. CHILDREN'S RIGHTS CHAOS RALLY

## Short description:

This 90-minute workshop playfully introduces children to the topic of children's rights, based on Mobile School's work board. Up to four game masters distribute several boxes around the area or the institution, each one containing a children's rights symbol and matching accessories. For example, the box "education right" includes a book and a pen. The children have to find the boxes, determine their contents and connect them to the previously introduced children's rights.

## Objectives

- \* The children playfully interact with the work board and know the children's rights symbols.
- \* The children learn that they have their own rights and are encouraged to think about their rights.
- \* The children's different experiences and abilities are addressed and activated so that they can participate with their individual strengths.

## Activities

At the beginning, the children divide themselves into groups of two to four. Then they take a look at the children's rights work board and explain what they see. Hence questions may arise: How many children do you see in the picture? What are the kids doing? What are the girls doing? What are the boys doing? What do you like about that? What is it you don't like? Which children do something alone in the picture? Who does not? What are the adults doing?

The children then pick one of ten children's rights symbols out of a prepared bag. They look for the corresponding box that was previously hidden and take it to the collection point. There, they can talk about the object



from the box and its significance. The children might also consult the work board for orientation.

The game masters ask questions about the object: What did you find? How is this object connected to the children's rights? Which children's right might it represent?

If the right is defined correctly, more questions can be asked. The right "All children have the right to live healthily, to find comfort and to suffer no hardship" might lead to phrases like: What's the last time you were ill? How have you felt back then? What do you need to feel good? Who took care of you? What has helped you getting better? The right "Children have the right to be protected from violence, abuse and exploitation" might resolve in: Have you ever been threatened? What exactly happened in this situation? Who was involved? Where could you have gotten help from? The right "Children have the right to play, to relax and to be creative" might be followed by: What are your favorite leisure time activities? When do you have time to play? Where do you like to play most? What is it you can do best?

In addition to each object discussed, the children will also get a small task they have to work on as a team. On the topic of children's rights to learn, for example: Measure each other's height and add up the results. How tall are you together? On the right "Disabled children have the right of special care and support": One child closes their eyes (or gets blindfolded) and will be taken around by a team member.

If the task is fulfilled, the object will be put back into its respective box and the next children's rights symbol is chosen.

The game masters write down the scores on a piece of paper. The game is over when each team has worked on all ten boxes.



## Materials

- \* Children's rights work board of Mobile School Düsseldorf
- \* Children's rights symbols for the boxes
- \* Twelve boxes (e. g. cartons, shoe boxes, cookie jars)
- \* Matching content for each children's right (e. g. equal rights: Basic Law, healthy living: first aid kit, appropriate parents' support: dolls from doll-house, education: pens and books, play: ball and card game, codetermination: microphone, protection from violence: stop sign, respect for privacy: diary with lock, protection during war and while being on the run: toy gun, support if disabled: pictograph "suitable for wheelchairs")
- \* Paper and pens
- \* Materials needed for the tasks (books, cell phone, diary, patch...)
- \* Table or bench as a collection point

## Variations

- \* The rally might be expanded and include the school's or institution's environment.
- \* A final task concerning the individual children's rights: The children are asked to act out a scene that showcases the specific children's right (scene can be acted out with puppets, a snapshot might be taken).
- \* On a poster, the children's statements concerning children's rights are noted. They serve as a starting point for further activities and questions.
- \* Both parents and children can play the game for example during a parent-teacher conference or a parent's afternoon.
- \* The children consider suitable objects for each children's rights box.

## 2. CYBERBULLYING

### Short description

Children have the right to grow up without violence. They should not be beaten, insulted or bad-mouthed. That is why they have to be protected against cyberbullying.

This 90-minute lesson introduces teenagers in seventh or eighth grade to the topic of bullying on the Internet. A working board of Mobile School Düsseldorf and an English short film with German subtitles will clarify the particularities of cyberbullying in school. The students discuss bullying and intervention strategies.

### Objectives

- \* Students find out about the connection between cyberbullying and the right of physical integrity.
- \* They know the specific characteristics of cyberbullying as an expansion of bullying in school.
- \* They know the means and methods that are used by cyberbullies.
- \* They are sensitive to the dangers and learn how to protect and defend themselves and what agreements are possible in class.
- \* They know different prevention and intervention strategies and try them.
- \* They know who can help them in case cyberbullying occurs and what institution they can address.

### Activities

As an introduction to the double lesson the teenagers will watch an excerpt from the working board "MedienweltFlingern" of the Mobile School Düsseldorf. It shows scenes from this town's district. A case of bullying at school is also shown: a student is beaten and another student is taking pictures of it with his mobile phone. This case is introduced as a typical one

and will be explored further during this lesson.

After that, the seven-minute short film "Let's Fight It Together" is shown. Childnet International produced the film for the UK's Department for Education. It can be purchased via the EU initiative klicksafe (info@klicksafe.de). Next, the teenagers give a "Flash" feedback: everybody briefly explains how the film affected them.

Nobody comments on this feedback yet.

In a big circle they discuss how the main character has been bullied. They talk about the technical mediums (mobile phones, computer), the services they used (social networks, SMS), the time frame (around the clock) and the roles of bullies, followers and observers.

In role plays the students develop alternative scenarios of this bullying case and show how other people could have helped and mediated: show solidarity, inform teachers and parents, trust teachers and mediators.

The teenagers will be asked upfront how they can protect themselves from cyberbullying. They brainstorm about what their class and their school can do to prevent cyberbullying.

As a result, the class has to put together a class agreement or a class contract. They define how to cope with cyberbullying and how to sanction actions that can lead to cyberbullying.

## Materials

- \* Picture of the work board "MedienweltFliegern" of Mobile School Düsseldorf
- \* Projector and laptop, notebook or iPad
- \* Speakers and connecting cable
- \* Distribution box
- \* Film "Let's Fight It Together" (via klicksafe)
- \* Flip chart and markers or blackboard and chalk
- \* Eventually presentation created with computer programme

### 3. THE FEEL-GOOD SUPERSTAR

#### Short description

This workshop focuses on children's rights to live healthy, to feel secure and to not be suffering.

The children find out about what their bodies need to feel good. They draw their body outlines and create their own feel-good superstars. Depending on the size of the group, the workshop takes about 45 to 90 minutes and one or two supervisors guide the children. It is a good introduction to the topic of children's rights and for additional work.

#### Objectives

- \* Children deal with their physical and psychological needs.
- \* They create their own personal feel-good superstars.
- \* They recognize differences and common characteristics based on the presentations and respect the results of the others.
- \* They understand the basic need for protection, a healthy upbringing and security and recognize the child's right resulting from this.
- \* Children realize that they can influence their condition.
- \* If necessary, they develop possibilities for a change.

#### Activities

The children lie down on a big piece of paper and let another child draw their body outline. The outline is then being cut out.

The children extract pictures and words from magazines, catalogues and brochures, all corresponding to the question "What does my body need to feel fine and to be in a good mood?" and stick them to their body outlines. That's how their personal feel-good superstars are created.



The main question can be written down on a poster, a whiteboard or a flip chart and should be visible for everybody.

Additional questions could be: What does the stomach need to feel fine? What does the head need to feel well? What do your feet need to be in a good mood? What would your legs like? How can you do to do your shoulders a favor?

The body outlines are presented within the group and seen by the other children. The children talk about their feel-good superstars and discuss what they need to feel fine and why they don't feel good sometimes.

### Materials

- \* Big pieces of paper
- \* Pencils, scissors, glue
- \* Newspapers, catalogues, brochures, posters

### Variations

- \* The whole group creates one huge feel-good superstar together.
- \* An "empty" feel-good superstar is put up in the establishment or in the classroom and can be filled out by the children in between, based on the main question.
- \* The feel-good superstar is filled out with statements in speech bubbles: I feel good when ...
- \* The question "What if I don't feel well?" can be discussed: When am I not feeling well? Who can I talk to?
- \* The results can be presented at a parent-teacher conference or published at a school or institution party.

## 4. I SEE SOMETHING YOU DON'T SEE

### Short description

With the help of the children's rights work board of Mobile School Düsseldorf, the 45-minute workshop offers an easy introduction to this topic. The working board shows a puzzle picture full of people, animals and other things, all portrayed in detail. The children look at many small everyday scenes that are connected through the shared surroundings. They analyze those along with the symbols of children's rights shown in the picture. One to two supervisors present the workshop.

### Objectives

- \* Thanks to the children's rights symbols the children recognize different children's rights and connect them to their own real lives.
- \* The children find out that they have their own rights and are motivated to think about their rights.

### Activities

The phrase "I see something you don't see and it's yellow" encourages children to explore the puzzle picture, to look for yellow objects and to name them. The objects are connected to specific situations and children's rights. The first child to name the particular object is allowed to choose another object and ask the next question.

After all the children have had their turn, the next round begins. Now, certain questions can be asked about each object. For example: I see something you don't see and it's wearing a yellow T-shirt. What is this child doing right now? What do you think about it? What kind of object is shown? What is it used for? What is this adult / this child doing? Have you already experienced this / seen this once?

These questions raise the children's awareness of situations that are con-

nected to individual children's rights in the puzzle picture. The children's statements might lead to a discussion.

The different children's rights symbols that are placed on the outline of the picture are placed on the matching situation.

### Materials

- \* Children's rights work board of Mobile School Düsseldorf

### Variations

- \* At the beginning, all participating children are asked to form a circle. The game master asks, for example, all children with brown hair to step forward, all children wearing blue clothes to raise their hands, asks all children with green eyes to blink and so on. That's how the children's right that all children are different from each other but all equally worthy is illustrated. Afterwards the children move on to the puzzle picture to play "I see something you don't see".
- \* The children consider what the people shown on the work board might say in their situation. These statements will either be written down on Mobile School's board or on a poster.
- \* Every child chooses a situation shown on the puzzle picture that is meaningful to them and creates corresponding a postcard – either displaying a picture or a statement.

## 5. THE JOURNEY TO A DISTANT PLANET

### Short description

This 90-minute workshop is an introduction to the subject of children's rights. Children get a general overview of their rights. The participants go on an expedition to a distant planet. In the spaceship the crew takes important things with them. They are deciding together what these things are and what is needed to survive on a foreign planet. They chose these things based on the desire and needs cards (from: "Compasito. Manual on human rights education for children."). Depending on the number of children one to four supervisors can moderate the workshop.

### Objectives

- \* Children receive an insight into the difference between mere wishes and the basic needs of each individual. They recognize the connection between basic needs and human rights.
- \* They deal with things that are important and vital to them.
- \* The children's ability to discuss is stimulated and encouraged.
- \* They respect the wishes and needs of the other expedition participants and come to an arrangement.

### Activities

The workshop starts with the children taking action: they divide themselves into small groups. After that, they are told that they are participants in an important expedition and going to fly to a distant planet with a spaceship. In order to survive on this planet, they have to agree on which important things they take with them. To save fuel, they have to choose carefully.

The children build a spaceship with provided materials and name it. To make sure that the construction of the spaceship is not the main priority, the building time is limited. The children should be finished within 15 minutes.

After this active beginning the children focus on the 30 desire and need cards. They should select 20. So they have to discuss what they consider important and what not. What is definitely required and what's not? What can the children spare and why? What can be left behind by no means and why?

This first part should not take longer than 45 minutes to make sure there is enough time left for a discussion.

The cards the children deem absolutely essential are stuck to a poster.

After landing on the distant planet all the expedition teams meet and talk about the important things they brought with them. The different choices are commented and questioned by the other children. Are there any common characteristics and differences? Why is each card so important? Why did the other children take different ones?

### Materials

- \* Blankets, mats, boxes, crates, cardboard, clothes pins for the spaceship
- \* Paper and glue sticks
- \* Poster on children's rights (included in this workbook)
- \* Desire and need cards of the Compasito material collection; several sets depending on the number of exploration teams (from: "Compasito. Manual on human rights education for children.", German Institute for Human Rights (2009), Bonifatius Druck Verlag, Paderborn; order via: [www.bpb.de/publikationen/JNMS25](http://www.bpb.de/publikationen/JNMS25))

### Variations

- \* The whole group builds a spaceship and together they chose the cards that they want to take.
- \* The children design their own desire and need cards and create them.
- \* The posters they made will be turned into a wall newspaper and exhibited. Looking at the wall can repeatedly spark new discussions.

## 6. OFF TO A NEW COUNTRY

### Short description

This unit first introduces students to ten selected children's rights. After that they playfully go on a journey to a new country. Their luggage contains tangible and intangible rights, values and desires. Some of them have to be given up along the way. Together, they discuss which ones. The rights and desires that are important to all children eventually form the basis of a class agreement. This unit is designed for two consecutive lessons in fifth grade and 28 children. The age and number of the children might vary slightly.

### Objectives

- \* The children get to know the children's rights and understand their meaning.
- \* They realize that their rights reflect the basic needs of people.
- \* The children's ability to discuss is strengthened.
- \* In case of conflicts and disagreements children turn to the contents of the class agreement.
- \* They realize that discussions and negotiations lead to change and progress.

### Activities

Four supervisors introduce the children to ten selected children's rights by using the children's rights poster included in this folder.

Afterwards four small groups of seven children are formed by counting them off. Each group moves to a different room, accompanied by a supervisor.

The story "Off to a new country" (from: "Compasito. Manual on Human Rights Education for Children.") is told to the groups. In this story, the group leaves their familiar surroundings behind in a boat to sail to a new country. Each group gets 30 cards picturing children's rights and desires.

In the course of the trip three dangers are threatening them. Each danger forces the children to give up three cards. The children's everyday experiences play an important role here. The children discuss in small groups which cards they can leave behind and which ones they consider to be essential. Those important cards are stuck to a poster. This underlines the basis of cooperation the small group has agreed on.

After the small groups phase all children meet again in the classroom. A group representative discusses the group's respective poster and explains the decisions they made.

The class discovers similarities and differences regarding their choices of rights and desires. During a final discussion they all create a poster together. Hence they agree on children's rights and desires and come to a binding agreement on what rules should apply in the new country (and in the new class).

The poster is titled "Agreement on rights and desires of the class" and is put up in the classroom.

In the course of the school year the agreement can be referred to on many occasions.

## Materials

- \* Poster on children's rights (included in this workbook)
- \* Story "Off to a new country" (from: "Compasito. Manual on Human Rights Education for Children.", German Institute for Human Rights [2009], BonifatiusDruckVerlag, Paderborn, order via: [www.bpb.de/publikationen/JNMS25](http://www.bpb.de/publikationen/JNMS25))
- \* Desire and need cards from "Compasito" (four card sets containing 30 cards per class)
- \* Poster board, scissors, glue

## Variations

- \* The children color in the cards which serve as an opener for discussions to communicate self-chosen thematic priorities.
- \* During additional units the children work on a constitution for their class.

## 7. PAINTING SESSION ON CHILDREN'S RIGHTS

### Short description

During this painting session on selected children's rights, children creatively deal with their rights. Some brainstorming helps the participants get an overview of ten selected children's rights (poster included in this folder). After that they get creative and paint a picture corresponding to each right. Variations offering other media are possible. The workshop is suitable for children and teenagers age six to 14 and should be supervised by one or two people.

### Objectives:

- \* The children get to know selected children's rights and gain awareness of their meaning.
- \* With the help of various media they work creatively on the selected rights.
- \* The children's ability to discuss and communicate is strengthened.

### Activities

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Brainstorming is selected as an introduction to the children's rights workshop. The supervisor asks an open question: What do you associate with the topic of children's rights?

The children's responses are written down on presentation cards that are pinned to a movable wall.

The supervisor might offer support by naming superordinate terms concerning children's rights, for example education, medical care or leisure time. That's how the participants define all ten children's rights to which the activity refers.

Then each child takes one of ten children's rights – written down on cards



or pieces of paper – out of a bag that has been prepared beforehand. The supervisor might copy the children's rights named on the poster included in this folder, cut them out, stick them on cards and put them in a bag. The children read out loud the right they have pulled out. After that there should be some time left for questions.

The children stick their rights to the movable wall, placing them with the answers that match them. That's how the open brainstorming gets a structure and headlines.

Now the creative process begins: The children sit around a large table. Each one of the ten places is equipped with an A3 sheet. To remind the children of the rights they have previously drawn from the bag, one right from the movable wall is stuck above each sheet.

If the group is small and consists of only ten children, only one child sits on each place. Depending on the size of the class, also two to three children might share one spot.

For about five minutes the children deal with the right at their place and paint a picture, a comic or a cartoon relating to it on the A3 sheet.

After that all the children move on to the place next to them and work on the sheet matching the right that is now in front of them for about five minutes. They can either paint a new picture or extend the picture of the other children.

The creative session ends when all children have stopped at each place and painted something regarding each children's right. Finally, the children show each other their pictures. They explain why they have chosen certain motifs and where they got the idea from.

The pictures are put up so other children can see them as well. This can lead to new discussions.

### Materials

- \* Movable wall
- \* Presentation cards
- \* Pins
- \* Crayons and markers
- \* Prepared cards with children's rights written down on them (the poster included in this folder shows a selection of children's rights)
- \* Bag for the cards
- \* Paper or photographic paper (A3)

### Variations

- \* Brainstorming can be accompanied by an artist delivering a painting session live. He or she graphically expresses the children's responses. After that the children start painting the children's rights as described above.
- \* After brainstorming the children pantomimically show one right – individually, in pairs or with the whole group. The presented is photographed. The children not only deal with their rights but also try themselves out: How do I appear in front of the camera? How can I express something?

## 8. POSTCARD ACTION TO CHILDREN'S RIGHTS

### Short description

With this offer, children get to know ten selected children's rights, which are described on a poster for children. These explanations can be found also on the postcards, which were designed by Duesseldorf children.

On the front of each is the illustration of a certain children's right, on the back side the written explanation as well as space for a message. After the children have learned to know the rights they have the opportunity to choose a card. They write to a person or institution that has a reference to the selected right for them. If a response is desired, it is necessary to write a return address, so for example, the school-association or the kids-club group. The addressed postcards are thrown in a letterbox and sent. This offer is suitable for children who are already able to write.

It is an activating offering, which produces a direct relation to the children and their interests, for example, at festivals of youth-centres and schools. The reply letter may be published on the website, in the school newspaper or on the bulletin board and clarify that it is worthwhile to express the own opinion.

### Objectives

- \* The children learn children's rights to know and grasp its meaning.
- \* They understand that children's rights reflect the basic needs of children and recognize their importance for their own lives.
- \* They formulate a demand or appeal and recognize relevant addressees, who are responsible for compliance with the law or its.
- \* They make use of their right to their own opinion and stand up for their own interests and concerns or others.

## Activities

A poster explains ten selected children's rights. The postcards, each illustrating a children's right, are available for selection. The children learn individual children's rights to know and opt for a postcard. They consider to which person or institution they send which postcard and what they want to express. This can be for example a thought, a claim, a message or an exhortation to take a child rights in the future seriously and respected.

By bringing their own views to express and commit to compliance of right, they realize an important component of social inclusion and participation.

## Materials

- \* poster with children's rights (included in this workbook)
- \* postcards with children's rights (available while stocks last, from mobile.school @ duesseldorf.de and included in this workbook for copy template)
- \* pens and crayons
- \* tables and chairs
- \* letter box
- \* laptop and Internet access for the research of addresses
- \* blank postcards
- \* stamps, if necessary

## Variations

On blank postcards children can paint their own pictures on children's rights. This way also younger children who aren't yet able to write well, can participate. In addition, the painting gives the children another, individual approach to children's rights

A mailbox is built together with the children.

# EVALUATION OF WORKSHOP

## Off to a new Country

This workshop was meant to work as an introduction to the issue children's rights. However the pupils knew already quite a lot about their rights. The exchange about 10 exemplary rights worked well, because the girls and boys enjoyed being on a playful trip to an unknown country. Their luggage contained several material and immaterial rights, values and wishes. Some of them they had to let go, which they decided by discussion. The sum of all chosen rights and wishes, that were important to all of the children, formed a class convention. In this workshop it was important to split the class into groups of approximately 9 children, so that everybody, also the shy and quiet children were able to express themselves.

## Till meets Mars

The workshop worked well as an introduction to the topic of children's rights. Two games illustrated to the children, that even if there are a lot of differences between them, they are equal in their worthiness and possess equal rights. By transforming the game into reality, the children experienced a "bulb" moment, like they understood something self-explanatory. Just because they were faced within the game with incomprehension, they improved their understanding of every-day problems concerning the understanding of each other. Within the group a lot of discussions were raised about these problems. Out of these discussions the children could see the connection to the right of equality. Items the children discussed were f.e. what, if everybody was the same? Does everybody has its own style? How do I feel when I am a stranger?

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## Painting Workshop

Some of the children's rights seem to be abstractly. If children deal with these items in a creative way, they are able to understand and compre-

hend better. By brainstorming the boys and girls got an overview on 10 exemplary rights. Then they painted a picture to the single rights. In order to assist them good it was helpful, that in advance the educators prepared themselves by a creative settlement about children's rights. It is important not to judge or to rate the children's way of approaching the issue children's rights.

### I see something, you don't see

This workshop was meant to be an introduction to the issue children's rights and turned out to be easily accessible. In a playful way the children got to know their rights by regarding a painting, swarming with lots of daily life situations in a well known environment. They dealt with this daily situations and the pictured symbol of a certain right. There were lot of situations they detected from there own experiences. For some of them it was nevertheless difficult to recognize every right.

#### The Feel-good-Superstar

In this workshop some of the children knew already something about children's rights. Nevertheless most of them weren't aware of the fact that they have got the right to being well and to feel good. In this implementation they dealt with living healthy, the feeling of security and leading a life without poverty. They found out what the body needs to feel good. They painted the outlines of their bodies and created "feel-good-superstars". Although some children were better informed than others, they all were open and interested. This implementation offers a lot of space for creativity and is convenient for specified and advanced purposes.

### Cybermobbing

Children and youngsters have got the right to be protected against cybermobbing. Many of the participants of this workshop didn't know this before. They knew that they have got the right to grow up without violence. That this doesn't just mean protection against hitting, but also against offense, insult and mobbing they learned in this workshop. A Mobile School-panel and awe-inspiring film were the access for the school-class. After-

wards they needed a lot of time for talking and discussion. They gathered ideas and talked about strategies to protect themselves and others and what everybody can do. Before implementing this workshop it is important to make sure that there is no current case of cybermobbing in the class. Otherwise the situation might get worse for the victim.

### Children's Rights Chaos Rally

This workshop was planned to be easily accessible. It was a game with a lot of agitation so that also younger children succeeded in dealing with the issue 'children's rights'. All over the compound the educator placed boxes marked with a certain symbol and filled with an adequate accessory. During the game the children managed to connect certain items with certain rights, f.e. a book and a pencil with a right to education. The children were very motivated and eager to solve the tasks and find the correct solutions. Teamwork allowed an exciting and joyful game, that every team tried to win.

### Journey to a distant Planet

This workshop was meant to be an introduction to the issue children's rights. It turned out that most of the participating children already knew well about children's rights. Nevertheless the children liked to deal with the issue in an active and playful way. They discussed very excited and controversial. They estimated a lot of rights, wishes and needs differently f.e. when it came to the right of parental care. The workshop provided a mixture of playing, activity, discussion and concentration. That is probably why many of them asked for a repetition.

### Postcard-Action to Children's Rights

This workshop should encourage children to claim their rights. After the children had received information about individual rights, their choice was made easily. Issues that affected their daily lives, such as the right to play and leisure or the right to freedom of opinion were selected faster, because

they caused many associations. More sensitive subjects, such as the right to parental care or protection in war and on escape have been selected by older children aged 12 years and older. Some children mentioned that it was for younger children just fun to send nice postcards. But when it comes to call for compliance of a certain right, one must be a little older to reflect. In particular, the prospect of an answer motivated many children writing a postcard. If a person or institution didn't respond, their reputation was damaged. On the other hand, an answer has filled the children with pride. It was read critically and accurately.

In this workshop, much has been discussed and reflected. The children realized their possibilities to participate and were amazed at who they could write to and by whom a response should be expected.





## QUESTIONNAIRE ANALYSIS OVERVIEW

Within the frame of the project a questionnaire was disseminated amongst Dynamo International partners. The questionnaire was holding two different themes of interest. The first one was about popular methods used when working with street and school children while the second was about social awareness campaigns and methods of sensitizing public on “street culture” issues.

The objective of this questionnaire was to gather information on already used methods of working with street children (attending school or not) and their sensitization on their rights and other aspects of their personal development. Furthermore, information was provided by Dynamo International partners, about campaigns and projects of sensitizing public on social issues on a more open and not solely school basis.

The questionnaire was filled by **European partner organizations**, as well as by partner organizations from **Latin America and Africa** providing this way useful information coming from an International base.

Partner organizations filled the questionnaire are the following, later to be quoted by country.

- \* Gambia, “Centre for street children and child trafficking studies”
- \* Quebec, Canada “Refuge la Piaule Centre du Québec inc.”
- \* Brazil, “AESMAR- Associação dos Educadores Sociais de Maringa”
- \* Martinique, “La rue chez moi”
- \* Italy, “Centro Accoglienza La Rupe”
- \* Netherlands, “National Association of Personal Youth workers” (Napyn)
- \* Greece, “ARSIS, Association for the Social Support of Youth”
- \* England, “Federation for detached youth work”
- \* Bulgaria, “Alliance for children and youth”
- \* Czech Republic, “Czech Association streetwork ”, Low threshold club (youth club) PVC Blansko

\* Romania, "Fundatia Parada"

\* Belgium, "Traces de rue Federation des travailleurs sociaux de rue francophones"

\* Sweden, "Ungdomsenheten, Social resursförvaltning"

\* Germany, "Landeshauptstadt, Duesseldorf"

Information from the questionnaires will follow the question by question form, containing and summarizing all answers from partners providing this way an overview of all methods and ideas used by each organization.

### 1. Regarding the work with street children.

Most popular methods/tools organizations are using in order to approach and work with them.

All 14 organizations are primarily using social street work with groups of professional street and social workers or groups of volunteers approaching children and families in the streets. Basic methods used in street work:

Conversations / educational and non formal education activities (all kinds of games and creative activities) / connection with services or service providing to the streets / organizing festivals in neighborhoods / holding a weekly program of visits in neighborhoods / using the "Mobile School" / or a unit of mobile intervention (The Refuge La Piaule du Centre du Québec).

Apart from street work, organizations (6 of those answered) are holding Daily Centers or Youth Centers where children and their families are getting support such as:

Dairy products supply / offering a shower or clothes / activities for children / connection with services / social aid / psychological support / a place where "They take part in activities and programs but they also can lend their voices, ideas, time and energy to the causes they care about" (Gambia)

## Other methods used in the frame of street children ground approach

- \* School sign up and connection between school and families
- \* Flyer and poster giving information about the daily program either in the streets or at the centers
- \* Available every day on mobile phone, internet and facebook for chatting
- \* Social Art approach and specifically social circus.

"The social circus fills empty spaces and builds bridges; it brings in colour, new forms to express themselves and offers them the chance to regain self-esteem and to trust them. The social circus will also overtake the child to its limits; it offers a way to better express himself, his fears, his angers, his experiences. Autonomy, solidarity, self-esteem, physical-fitness, communication, and adaptability are some of the skills learned and practiced in this frame. These skills are essential for children who had not have access to the school system or have a work. They are elements difficult to acquire in the absence of parental or institutional frame. This context does not indeed favour the development of the skills and thus the self-respect" (Romania)

### 1.a Main objectives when working with street children

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Having most organizations sharing common ideology and approach the main objectives to be achieved from the work with street children are

- \* Preventing drug use, sex abuse, antisocial violent behaviors, crime behavior
- \* Fulfilling their needs (food, shelter, clothes, school support)
- \* Informing children and their families about existing services and their rights and obligations to them
- \* Encouraging their social, parental, communicational, artistic and other life skills
- \* Establishing a long term communication / Gaining their trust / Being available

\* Working on integrative society processes (by gaining self confidence, mutual respect, teaching their essential rights, school integration, open perspectives)

\* Empower children to take part in decision making

"A reality that they share is the astounding amount of failures they have had to face in their lives: family, academic, love life, personal relationships, etc. Each of these failure leading to many consequences: fear, discouragement, lack of self-confidence and confidence in others, low self-esteem, and little by little, disillusion and hopelessness set in. We must offer them alternatives in order for them to want something other than a life on the street. (Canada)

## 2. Regarding the work with school children.

Most popular methods/tools organizations are using in order to approach and work with them.

The framework for working with school children is found in the following sectors.

### \* School visits:

Organizations are visiting school classes giving workshops on social issues such as drug use / HIV prevention / volunteerism / Human Rights / Racism / Child Labor and other.

Additionally social workers, associates of some organizations, are having a more stable presence at schools, establishing a trust-support relationship with children facing difficulties attending school on a regular base.

### \* School children visiting the Centers:

Homework support / attending creative workshops (ex. Circus, dance, handcrafts workshops etc) / attending festivals or vacations or museum visits organized by the Youth / Daily Center of each organization

### \* Community work:

Contacting school authorities, parents and teachers offering workshops on social issues / Providing advice for special cases of children to their teachers and parents

/ Organizing festivals with local school communities.

## 2.a Main objectives when working with street children

For 3 organizations that filled the questionnaire the objectives remain the same regardless working with school or street children.

Summarizing objectives of other partners one main objective is **supporting school** procedure, presented as "motivate / encourage children and their families to attend classes regularly", "offer a good support in learning process", "help doing homework" etc.

Other objectives mentioned:

- \* "Prepare for future destinations", "Get to know about different professions"
- \* "Improve their self confidence and self esteem"
- \* Sensitize them on issues such as children's rights / bullying and how to prevent / resilience training / internet and technology etc.
- \* "Motivate them to take part in decision making of everyday structure and participate in offerings of our youth club"
- \* "To let them know about us about our work and that they can come every time when they will need our help"

## 3. Regarding social awareness campaigns.

Most popular methods/tools organizations are using in order to sensitize public about street culture.

Primary methods meeting activities of many organizations participated in the research are the following:

- \* Flyer distribution

- \* **Lobbying** with different Networks of NGO's and local or National decision makers
- \* Giving **lectures** at Universities and schools
- \* Participating and organizing cultural **festivals**
- \* Writing and presenting organization's work in **Media**.

More specific methods used by some organizations:

- \* Since 24 years one of the most important events is held annually in 32 different cities across the province of Quebec. This is the "Nuit des sans abris" - "**Night of the Homeless**," a night of solidarity with people living on the street and night to educate the general public about the elements that lead people to the street and make awareness about the reality of the street population. (Quebec, Canada)
- \* **Circus shows**, tours and festivals with street children whom are involved in our social circus project.

#### 4. Former projects of organizations concerning non formal education on children

(Presented in short and followed by the organization implemented the project for addressing for further information if requested)

\* "**Media-Competence on Wheels**" is a Mobile School best-practise report about the results of a common media project of three youth centre in Düsseldorf. It provides background knowledge About New Media and introduces procedures and methods for handling this subject in social work with young people. / "**Gender-Competence on wheels**" is a Mobile School best-practise report about the anchoring of Gender-competence in social-ly disadvantaged areas of Düsseldorf. (Germany)

\* **La Rue'L Street School project**, originated when the Youth Mobilization Committee acknowledged the inactivity and the very low educational attainment of these young people at odds with social networks, and the lack of programs promoting their social reintegration. Over time, these young people told us about their schooling needs, needs that include respecting

their rhythm and living conditions. Steps to set up a street school adapted to their reality were undertaken 6 years ago. All this hard work has concretely and officially taken shape at the beginning of October 2008 on the premises of Le Refuge La Piaule which had been specially designed for this purpose. (Canada)

**\* "Cirque du Monde" Social Circus Programmed** Since 2001, we are part of social circus programmed call "Cirque du Monde". 2 times a week, Tuesday and Thursday from 18:00 to 20:30 we are giving free Circus workshop to adolescents who are in relation with social street workers. It is based on a voluntary participation and those workshops take place in the building of our organization. You will be able to read more about the project and there objectives:

<http://www.cirquedusoleil.com/en/about/global-citizenship/social-circus/cirque-du-monde.aspx>

**\* Children on the move and child sex workers in the Gambia.**

General scope: Even NGO drop in centers for street children are criticized; NGOs have difficulties finding sites for their centers because communities think these will have a bad effect on the neighborhood, and there is a view that drop in centers keep children on the streets, making the problem and the situation worse. (Gambia)

**\* Detached Street Work Project:** We deployed a team of street workers in a local neighborhood which was experiencing many difficulties with anti social behavior. We worked hard to engage with the young people by being there at the right times (late at night). By engaging and consulting with the young people, we organized a number of positive activities. (England)

**\* a) Comprehensive model for social work with children and families at risk** 2010 – 2012; Social inclusion of children and families at risk.

**b) Mobile social work with children and families in vulnerable situation in Sofia.** (Bulgaria)

**\* Project title: C YOU! Communities preventing youth violence.** Main objectives methods used: C You! aims to strengthen the roles of communities and foster cooperation between organizations at different levels in the



community. Good practice collection and prevention measures guidelines. (Greece)

\* **1.SRAP:** The general objective of SRAP is to tackle the prevention and reduction of use/abuse of legal/illegal substances among young nomads.

\* **2.RSC:** this sperimental project is about inclusion and intergation of rom, sinti and caminanti children involving in the program both school and social eviorment to work on a multicultural development by,on school side, activities focused on "cooperative learning" and "learning by doing" and, on families side, services access empowerment and than makeing a net around the child for his well-being (Italy)

\* **"Break not your cable forge links"** over 12 months we developed a lay with children around raising awareness o the driving handicap. Imply the children in the realizaton of a project communities and inform the children about the driving handicap. (Martinique)

\* **Wie-Kent School, 2 years** – Project where children are getting to know different work profiles thought practical workshops and visits. (every Saturday) / **Kunstketel, 4-5 years** – Project where children are developing skills through art. (Netherlands)

\* **Dictat project** (European financement) :  
details: <http://www.dictat.eu/en/home> (Romania)

\* **Reading in the wind:** Within this project people have the chance to read books in the central square of the city. Book hang like clothes, there are pillows and blankets and people are ready to read and to listen to stories. (Brazil)

#### 4.a. Main difficulties/obstacles faced during the implementation of these projects.

Main difficulties faced in implementation of projects for organizations from all over the world are found in the technical and human resources aspect.

Lack of finance to sustain projects, pay professionals or acquaint equipment is a common difficulty.

Another difficulty is sustaining people (volunteers, trainers etc) within projects for longer periods. Additionally convening street children on the purposes of the organization can be a hard procedure.

Lastly difficulties are faced in the aspect of common public and their acceptance of organizations' scopes and purposes. Ex. Older people having a negative perception on young people / School authorities unwilling to enroll children etc.

#### Additional Information relevant to project mentioned above: (Gambia)

The Department of social welfare which is the Government Agency in charge of the Protection and Welfare of Children in The Gambia together with its NGO Partners has trained security officers and members of staff of organizations working with or for children. The CENTRE FOR STREET CHILDREN AND CHILD TRAFFICKING STUDIES (CSCACTS) has also conducted Research and surveys of peoples' attitudes and beliefs about street children and also asked street children around the urban areas about their work and condition of living. The contributions of the Department of Social Welfare and the Ministry of Justice in the PROTECTION OF CHILDREN, helped to secure commitment by the Gambia security forces including the Police, The Army, The Immigration, The NIA to cater for the protection of children by creating child welfare units and officers to man those offices.



## ANNEX 1. PARTICIPATING ORGANIZATIONS

### DYNAMO INTERNATIONAL STREETWORKERS NETWORK



For more than 10 years, Dynamo International coordinates the International Network of Street Workers in which more than 40 countries from North and South are represented through local and national platforms.

Consequently, the Network reaches thousands of workers in the world who daily involve themselves in the street, working with people on particularly vulnerable situation, for example the Roma people who use to be stigmatized and discriminated in a lot of countries in Europe.

The vision of the Network is to be a place, a way of meetings for street workers where they can inform about their realities on the field and share their experiences, approaches, methodologies, etc. International Solidarity and cooperation are essentials for the dynamic of the Network, illustrated by this project realized through the collaboration of different platforms members of the Network.

## ARSIS, ASSOCIATION FOR THE SOCIAL SUPPORT OF YOUTH



**ARSIS, ASSOCIATION  
FOR THE SOCIAL SUPPORT OF YOUTH**

ARSIS - Association for the Social Support of Youth is a Non Governmental Organization, specializing in the social support of youth that are in difficulty or danger and in the advocacy of their rights. The main target is the prevention of youth marginalisation, the elaboration of policies which defend youth rights and the active social support towards disadvantaged young people.

ARSIS was established in 1992 and since then operates in Athens, Thessaloniki, Volos, Kozani, Alexandroupoli and Tirana due to the active participation of members, volunteers and young people.

ARSIS vision is a society of equal opportunities for all young individuals with respect of their rights. It's mission is to take actions for the prevention of youth exclusion. It offers its services to young individuals who live under conditions of poverty, neglect, victimization, conflict, disapproval, exploitation, isolation, racism or they are having problems with law, they are institutionalized, have dropped out of school, they don't have family or a place to live. ARSIS suggests the promotion of social collaboration and personal values of the young individuals in contrast with the Greek and European policies, which are based in suppression and lead to poverty and social exclusion. ARSIS mobilizes staff and volunteers and works with collective values and social solidarity, democracy and mutual respect.

# SAVE THE CHILDREN IASI



**Salvați Copiii**

Save the Children Romania

Filiala Iași

Save the Children Romania is a nongovernmental, democratic, independent, politically or religiously unconditioned organization, established in 1990 with the purpose of protecting and promoting children's rights in Romania, according to the UN Convention, document ratified by our country in September 1990.

Save the Children Iasi Branch was established and started its activity in 1991, one year after Save the Children Romania.

As a recognition of the professionalism and active involvement in promoting and monitoring activities of children rights and also in child's protection, in 1999 Save the Children Romania was admitted amongst the members of Save the Children International Alliance.

86 | Save the Children Iasi promotes and monitors respect for children's rights, both through advocacy activities as well as through providing integrated social services in the following domains:

Juridical support for children that are victim of a form of abuse and/or exploitation, trafficking;

Children's protection and prevention of abuses against them;

Promoting communitarian policies and legislative initiatives, initiating information campaigns in the field of respecting children's rights;

Street services for street children;

Trainings for specialists from public institutions and NGOs;

# MOBILE SCHOOL DUESSELDORF JUGENDAMT



Landeshauptstadt  
Düsseldorf

The Youth Welfare Office of the municipality of Düsseldorf stands for an active family policy for over 50 years, since 2010 certified as a family-friendly community. We see ourselves as a service provider and partner for the needs of children, youth and families.

Children and youth centers offer children and adolescents attractive opportunities for recreational activities. Here children and young people can make friends and meet and learn from each other. We attach importance to support social interaction, the ability to self-determination and social responsibility.

We regard our work as part of the cultural and especially intercultural children's and youth work. We provide committed and competent services to support, to educate and to protect young people, orientated to their living environment. The purpose of our commitment is to create and maintain positive child, youth and family-friendly living-conditions. If we are in charge of special tasks for people outside Youth Welfare, we work equally committed and with the required professionalism. We take our clients seriously as personalities, based on partnership and respect and involve them in constituting individual services. We take into account the interdependencies of our actions, even beyond the limits of our faculty and our department. We make social structures visible and aware - in the interest of young people and their families in order to achieve political, financial, personal and professional implications.

## ANNEX 2. QUESTIONNAIRE FORM ON POPULAR METHODS USED WORKING WITH CHILDREN / SENSITIZING PUBLIC ON "STREET CULTURE"



**Street Workers Network**

*"This activity is supported by the European Union Program for Employment and Social Solidarity PROGRESS (2007-2013)"*



**Salvați Copiii**  
Save the Children Romania  
Filiala Iași



**Landeshauptstadt  
Düsseldorf**

### "MOBILE SCHOOL GOES TO SCHOOL"

Popular methods used:

-Working with children

-Sensitizing public on "street culture"

This questionnaire is part of the project "Mobile school goes to school", realized by three Dynamo International – Street Workers Network members: ARSIS (Greece), Save The Children (Roumania), Mobile School (Duesseldorf). The project is based on comprehensive social innovation actions to reaching and educating children from different perspectives. The project aims at informing school children about their rights and the rights of other people in order to sensitize them on different social issues, by using non formal education tools one of which is the mobile school. Its main goal is to empower social consciousness of the children, in times



where across the EU, due to the economic downturn, a rise of racism, xenophobia and discrimination has occurred. A connection amongst school environment and the street cultures and difficulties children face in this environment is attempted with this project.

The objective of this questionnaire is to gather information on already used methods of working with street children (attending school or not) and their sensitization on their rights and other aspects of their personal development.

Results of this questionnaire will be implemented within the project either as presentations of good practices within the final guide or as practical tools of use (games, stories, pictures etc) on the remaining school visits.

Please take some time to fill in the following questionnaire, trying to give the most concrete and clear idea on the issues being raised.

Name / position in the organization:

Name of organization:

1. Regarding the work with street children, please write the most popular methods/tools your organization is using in order to approach and work with them? (Everyday street conversations with them, mobile school, playing games in streets / communities organized by a team, inviting them to a daily center etc.)

Max. 300 words.

1.a. Which are the main objectives when working with street children?

Max. 300 words.

2. Regarding the work with school children, please write the most popular methods/tools your organization is using in order to approach and work with them? (visiting schools, having school classes visiting the organization etc.)

Max. 300 words.

2.a Which are the main objectives when working with school children?

Max. .300 words.

3. Regarding social awareness campaigns please write the most popular methods/ tools your organization is using in order to sensitize public about street culture. (flyers distribution, lectures, festivals etc.)

Max. .300 words

4. Take some time to note up to 2 former projects of your organization concerning non formal education approaches on children. Please provide the following details:

-Project title, duration -General scope (description)

-Main objectives -Methods used

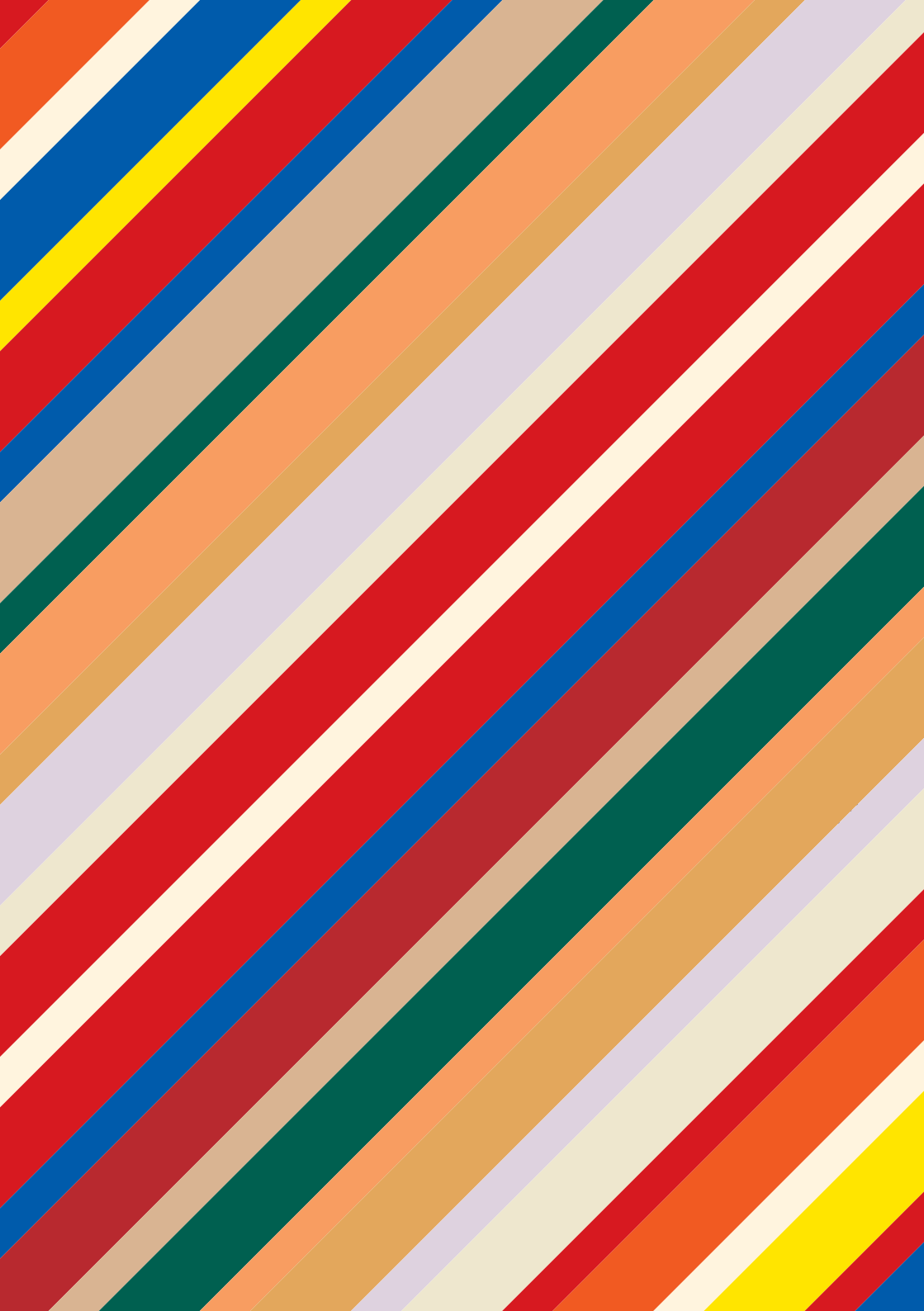
Max. .300 words.

4.a. Which were the main difficulties/obstacles faced during the implementation of these projects?

Max. .300 words.

5. Additional information: Please provide any additional information you believe is relevant with this project and you believe is missing in this questionnaire. (suggestions, comments, remarks on the former project you have mentioned above)

Thank you in advance for your contribution.





**Street Workers Network**

*“This activity is supported by the European Union Program for Employment and Social Solidarity PROGRESS (2007-2013)”*

