

NGO

IUVENTA

# MANUAL



**GLOBAL  
CITIZENSHIP  
FOR HUMAN  
RIGHTS**



REGIONE AUTÓNOMA DE SARDIGNA  
REGIONE AUTONOMA DELLA SARDEGNA



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# **GLOBAL CITIZENSHIP FOR HUMAN RIGHTS**



# CONTENTS

<b>CHAPTER 1: GENERAL FRAMEWORK</b>	<b>7</b>
1.1. ERASMUS + PROGRAMME	8
1.2. CAPACITY BUILDING ACTIONS	11
1.3. ABOUT THE PROJECT	14
<b>CHAPTER 2: HUMAN RIGHTS AND EDUCATION</b>	<b>17</b>
2.1. GENERAL HUMAN RIGHTS	18
2.2. HUMAN RIGHTS AND GLOBAL PROTECTION FREAMWORK	21
2.3. HR AND GLOBAL SUSTAINABLE GOALS	25
2.4. HUMAN RIGHTS EDUCATION	28
<b>CHAPTER 3: GAMES AND ACTIVITIES</b>	<b>31</b>
3.1. THE HUMAN RIGHTS LABYRINTH	32
3.2. HUMAN MEMO	35
3.3. HOLY PLACES	38
3.4. HUMAN RIGHTS DEFENDERS MAZE GAME	40
3.5. DESTINY TO THE HUMAN RIGHTS	45
3.6. PEACE JOURNEY	49
3.7. SCORE YOUR RIGHTS	51
3.8. SPOTTED: HUMAN RIGHTS' VIOLATIONS	54
<b>CHAPTER 4: SOME OTHER GAMES, TOOLS AND METHODS</b>	<b>57</b>
1.1. HUMAN RIGHTS HISTORY!	58
4.2 HUMAN RIGHTS DEFENDERS	59
4.3. PATHWAYS TO PEACE	60
4.4. STEPPING INTO HUMAN RIGHTS' - AN INTRODUCTORY BOARD GAME	61
4.5. GO GOALS!	63
4.6. THE GREAT ESCAPE	65
4.7. EUROPE MATTERS - A QUESTION OF VALUES	67
4.8. ENTER DIGNITYLAND!	69
4.9. PURPOSYUM - CHALLENGERS OF JUSTICE	71

<b>4.10. YOUTH WORK AGAINST VIOLENT RADICALIZATION AND EXTREMISM</b>	<b>72</b>
<b>4.11. SAFE PLACE LUDO GAME</b>	<b>74</b>
<b>4.12. IN THE SHOES OF THE MIGRANTS</b>	<b>76</b>
<b>4.13. HAPPY ONLIFE</b>	<b>78</b>
<b>4.14. BE RIGHT</b>	<b>80</b>
<b>REFERENCES</b>	<b>83</b>

# CHAPTER 1: GENERAL FRAMEWORK

*1.1. Erasmus + programme*

*1.2. Capacity Building Actions*

*1.3. About the project*



## 1.1. ERASMUS + PROGRAMME

### Erasmus+ 2021-2027

#### *Enriching lives, opening minds through the EU programme for education, training, youth and sport*

The Erasmus+ Programme is one of the European Union's most visible success stories. It builds on the achievements of more than 30 years of European programmes in the fields of education, training, youth and sport, covering both an intra-European as well as an international partnerships dimension.

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport

#### **Opportunities**

Erasmus+ offers mobility and cooperation opportunities in

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth
- and sport

Erasmus+ mobility has positive effects on educational, social, personal and professional development, in that it enhances knowledge, skills and attitudes, improves employability, helps confidence-building and independence, stimulates curiosity and innovation, fosters the understanding of other people, and builds a sense of European belonging.

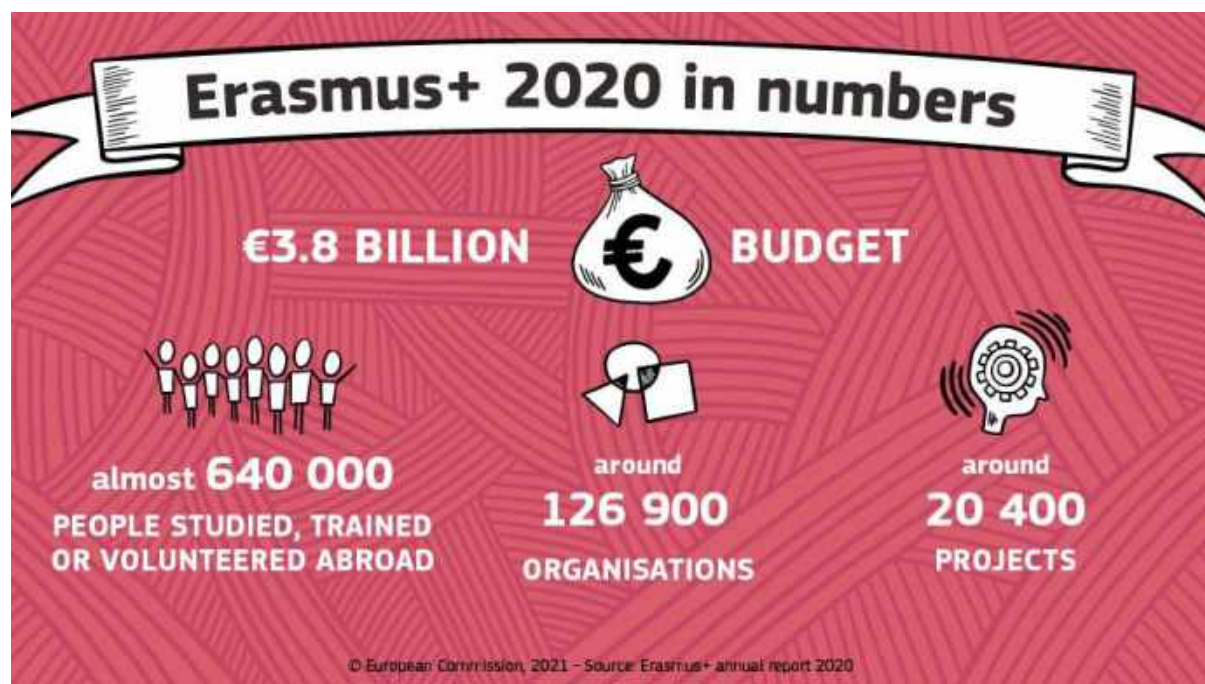
- 70% of the budget will support mobility opportunities for all, in a lifelong learning perspective.
- 30% of the budget will be invested in cooperation projects and policy development activities where organisations gain experience in international cooperation, strengthen their capacities, produce innovative approaches, exchange good practices and network.



Through these actions, Erasmus+ will play an important role in strengthening resilience and supporting recovery and innovation in the fields of education, training, youth and sport.

Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to **more inclusive and cohesive, greener and digitally fit societies.**

### **Statistics for 2020:**



As the COVID-19 pandemic has shown, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities for all. As part of this recovery process, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.

To increase the qualitative impact of its actions and ensure equal opportunities, the Programme will reach out more and better to people of different ages and from diverse cultural, social and economic backgrounds. It is at the heart of the Programme to come closer to those with fewer opportunities, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties. In doing so, the Programme will also encourage its participants, in particular young people to engage and learn to participate in civic society, raising awareness about European Union common values. The Programme will continue to empower young people and to encourage their participation in democratic life, particularly through supporting activities linked to the European Year of Youth 2022, which was announced in the State of the Union address in September 2021.

Furthermore, developing digital skills and competences and skills in forward-looking fields, such as combating climate change, clean energy, artificial intelligence, robotics, big data analysis, etc. is essential for Europe's future sustainable growth and cohesion.

Strengthening European identity and the participation of young people in democratic processes is of paramount importance for the European Union's future.

## **In a nutshell**

- Supports priorities and activities set out in the European Education Area, Digital Education Action Plan and in the European Skills Agenda. Helps make European Pillar of Social Rights a reality, implements the EU Youth Strategy 2019-2027 and develops the European dimension in sport.
- Offers mobility and cooperation opportunities in higher education, vocational education and training, adult and school education (including early childhood education and care), youth and sport staff.
- Places a strong focus on social inclusion, the green and digital transitions, as well as on promoting young people's participation in democratic life.
- Provides a programme for all: more inclusive for people with fewer opportunities and more accessible for small organisations.
- Invests in forward-looking study fields such as climate change, digital skills, clean energy, artificial intelligence, health sciences, etc.
- Supports flagship initiatives such as European Universities, Vocational Centres of Excellence and DiscoverEU.
- Promotes a healthy lifestyle by supporting grassroots sport projects.
- Expands mobility and cooperation opportunities beyond Europe.
- Provides cooperation, capacity building, exchanges, networking and policy support for organisations, and reforms in education, training, youth and sport.

### ***Inclusion and diversity***

The new programme seeks to increase the qualitative impact of its actions and to ensure equal opportunities. To this end, the programme will reach out to people of different ages and from diverse cultural, social and economic backgrounds. It will focus on people with fewer opportunities, including those with disabilities, educational difficulties, or a migrant background, as well as those living in rural and remote areas.

### ***Digital Erasmus +***

In line with the Digital Education Action Plan's priorities, the programme will develop accessible and high-quality digital learning, foster the capacity of teachers, trainers and youth workers, etc. to use digital tools and content, test and promote distance, as well as blended learning. The mobility actions of the programme will provide an increased number of opportunities to acquire and develop digital skills through initiatives such as the Digital Opportunity Traineeships scheme. The implementation of the programme will be significantly digitalised and simplified for participants, in particular through the European Student Card initiative and a revamped IT architecture for beneficiaries and implementing bodies.

### ***Green Erasmus +***

In line with the European Green Deal, the programme will lead by example, by encouraging participants to use lower- carbon transport as an alternative to flying. Erasmus funding will also be channelled into building up knowledge and understanding of sustainability and climate action, so that Europeans acquire the world-leading competences needed to create sustainable societies, lifestyles and economies.

## 1.2. CAPACITY BUILDING ACTIONS

### KEY ACTION 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTION

#### **This Key Action supports:**

- Partnerships for Cooperation, including Cooperation Partnerships and Smallscale Partnerships;
- Partnerships for Excellence, including Centres for Vocational Excellence, Teachers Academy and Erasmus Mundus Action;
- Partnerships for Innovation, including Alliances and Forward-looking projects;
- Capacity Building projects in the field of youth;
- Not-for-profit European sport events.

The Actions supported under this Key Action are expected to contribute significantly to the priorities of the programme, to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities.

This Key Action is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

#### **CAPACITY BUILDING IN THE FIELD OF YOUTH**

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of youth in Programme and third countries not associated to the Programme. They aim to support the international cooperation and policy dialogue in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being of youth organisations and young people.

#### **OBJECTIVES OF THE ACTION**

The action will aim at:

- raising the capacity of organisations working with young people outside formal learning;
- promote non-formal learning activities in third countries not associated to the Programme, especially targeting young people with fewer opportunities, with a view to improving the level of competences while ensuring the active participation of young people in society;
- support the development of youth work in third countries not associated to the Programme, improving its quality and recognition;
- foster the development, testing and launching of schemes and programmes of non-formal learning mobility in third countries not associated to the Programme;
- contribute to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals;
- foster cooperation across different regions of the world through joint initiatives;
- enhance synergies and complementarities with formal education systems and/or the labour market;

#### **THEMATIC AREAS / SPECIFIC OBJECTIVES**

Proposals should focus on one or more of the following thematic areas:

- political participation and dialogue with decision-makers;
- inclusion of young people with fewer opportunities;
- democracy, rule of law and values;
- empowerment / engagement / employability of young people ;
- peace and post-conflict reconciliation;
- environment and climate;
- anti-discrimination and gender equality;
- digital and entrepreneurial skills

## **ACTIVITIES**

The activities proposed must be directly linked to the general and specific objectives of the action, i.e. they must correspond to one or more of the thematic areas listed above and they must be detailed in a project description covering the entire implementation period. Finally, in the context of this international worldwide action, project activities must focus on building and strengthening the capacities of youth organisations and young people *principally in the third countries not associated to the Programme covered by the action.*

Funded projects will be able to integrate a wide range of cooperation, exchange, communication and other activities that:

- contribute to encouraging policy dialogue, cooperation, networking and exchanges of practices;
- promote strategic cooperation between youth organisations on the one hand and public authorities, particularly in eligible third countries not associated to the Programme;
- promote the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations from the labour market;
- raise the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, in particular in eligible third countries not associated to the Programme;
- enhance the management, governance, innovation capacity, leadership and internationalisation of youth organisations, particularly in eligible third countries not associated to the Programme
- support the development of information and awareness campaigns, as well as the development of information, communication and media tools;
- help developing youth work methods, tools and materials;
- create new forms of delivering youth work and providing training and support;
- facilitate non-formal learning mobility.

## **Examples of activities include:**

- the development of tools and methods for the socio-professional development of youth workers and trainers;
- the development of non-formal learning methods, especially those promoting the acquisition/improvement of competences, including media literacy skills;
- the development of new forms of practical training schemes and simulation of real life cases in society;
- the development of new forms of youth work, notably strategic use of open and
- flexible learning, virtual co-operation, open educational resources (OER) and better exploitation of the ICT potential;

- the organisation of events/seminars/workshops/exchange of good practice for cooperation, networking, awareness raising and peer-learning purposes
- the organisation of mobility activities for young people and/or youth workers in order to test tools and methods developed by the partnership. Please note that mobility activities must be secondary to the main objectives of the action, and must be instrumental to and underpin the achievement of these objectives

## 1.3. ABOUT THE PROJECT

**GLOBAL CITIZENSHIP FOR HUMAN RIGHTS was a long-term project that has the main aim to build capacity of partner organisation for using Human Rights Education on the local level and transferring existing tools and creating new one for promoting Human Rights and Interfaith dialogue.**

In many countries in Europe and around the world basic democratic rights are rejected and questioned, large groups in our societies are still promoting intolerance, segregation even authoritarian rule, while right-wing ideologies spreading the values that deny human rights to certain societal groups minimize democracy values at all levels. All of these challenges largely affect the basics of solidarity and democratic living together; they are contributing to a resurgence of nationalism that are increasing those challenges even more.

Human Rights Education - HRE is recognized by consortium as an effective strategy to prevent HR abuses and due to that all synergies among partners will be induced in order to equip youth workers for HRE and train multiplier agents how to organize educational activities on local level.

HRE must constantly evolve in order to respond to the changing needs and circumstances of today's societies. Furthermore, it is not enough to simply educate youngsters on tolerance and non-violence as well as intercultural and interfaith dialogue cannot be described as a best practice without being demonstrated and reinforced by educators, parents, the community and wider civil society. Only through a holistic and cooperative approach can HRE be truly effective in guaranteeing respect for the rights of all. For these reasons, the project also focuses on the planning and implementing different and effective CBAs at the local level in order to strengthen the capabilities of all partners and better promotion and protection of HR.

### ***Project objectives:***

- To build capacities of the partner organization for planning and running activities related to Human Rights Education - HRE and interreligious dialogue
- To equip youth workers for HRE and train multipliers how to organize educational activities on local level
- Promote different positive and effective approaches of HRE in all partner countries and their realities
- To develop competences of youth workers, leaders and trainers needed for working in HRE and intercultural and inter-religious societies.
- To share good practices in the field of HRE and using tools and methods for running NFE activities on local level
- To explore, create and share relevant and effective tools working in a field of HRE and interreligious dialogue as well to provide opportunity to testing these methods in practice
- To create new tools and manuals for HRE
- To stimulate the dialogue and discussion among different participants/stakeholders (representatives of institutions, OCD's, youth, etc.) on local level and building strong networking.

### **Main Project activities:**

- Partners meetings (Kick off meeting; Midterm meeting; Final evaluation meeting)
- Project website
- Blog My perspective of HR/My Human Rights Hero
- Catchy video clips on topic HRE
- Mobility activities (Training course, Seminar; Job Shadowing's)
- Local capacity Building activity (Local workshops, Large scale events)
- Manual for HRE
- Development of new online tools/games for HRE
- Local Dissemination conferences
- Final conference in Serbia

**Project partners:**

- Nongovernmental organisation "IUVENTA – Serbia – coordinating organisation
- Associazione TDM 2000 – Italy
- Gerakan Kerelawanan Internasional (GREAT) – Indonesia
- Disha International Foundation Trust – India
- Institute for Cultural Relations Policy – Hungary
- Darussalam Vakfi ( Darussalam Foundation ) – Turkey





## **CHAPTER 2: HUMAN RIGHTS AND EDUCATION**

*2.1. General Human rights*

*2.2. Human Rights and Global protection Framework*

*2.3. HR and global sustainable development goals*

*2.4. Human Rights Education*



## 2.1. GENERAL HUMAN RIGHTS

Human rights are a recurring theme on the international political agenda. It is talked about in relation to relations between states, with regard to specific facts, and totalitarian or dictatorial systems are accused of their violation. In particular, it is the Western liberal democracies that raise the issue of human rights. At the national level, in most States there is talk of human rights in relation to specific phenomena such as migratory movements, or areas such as, for example, prison systems or ethically sensitive issues. From this picture come great mobilizations of civil society for the promotion of human rights. A mobilization made up of associations, committees, groups of interest.

### HISTORY OF HUMAN RIGHTS

Historically, the concept of human rights has developed in three main periods: The era of natural and universal human rights originating from natural law thinking, The era of positive human rights and, finally, the phase of internationalization of rights.

Originally, people had rights only because of their membership in a group, such as a family. Then, in 539 BC, Cyrus the Great, after conquering the city of Babylon, did something totally unexpected—he freed all slaves to return home. Moreover, he declared people should choose their own religion. The Cyrus Cylinder, a clay tablet containing his statements, is the first human rights declaration in history.

The first historical trace of a written affirmation of human rights is found in the Magna Carta Libertatum, accepted in 1215 by King John of England. The English Magna Carta is very much significant in the development of human rights.

Although the Charter initially sanctioned the promotion of liberty rights for barons, its scope over time also extended to serfs. Central element of the Magna Charta Libertatum was the principle of habeas corpus, the basis of the subsequent “Habeas Corpus Act” (1679) and “Bill of Rights” (1689).

During the centuries of the Renaissance and humanism, generated and fueled by profound processes of renewal, numerous movements of rebellion developed against the authoritarian and repressive systems of traditional societies, which embraced issues such as the fight against slavery. These ferments gave birth to three great epoch-making revolutions: the English Revolution, the American Revolution and the French Revolution. These three events are mentioned as fundamental steps in the formation process of contemporary Western society. In reality, there are significant differences between the three revolutions. Both the English and American revolutions were aimed at limiting the power of the sovereign and had their roots on the principles and freedoms declared in the Magna Carta Libertatum, updating them to the need to overcome the society based on the division between the classes.

In 1776, Thomas Jefferson and other prominent US political figures wrote the US Declaration of Independence, which proclaimed the right to life, liberty and the pursuit of happiness. Adopted by Congress, the declaration is based on the statement “all men are created equal”. Although not legally binding, the document would come to inspire many great future human rights documents.

The real break with the past was achieved with the French Revolution. The Declaration of the Rights of Man and Citizen of 1789 constituted a total shattering of the previous social and political order.

It is certain that, for continental Europe, the French Declaration of 1789 was the most important event, having been the constant reference for all those who fought for their freedom. The core of the Declaration is constituted by the indissoluble link between the individual, fundamental rights and popular sovereignty, which will make the concept of democracy inseparable from human rights.

The common point of these revolutions was precisely that of the positivization of fundamental rights, thus implementing the transition from human rights as such to the rights of a citizen of a state. Civil liberties acquired, as we stated above, concretely and effectively, but lost their universal value.

The modern internationalization of human rights takes place in the period between 1815 and the First World War. After the First World War, the Convention on the abolition of slavery and the slave trade within the League of Nations is significant (1926).

This process of internationalization took notable steps immediately after the end of the Second World War, reaching a previously unknown level. In the five years following 1945 we had, on a universal scale, the establishment of the United Nations and, in Europe, the European Convention for the protection of human rights.

From a historical point of view, human rights were definitively established in the years following the Second World War with the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations on 10 December 1948.

### **WHAT ARE HUMAN RIGHTS?**

Human rights are those rights that are believed to belong to any person, regardless of citizenship, personal beliefs, ethnicity, religion and any other status.

In other words, human rights belong to the human being as such, regardless of any external circumstance. Human rights are born and die together with the individual to which they belong, they are irrepressible, inalienable and non-transferable because they are inherent in the person himself.

Human rights are:

- Unavailable, in the sense that their owner cannot legally dispose of them, that is, cannot carry out legal operations that have such rights as their object. All human rights are inalienable rights and, therefore, cannot be ceded, exchanged, loaned, suppressed, nor can they be spontaneously renounced;
- Irrepressible, since no one, neither the owner nor others, can make them fail, not even the State;
- Natural, since, as explained several times, they must not be attributed by the State, as they arise at the moment of the person's birth. A newborn, in practice, is already born with the right to life, health, dignity, freedom, etc. For this reason, human rights are also referred to as natural rights or rights of nature.

Alongside the theoretical and philosophical enunciation, it should be noted that the concept of human right, as well as of rules and regulations aimed at its protection, are

influenced by different systems and regulations. For example, there are democracies whose constitution recognizes and protects human rights but whose legal system provides for the death penalty. Similarly, there are systems that formally recognize and protect human rights but in practice trample them systematically. This was the case, for example, of the countries of the Soviet bloc.

### **WHAT ARE THE MAIN HUMAN RIGHTS?**

Surely among the most important human rights there is that to life, health, personal freedom, dignity and dignity of one's person, not to be subjected to discrimination of any kind, not to suffer torture (whether physical or psychological), to confidentiality, to be equal to others before the law and to undergo a fair trial. In short, human rights include all those that, over time, have become the foundations of any contemporary democratic society.

The fundamental characteristics of human rights are obviously affected by the fact that these rights are inherent to man, in the sense that they are born and die with the person himself.

In other words, human rights belong to the human being as such, regardless of any external circumstance. Human rights are born and die together with the individual to which they belong, they are irrepressible, inalienable and non-transferable because they are inherent in the person himself.

We have said that human rights are those inherent to each person, regardless of any circumstance. Certainly one of the most important human rights is that of life, health, and imprescriptible freedom, in the sense that they do not become extinct due to their non-use for a certain period of time. Let's take an example: the right to vote is normally considered one of the fundamental human rights, at least in democracies. If a person were not to vote for twenty years, this would not extinguish his right;

## 2.2. HUMAN RIGHTS AND GLOBAL PROTECTION FRAMEWORK

The formalization and enunciation of human rights, which took place with the universal declaration of 1948, also set the stage for the definition of a general framework for their protection and protection. The declaration, it must be said, does not establish a binding international law for the member countries of the UN but defines a hierarchy of principles and values in the protection of fundamental individual rights. The declaration was thus the basis for the adoption of conventions and treaties which, on the contrary, are binding on the subscribers and help to define the framework for the protection of human rights, also through mechanisms and legal instruments in the event of their violation by of the states. These treaties constitute the so-called "nine core human right treaties" and are:

### ➤ **The International Covenant on Civil and Political Rights;**

The International Covenant on Civil and Political Rights contains important guarantees for the protection of civil and political liberties. It was adopted by the UN General Assembly on December 16, 1966 and entered into force on March 23, 1976

It guarantees the classic fundamental freedoms. Together with the International Covenant on Economic, Social and Cultural Rights it places the protection of human rights within the framework of a binding international treaty, as envisaged by the Universal Declaration of Human Rights of 1948.

It mentions the following rights:

- Protection of life and prohibition of torture;
- Prohibition of discrimination on the basis of race, sex, language, religion;
- Prohibition of slavery and forced labor;
- Prohibition of a fair trial;
- Recognition of freedom of opinion, religion, association and assembly;
- Recognition of political rights;

### ➤ **The International Covenant on Economic, Social and Cultural Rights;**

The International Covenant on Economic, Social and Cultural Rights includes all human rights that fall within the sphere of the economy, society and culture. It was approved by the UN General Assembly on December 16, 1966 and entered into force in 1976.

In the Covenant the following rights are mentioned:

- Economic rights: right to work, right to favorable working conditions, right to strike, property protection;
- Social rights: right to social security, family law, right of mothers - before and after childbirth - and of children to special protection and adequate support, right to adequate living conditions, right to health;
- Cultural rights: right to education and the right to participate in cultural life;

According to the covenant States are required to operate, with the maximum of the resources at their disposal and with all appropriate means, in order to ensure the implementation of economic, social and cultural rights.

### ➤ **The Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment;**

The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment obliges States Parties to prevent and punish torture. The Convention was adopted by the UN General Assembly on 10 December 1984.

The Convention obliges States parties to take all necessary measures to prevent and punish acts of torture and cruel treatment and to protect detained persons from attacks against their physical and mental integrity.

The Convention establishes, among other things, the following rights:

- Absolute prohibition of torture;
- Prohibition of extradition of a person to another State if there are serious reasons to believe that in that State he risks being subjected to torture (principle of "non-refoulement" or non-refoulement);
- Detailed definition of torture;
- Disciplination of the punishment for persons who carry out acts of torture and their extradition;
- Regulation of the prevention and detection of torture cases;

The Convention Against Torture was approved by the UN General Assembly on 10 December 1984 and entered into force on 26 June 1987.

➤ **The Convention on the Rights of the Child;**

The Convention on the Rights of the Child concretizes human rights for the life spans of children and young people under the age of 18. The Convention was adopted by the UN General Assembly on November 20, 1989.

The Convention guarantees children the rights of human beings. Children are recognized as individual and autonomous personalities. However, the Convention also seeks to take into account their particular protection needs, thus contributing to greater protection, from a legal and effective point of view, of the weakest members of each society.

The Convention guarantees, among other things, the following rights:

- The right to the protection of the well-being of children;
- The right to life and personal development;
- The right to equal treatment;
- The right to express opinions and to participate;

➤ **The International Convention on the Elimination of All Forms of Racial Discrimination;**

The International Convention on the Elimination of All Forms of Racial Discrimination obliges Contracting States to undertake to eliminate all forms of discrimination based on race. The Convention was adopted by the UN General Assembly on 21 December 1965.

The Convention obliges to pursue by all appropriate means a policy aimed at eliminating all types of discrimination based on race, promoting inter-ethnic understanding and avoiding and punishing any discriminatory behavior.

It also defines the concept of racial discrimination and enumerates the civil, political, economic, social and cultural rights that must be guaranteed regardless of racial

differences. It also includes the fundamental right to have recourse to legal means against any discriminatory behavior.

➤ **The Convention on the Elimination of All Forms of Discrimination against Women;**

The Convention on the Elimination of All Forms of Discrimination Against Women undertake to eliminate all discrimination against women by all appropriate means. The UN General Assembly adopted the Convention on 18 December 1979.

The Convention prohibits discrimination against women in all areas of life. It not only prohibits any discrimination against women, but also obliges States parties to actively take measures to ensure equality between women and men, in particular at the political, social, economic and cultural levels. The Convention makes an international contribution to effective equality between women and men.

The Convention contains among other things:

- A definition of discrimination against women;
- The principle of equality between men and women;
- The obligation on the part of States to actively take all appropriate measures to ensure this equality.

➤ **The Convention on the Rights of Persons with Disabilities;**

The Convention on the Rights of Persons with Disabilities guarantees these persons full human rights. The Convention was adopted by the UN General Assembly on 13 December 2006. Switzerland acceded to it on 15 April 2014.

The Convention guarantees participation in public, economic and social life. It does not create special rights, but concretizes universal human rights from the point of view of people with disabilities. The goal is to promote equal opportunities for people with disabilities and prevent them from being discriminated against in society.

The agreement guarantees, among other things, the following rights:

- The right to an independent life and self-determination;
- The right to a family of their own;
- The right to employment;
- The right to an adequate standard of living and social protection;
- Access to education;
- The right to participate in public and cultural life;
- Protection from multiple discrimination, violence, exploitation and abuse;

The Convention also obliges the States parties to create specialized services (the so-called "focal points") that accompany the implementation of the obligations envisaged. States parties must also develop a national program to implement and promote the Convention.

➤ **The International Convention on the Protection of the Rights of All Migrant Workers and Members; of Their Families;**

The International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families protects migrant workers and their families. It was approved by the UN General Assembly on 18 December 1990 and entered into force on 1 July 2003.

The Convention aims to protect, regardless of their migratory status, migrant workers, as well as their families, from exploitation and violations of human rights. The Convention reaffirms the fundamental rights enshrined in the Universal Declaration of Human Rights and in international human rights conventions.

It defines the civil and political rights of migrant workers (e.g. the right to inform consular authorities in the event of arrest) taking into account their particular situation and contains provisions regarding violations of migration legislation as well as prohibitions (including the prohibition of collective expulsion).

Furthermore, it establishes the economic, social and cultural rights of migrant workers - for example the right to the minimum necessary medical services or education for their children - taking into account their particular situation.

➤ **The International Convention for the Protection of All Persons from Enforced Disappearance;**

The International Convention for the Protection of All Persons from Enforced Disappearance aims to punish and combat enforced disappearance as a violation of human rights. The Convention was approved by the UN General Assembly on December 20, 2006.

The International Convention for the Protection of All Persons from Enforced Disappearance obliges States Parties to prevent, prohibit and penalize enforced disappearance as a violation of human rights. By "enforced disappearance" the Convention means any deprivation of liberty committed by agents or with the consent of a State, subsequently refusing to recognize such deprivation and to communicate the whereabouts of the person in question.

In particular, the States Parties undertake to:

- Criminally punish forced disappearance in any circumstance and without exception;
- Establish in its legislation the conditions, competences and compliant procedures for deprivation of liberty;
- Ensure that registers or official documents are compiled that contain at least certain essential information on persons deprived of their liberty;
- Ensure that people close to the interested party have access to essential information on the place where the latter is located;
- Guarantee the reparation to the victims of enforced disappearance and the knowledge of the truth about the fate of the missing person;

Some of the above treaties are supplemented by optional protocols dealing with specific concerns whereas the Optional Protocol to the Convention against Torture establishes a committee of experts.



## 2.3. HR AND GLOBAL SUSTAINABLE GOALS

It is increasingly recognized that human rights are essential to achieve sustainable development. The Millennium Development Goals (MDGs) served as a proxy for certain economic and social rights but ignored other important human rights linkages. By contrast, human rights principles and standards are now strongly reflected in an ambitious new global development framework, the 2030 Agenda for Sustainable Development.

In September 2015, 170 world leaders gathered at the UN Sustainable Development Summit in New York to adopt the 2030 Agenda. The new Agenda covers a broad set of 17 Sustainable Development Goals (SDGs) and 167 targets and will serve as the overall framework to guide global and national development action for the next 15 years.

The SDGs are the result of the most consultative and inclusive process in the history of the United Nations. Grounded in international human rights law, the agenda offers critical opportunities to further advance the realization of human rights for all people everywhere, without discrimination.

The 2030 Agenda is unequivocally anchored in human rights: The new Agenda is explicitly “grounded in the UN Charter, the Universal Declaration of Human Rights, international human rights treaties” and other instruments, including the Declaration on the Right to Development (para 10). It states that the SDGs aim to “realize the human rights of all” (preamble) and emphasises “the responsibilities of all States... to respect, protect and promote human rights and fundamental freedoms for all, without distinction of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status” (para 19). Importantly, the new Agenda is “to be implemented in a manner that is consistent with the... obligations of states under international law.”(para 18). This means that any gaps or ambiguities should be resolved in accordance with the requirements of international human rights law.

The SDGs offer a new, more balanced paradigm for more sustainable and equitable development: While the MDGs addressed only a narrow set of economic and social issues, the SDGs include 17 goals and 169 targets covering a wide range of issues that effectively mirror the human rights framework. Many of the SDGs relate closely to economic, social and cultural rights. Goal 16 on peaceful and inclusive societies also covers many dimensions of civil and political rights, including personal security, access to justice, and “fundamental freedoms”. Goal 17 and many of the international targets under each Goal address issues that are related to duties of international cooperation and the right to development.

The SDG targets are closely aligned with human rights standards: Although the SDGs themselves are not framed explicitly in the language of human rights, most targets explicitly reflect the content of corresponding human rights standards. For example, the SDGs address availability, accessibility, affordability and quality of education, health, water and other services related to those rights. There are targets on access to safe, nutritious and sufficient food for all, universal health coverage, free equitable and quality primary and secondary education, access to safe and affordable water, sanitation, hygiene and housing, and access to “safe, effective, quality and affordable essential medicines and vaccines for all.”

However, where there are gaps or inconsistencies, it will be critical to ensure that implementation of the targets is consistent with international human rights law: Examples include sexual and reproductive health and rights (Target 5.6), targets limited to the requirements of national law (Targets 5.a and 16.10), and Targets 16.2 (ending violence and torture) and 16.10 (“fundamental freedoms”). In other cases, inconsistencies with human rights standards may be implicit. For example Target 6.2 aims to eliminate open defecation but, with means of implementation unspecified, may risk criminalising the poorest people in practice. These kinds of unintended effects must be anticipated and prevented.

The 2030 Agenda aims to combat inequalities and discrimination and “leave no one behind”, and contains a strong commitment to the disaggregation of data: The 2030 agenda reaffirms the responsibility of all States, to “respect, protect and promote human rights, without distinction of any kind as to race, colour, sex, language, religion, political or other opinions, national and social origin, property, birth, disability or other status” (para. 19). The SDGs include two dedicated goals on combating inequality and discrimination (Goal 5 on achieving gender equality and Goal 10 on reducing inequalities within and between States). The goals and targets aim to “leave no one behind” and “reach those furthest behind first” (para 4). The Agenda calls for the follow-up and review processes for the SDGs to be based upon evidence and data disaggregated by “income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts” (para 74, and Target 17.18)

The new agenda includes perhaps the most expansive list of groups to be given special focus of any international document of its kind. There is a strong focus on women and girls and gender issues, and the inclusion of children, youth, persons with disabilities, people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants (e.g. para 23). There is an important new commitment of Member States to welcome the positive contribution of migrants and ensure that migration takes place with “full respect for human rights and the human treatment of migrants regardless of migration status, of refugees and of displaced persons” (para 35). However there are also major gaps such as the lack of explicit reference to minorities and LGBTI.

The SDGs are universal and indivisible and all goals must be implemented for all people in all countries: Like the human rights agenda, the 2030 Agenda is a universal agenda and is universally applicable for all people in all countries, including developed and developing countries. The new Agenda recognises the different levels of development of countries but expects each country to implement the new Agenda in accordance with their different national realities, resources and capacities. At the same time, the goals and targets are indivisible and an integral whole. Hence, progress must be made on all goals, and the new Agenda cannot be taken as an à la carte menu.

A strong accountability framework should be established at national, regional and global levels, including accountability for non-state actors: The 2030 Agenda commits governments to establishing a “robust, voluntary, effective, participatory, transparent and integrated follow-up and review framework” and sets out important principles to guide the review process at all levels, including gender sensitivity and respect for human rights. Details will be defined in intergovernmental negotiations in 2016. A robust accountability mechanism is needed at the global level under the High Level

Political Forum. Universal country reviews and thematic reviews should systematic draw upon information and recommendations from the UN human rights mechanisms. Participatory monitoring mechanisms are also needed at the national and regional levels. The UN Guiding Principles on Business and Human Rights, which were recognised in the 2030 Agenda, should provide the framework for the accountability of the private sector.

A human rights-sensitive SDG indicator framework is needed, to monitor progress for all people, everywhere. The high ambitions of the 2030 Agenda must not be diluted in the development of SDG indicators. The “data revolution” for sustainable development must fully embrace not only human rights-sensitive indicators, but also a human rights-based approach to the collection, production, analysis and dissemination of data. The indicator framework must give effect to the 2030 Agenda’s strong commitment to the collection and disaggregation of data to measure progress in “leaving no one behind,” especially individuals and groups suffering discrimination. Data should be collected and disaggregated by all grounds of discrimination prohibited under international human rights law, which will require developing new partnerships, methods and data sources, including non-traditional data sources and data gatherers including civil society.

## 2.4. HUMAN RIGHTS EDUCATION

*This part is taken from T-Kit 14 - Value-based learning in mobility projects; page 58 and 59*

Human rights education (HRE) calls for learning about, through and for human rights. These different approaches activate different elements of competence. “About” human rights activates knowledge, “through” human rights requires attitudes and values, while “for” human rights sets things in action and needs the appropriate skills. In fact, it requires the same process that was elaborated under the value-based approach and action-centred education. Human rights education ensures that people understand what their rights are, are able to internalise them and align their other values to them, as well as develop their abilities and have concrete tools to act on them. Beyond the individual, human rights education is also about applying this process to others and feeling, knowing and being able to promote and protect their rights as well. Ultimately, it is about actively contributing to building a culture of human rights in the community. “It is a culture where human rights are as much a part of the lives of individuals as language, customs, the arts and ties to place are” (Council of Europe 2012).

Being a fundamental human right,<sup>89</sup> human rights education should be accessible to all young people, but as stated in *Compass* (ibid.), the reality shows that most young people in Europe have little or no access to human rights education. *Compass* and the associated training of multipliers at local, national and European levels were developed to change this.

Learning mobility projects can and should make sure that human rights education, as part of a value-based approach, is accessible to all young people and supports them in critically reflecting on the values and choosing to act on them. This is because the empowerment of young people to be active citizens is part of the culture of human rights. At the same time, human rights and a rights-based approach should be the foundation of all mobility project, and learning environments that are created need to respect human rights and the associated values.

In order to create those kinds of environments and to facilitate human rights education, facilitators of learning also need to have competences, or appropriate knowledge, skills, attitudes and values. The training of trainers in human rights education (TOTHRE) of the Council of Europe has, since 2003, been one of the most sought-after training courses in the European youth field. It encompasses competences needed to facilitate human rights education. The ETS Competence Model for Trainers, for example, has several indicators dedicated to trainers facilitating human rights education under its competence area: Being civically engaged.

Human rights education requires holistic learning, which means that it involves the whole person – mind, body and soul. Holistic learning means not only considering the person as a whole, but also the contexts and systems that they carry with them. It has a strong link to integrity,<sup>94</sup> because one has to feel it, do it, show it, encourage it and facilitate it, which, when it comes to human rights, is a very important thing to consider.

HRE is also open-ended learning. It provides foundations, but not prescriptions. It provides lenses through which things should be looked at and explored. HRE, being one example of value-based education, has values providing a framework and lenses to look through, but learners are encouraged to explore, critically reflect and seek answers,

without undermining the framework or the foundation of human rights. In that, they are encouraged to embrace ambiguity of the possible answers. Connected to that, learners are encouraged to seek and engage in values clarification: “to identify, clarify and express their own beliefs and values and to confront them with others in a safe framework based on the dignity of every human being, freedom of thought and expression, and the respect for others’ opinions” (Council of Europe 2012).

In addition, in *Compass* there is another important aspect to be considered and that is to “start from where people are” and build the process around it. This includes the learner’s needs, but also the values they bring to the learning environment. Rui Gomes (2017) argues that the purpose of human rights is not to provide right and wrong answers, but to empower learners to be able to decide for themselves.

This all might imply that any proclaimed values are welcomed and allowed in human rights education, as well as in value-based education. In reality, they are and they are not. They are welcome to be expressed and learners should feel safe and confident to speak and to be heard – genuinely and with empathy. Because the only way for someone to reflect on their values and to have a chance to change them is by being able to first acknowledge and express them. Therefore, learners should also be ready to take part in reflection on those values and critically assessing them. At the same time they should also be reminded of the human rights framework and what human rights stand for. Because one person’s human rights end where another’s human rights begin, or as the old saying goes: “Your liberty to swing your fist ends just where my nose begins.” This means that if those values go against a basic human rights framework, if they are discriminatory or promote hate, then they are not welcome to stay and be promoted.<sup>96</sup>

Other principles that are deeply incorporated into human rights education are: participation, co-operative learning, experiential learning and learner-centredness. In fact, the principles of HRE are the key principles of non-formal education as well.



## **CHAPTER 3: GAMES AND ACTIVITIES**

*3.1. The Human Rights Labyrinth*

*3.2. Human Memo*

*3.3. Holy Places*

*3.4. Human Rights Defenders Maze Game*

*3.5. Destiny to the Human Rights*

*3.6. Peace Journey*

*3.7. Score Your Rights*

*3.8. Spotted: Human Rights' Violations*



### 3.1. THE HUMAN RIGHTS LABYRINTH

Title	<b>THE HUMAN RIGHTS LABYRINTH</b>
Summary of activity	The board game Human Rights Labyrinth is designed to provide basic knowledge of Human Rights and its basic concepts. The game is created on a circle labyrinth, where players move according to the number on rolled dice. If participants come across Question Mark, they have to answer a question from the question deck. If they come across an exclamation point, they have to choose a card from the opportunity cards and they follow the given task.
Learning objectives	<ul style="list-style-type: none"> <li>• To have basic information of Human Rights and the basic concepts of Human Rights</li> <li>• To better understand human rights and how its apply in daily life</li> <li>• To get familiar with the meaning and significance of the Universal Declaration of Human Rights</li> <li>• To get familiar with international organizations that work to promote and protect human rights and its main bodies</li> <li>• Encourage players to identify and appraise diverse representations of human rights and the role of international human rights institutions</li> </ul>
Target audience, profile of participants	15+
Group size	For 4 to 6 players
Time	1.5 hours
Level (of difficulties)	2-3
Materials	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Game board</li> <li>• 6 pawns of different colors</li> <li>• One dice</li> <li>• Question cards</li> <li>• Opportunity / (Un)opportunity cards</li> </ul>
Instructions and rules	<p><b>How to play</b></p> <p><i>This game can be played without a facilitator. In the case of a facilitator's presence, he has a chance to add other elements in a game or to share his knowledge and experience related to a subject.</i></p>



	<p>To start, the players take turns rolling the dice. The player with the lowest numbers starts the game in a clockwise direction.</p> <p>The starting player rolls the dice and enters the labyrinth on the start space. The roll of the dice determines how many spaces a player can move their game piece forward.</p> <p>As players make their way through the labyrinth, they will land on a space and be asked to either draw a question or opportunity/(un)opportunity cards.</p> <p>Players can occupy the same space on the board at the same time without penalties.</p> <p>If a player lands on a board space with:</p> <p>A) a <b>Question mark icon</b>, they must draw a card from the Question cards deck. The question will be read out by the player with the left side. <u>Correct answer is bolded on the card.</u></p> <p>1. <b>If a player answers correctly</b> they will have a chance to open a secret door marked on the board and move on to the next level of the labyrinth. To open a secret door it is not only necessary to answer questions correctly but also the player needs to roll the dice again and:</p> <ol style="list-style-type: none"> <li>a) If they get 4,5 or 6 - the doors will be opened and the player can move on to the next level.</li> <li>b) If dice show 1. 2 or 3 - the doors will stay closed and the player must stay in the same position</li> </ol> <p>2. <b>If a player answers incorrectly</b> they move back <b>1 field</b> <i>Note: If from this move, the player lands on the Opportunity/(Un)opportunity field, this does not mean the player need to take this card: the turn stops there.</i></p> <p>B) an <b>Exclamation mark icon</b>, the player must draw an Opportunity / (Un)opportunity card and read it out loud. The player must then follow the instructions on the card.</p> <p>C) a <b>Special action fields</b> - is visible on the board with explanations of what you should do</p> <p>Players win when they reach the space at the center of the board.</p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> <li>• Prepare yourself by reading the questions and answers;</li> <li>• Be inform about Universal declaration of Human Rights and human rights in general</li> <li>• Stimulate dialogue in the group with respecting group ground rules</li> <li>• Some situations from Opportunity/(un)opportunity cards may be sensitive. Create safe environment and supportive approach</li> <li>• Don't forget to remind players about the main objectives</li> </ul>

	of the game and learning purposes of the game.
Debriefing questions	<ul style="list-style-type: none"> <li>• How did you feel during the game?</li> <li>• What did you learn from this board game?</li> <li>• What gave you the strongest impressions during the game?</li> <li>• What was the most difficult part of the game?</li> <li>• How does education affect human rights?</li> <li>• Did you see any connection between any situation of the game and reality? Did you find any situation which you have experienced? Would you like to share it?</li> <li>• What becomes evident through this exercise?</li> </ul>
Variations	The game can be used as a part of training /workshop/working session when we want to participants get familiar with the meaning and significance of the Universal Declaration of Human Rights and with international organizations that work to promote and protect human rights and its main bodies. Therefore, this game can be used after some activities aiming to emphasize role of international human rights institutions.
Handout	<ul style="list-style-type: none"> <li>• Game board</li> <li>• 6 pawns of different colors – not provided</li> <li>• One dice – not provided</li> <li>• Question cards</li> <li>• Opportunity / (Un)opportunity cards</li> </ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/human-rights-labyrinth/">http://global-citizenship-for-human-rights.org/tools/human-rights-labyrinth/</a></p>
References	<p>https://www.un.org/en/  https://eurlex.europa.eu/summary/chapter/human_rights.html?root_default=SUM_1_CODED%3D13  https://ec.europa.eu/info/aid-developmentcooperation-fundamental-rights/your-rights-eu/eucharter-fundamental-rights_en</p>

## 3.2. HUMAN MEMO

Title	<b>HUMAN MENO</b>
Summary of activity	A memory game about human rights in which each matched pair of symbols follows a question about human rights, with the main aim to increase the level of knowledge about the topic by playing.
Learning objectives	<ul style="list-style-type: none"> <li>• Learning by playing - players of all ages while playing are able to learn more about Universal declaration of human rights and human rights in general</li> <li>• Raising awareness about the human rights and diversity in the world</li> <li>• Increase level of knowledge about human rights</li> </ul>
Target audience, profile of participants	from 10 and up
Group size	From 2 to max 7 players or teams
Time	60 – 90 minutes
Level (of difficulties)	1
Materials	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Memory cards (60 cards)</li> <li>• Board</li> <li>• Figures - 7 (different colors)</li> <li>• Question cards</li> </ul>
Instructions and rules	<p><b>How to play</b></p> <p><i>This game can be played without a facilitator. In the case of a facilitator's presence, he has a chance to add other elements in a game or to share his knowledge and experience related to a subject.</i></p> <ol style="list-style-type: none"> <li>1. Put the cards facing the table (upside down)</li> <li>2. Put the figures on the starting position on the board</li> <li>3. Following a certain order, every player has to switch 2 cards:             <ol style="list-style-type: none"> <li>a) When two cards are not a pair, then the player has to put them upside down facing the table again;</li> <li>b) When a player finds a match of symbols 2 cards of the same pair, he/she has to answer the question. If the answer is correct, the player gets one point (player is going one step forward on the board) and the right to play one more time. Also, a player will keep cards.</li> </ol> </li> </ol> <p><b>The question will be read out by the player with the left side. <u>Correct answer is bolded on the card.</u></b></p>

	<p>4. When a player reaches four points on the board, he/she can answer a bonus question - if he/she wants:</p> <p>a) If the player answers correctly - he/she gets one point;</p> <p>b) If the player does not answer correctly - he/she loses one point.</p> <p>5. The game is over when all the cards have been matched. The player with the highest score (points) wins.</p>
Tips for facilitators	<ul style="list-style-type: none"> <li>• Prepare yourself by reading the questions and answers;</li> <li>• Be inform about Universal declaration of Human Rights and human rights in general</li> <li>• Stimulate dialogue in the group with respecting group ground rules</li> <li>• Some situations from question cards may be sensitive. Create safe environment and supportive approach</li> <li>• Don't forget to remind players about the main objectives of the game and learning purposes of the game.</li> </ul>
Debriefing questions	<p>Ask the participants what they feel about the process they have been through:</p> <ul style="list-style-type: none"> <li>• How did you feel playing this game?</li> <li>• How difficult was playing this game from an aspect of initial knowledge before playing?</li> <li>• What was the most interesting thing you learnt from this activity?</li> <li>• Did you see any connection between any situation of the game and reality? Did you find any situation which you have experienced? Would you like to share it?</li> <li>• Is there anything you learned or experienced playing this game that surprised you? Can you explain what and in which way?</li> <li>• What do you think is the most important thing everyone should know that is related to human rights?</li> </ul>
Variations	<p>The game can be customized according to the needs and level of knowledge of the target groups, by:</p> <ul style="list-style-type: none"> <li>• Concentrating on specific human rights by removing some of memory cards with specific symbols of human right that it's not needed for playing;</li> <li>• In case of limitation of the time for playing, it's possible to determine number of correct answers to reach for winning the game;</li> <li>• The game can be played in teams, instead of individual players.</li> </ul>
Handout	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Memory cards (60 cards)</li> <li>• Board</li> <li>• Question cards</li> <li>• Figures – not provided</li> </ul>

	<a href="http://global-citizenship-for-human-rights.org/tools/human-memo/">http://global-citizenship-for-human-rights.org/tools/human-memo/</a>
References	<p><a href="https://www.un.org/">https://www.un.org/</a> <a href="https://www.ohchr.org/">https://www.ohchr.org/</a> <a href="https://news.un.org/">https://news.un.org/</a> <a href="https://www.who.int/en/">https://www.who.int/en/</a> Article 9 – Accessibility   United Nations Enable Holy Memo - Religions Manuel - Development of new Inter-religious tools; Iuventa, 2018</p>

### 3.3. HOLY PLACES

Title	<b>HOLY PLACES</b>
Summary of activity	A card game about freedom of belief in which participant need to match the correct image with relevant name.
Learning objectives	<ul style="list-style-type: none"> <li>• Learning by playing - players of all ages while playing are able to learn more about religious places of worship around the world.</li> <li>• Raising awareness about diversity and freedom of belief</li> </ul>
Target audience, profile of participants	from 10 and up
Group size	From 2 to max 6 players or teams
Time	30 – 45 minutes
Level (of difficulties)	1
Materials	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Temples cards (31 cards)</li> <li>• Labels (31 white labels)</li> </ul>
Instructions and rules	<p><b>How to play</b>  <i>This game can be played without a facilitator. In the case of a facilitator's presence, he has a chance to add other elements in a game or to share his knowledge and experience related to a subject.</i></p> <ol style="list-style-type: none"> <li>1. Put the temple cards on a table</li> <li>2. Put the white labels at center of the table. The name of the temples should face the table.</li> <li>3. Each partner take one white label and place the label on the correct picture. If the choice is correct the player got one point and the player got picture and label close to him. If is not correct the player put the label at the bottom of the label deck. All players keep the process one by one until the white label finished.</li> <li>4. Each time a player guesses correctly the image he can share information about the place in the image.</li> <li>5. If the group of players do not manage to guess correctly they can use the mobile phone to finalize the matching part.</li> </ol>
Tips for facilitators	<ul style="list-style-type: none"> <li>• Prepare yourself by learning about all temples in the images;</li> <li>• Stimulate dialogue in the group by respecting group</li> </ul>

	<p>ground rules</p> <ul style="list-style-type: none"> <li>• Stimulate players to use digital device to inform about their findings</li> <li>• Remind players about the main objectives of the game and the learning purposes of the game.</li> </ul>
Debriefing questions	<p>Ask the participants what they feel about the process they have been through:</p> <ul style="list-style-type: none"> <li>• How did you feel playing this game?</li> <li>• How difficult was playing this game from an aspect of initial knowledge before playing?</li> <li>• Is there anything you learned or experienced playing the game that surprised you? Can you explain what and in which way?</li> <li>• Which image was more interesting for you?</li> <li>• Do you know any cases when religious beliefs were violated?</li> <li>• Is there any of these temples that you would like to visit? Why?</li> <li>• Is there any temple you already visited?</li> </ul>
Variations	N/A
Handout	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Temples cards (31 cards)</li> <li>• Labels (31 white labels)</li> </ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/holy-places/">http://global-citizenship-for-human-rights.org/tools/holy-places/</a></p>
References	

### 3.4. HUMAN RIGHTS DEFENDERS MAZE GAME

Title	<b>HUMAN RIGHTS DEFENDERS MAZE GAME</b>
Summary of activity	Playing is easy, just find the shortest route through the maze of the Human Rights Defenders and you'll be the winner. This game is designed for 2-4 players, and the aim is to reach all your tasks (Human Rights Defenders), using the shortest possible route through the labyrinth. But there's a twist; the structure of the labyrinth can change at any time as players manipulate the route to either make a path easier for themselves, or block that of an opponent.
Learning objectives	<ul style="list-style-type: none"> <li>• to learn more about human rights defenders and their contribution to the improvements of human rights</li> <li>• to develop empathy related to human rights defenders and their oppressions in the societies worldwide</li> <li>• to support players to understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights.</li> </ul>
Target audience, profile of participants	15+
Group size	For 2 or 4 players or teams
Time	45 – 60 minutes
Level (of difficulties)	2
Materials	<ul style="list-style-type: none"> <li>• Instructions how to play</li> <li>• 1 game board with 16 fixed path tiles</li> <li>• 34 square path tiles</li> <li>• 24 task (Human Rights Defender) cards</li> <li>• 72 question cards</li> <li>• 4 playing pieces different color</li> </ul>
Instructions and rules	<p><b>Set Up</b></p> <p>Shuffle the path tiles, face down, and place them face up on the empty spaces of the game board to form a random maze of paths. There should be one path tile remaining. Lay it face up next to the game board and use it later in the game to replace tiles that have been moved off the board.</p> <p>Shuffle the 24 task (human rights defenders) cards and divide them evenly among the players. Each player lays his task (human rights defender) cards down in front of them on the table in a pile without looking at them.</p>



Each player chooses one of the 4 playing pieces and places it on its own colour in one of the four corners of the game board.

Ready to go!

### How to play

Each player looks at the first card of them stack of task cards without showing it to the other players. Now you try to get to the square showing the same task (human rights defender name) as on your card.

The last player to go on a task (human rights defender name) tiles goes first with play continuing in a clockwise direction.

A turn is always made up of two steps:

#### 1. Move the maze

#### 2. Move your playing piece

plus additional step when you find your Human Rights Defender

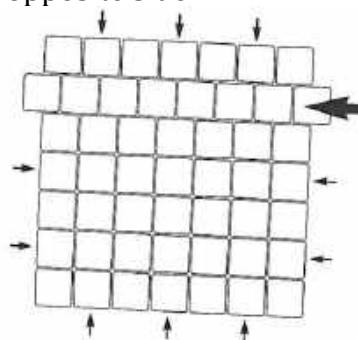
#### 3. Answer the question

On your turn, try to move your playing piece to the task (human rights defender name) tiles in the labyrinth showing on your card. First, insert the path tile lying next to the game board and then move your piece on the board.

#### 1. Moving the Maze

There are 12 arrows along the edge of the board. They are marking the rows where you can insert the path tile into the maze.

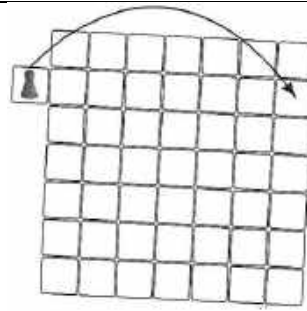
On your turn, insert the extra path tile into the game board where one of the arrows is, until another path tile is pushed out of the maze on the opposite side.



The only exception: The path tile cannot be inserted back into the board at the same place where it was pushed out.

**Hint:** To better remember where you are not allowed to slide the path tile, leave the tile where it is until it is used again.

If the path tile you push out has a playing piece on it, put this piece on the opposite side of the board on the path tile that was just placed. Moving this piece does **not** count as your turn!



**Important:** You must move the maze before you can move your playing piece. Even if you can get to the human rights defender you are looking for without moving the maze.

The player inserts the extra path tile into the game board before moving their playing piece, and so on.

## 2. Moving Your Playing Piece

Once you have moved the maze, you can move your playing piece. You can occupy any square that you can move your piece to directly, without interruption. You can move your playing piece as far as you like. Or, you can leave your playing piece where it is.

*Hint: If you are unable to get to the human rights defender you are searching for, you can move your playing piece into a position that gives you a good starting point for your next turn. Or, you can leave your playing piece where it is.*

Now it's the next player's turn. This player inserts the extra path tile into the game board before moving their playing piece, and so on.

## 3.

Once you find the human rights defender you are looking for, you need to answer the question related to Human Rights Defenders involved in the game from the Question Card Desk. The question will be read out by the player with the left side. Correct answer is bolded on the card.

- a) If the player answers the question correctly then the Human Rights Defender Card faces up and places it in front of them.

Therefore, look at your next task (card with human rights defender name).

On your next turn, find your way to this defender on the game board.

- b) If the answer is wrong the player can not face up the Human Rights Defender card and wait till the next turn to attempt to reach the same Human Rights Defender (There are possibilities that other players by moving their tiles can take away from the Human Rights Defender field that the previous player has wanted to reach).

	<p><b>Ending the Game</b></p> <p>The game is over as soon as a player has turned over all their Human defender cards and returned their playing piece to its starting position.</p> <p>The first player to do this is the winner.</p>
Tips for facilitators	<ul style="list-style-type: none"> <li>• Familiarize yourself with the human rights defenders in the game</li> <li>• Keep in mind that this game also has a competitively manipulative character and makes it clear that the rules must be followed.</li> <li>• Encourage participants to answer questions freely, and in case of mistakes, allow others to help</li> <li>• Don't forget to remind players about the main objectives of the game and the purposes of the game.</li> <li>• Allow players to express their emotions when meeting human rights defenders or share which one they identify with the most easily.</li> </ul>
Debriefing questions	<p>Ask the participants what they feel about the process they have been through:</p> <ul style="list-style-type: none"> <li>• How did you feel playing this game?</li> <li>• How difficult was playing this game from an aspect of initial knowledge before playing?</li> <li>• What did you learn about human rights from this game?</li> <li>• What are the consequences that human rights defenders face by promoting human rights and publicly reporting violations of human rights?</li> <li>• Could you make a difference among the threats that human rights defenders, their families and friends are facing?</li> <li>• Why is the importance of speaking up for Human Rights?</li> <li>• How do you perceive the guarantee of human rights and who should guarantee them and in which way?</li> <li>• Could you recognize the negative impact when states do not take responsibility to protect human rights defenders and outline the positive impact when states defend human rights defenders?</li> <li>• Could you describe how you can take action to defend your rights and those of others?</li> </ul>
Variations	N/A
Handout	<ul style="list-style-type: none"> <li>• Instructions how to play</li> <li>• 1 game board with 16 fixed path tiles – you need to fix tiles</li> <li>• 34 square path tiles</li> <li>• 24 task (Human Rights Defender) cards</li> <li>• 72 question cards</li> </ul>

	<ul style="list-style-type: none"><li>• 4 playing pieces different colour – not provided</li></ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/human-rights-defenders/">http://global-citizenship-for-human-rights.org/tools/human-rights-defenders/</a></p>
References	<p><a href="https://humanrightsheroes.blogspot.com/search/label/HUMAN%20RIGHTS%20HEROES">https://humanrightsheroes.blogspot.com/search/label/HUMAN%20RIGHTS%20HEROES</a></p> <p><a href="https://www.ravensburger.us/products/games/award-winning-games/labyrinth-26448/index.html">https://www.ravensburger.us/products/games/award-winning-games/labyrinth-26448/index.html</a></p>

### 3.5. DESTINY TO THE HUMAN RIGHTS

Title	<b>DESTINY TO THE HUMAN RIGHTS</b>
Summary of activity	<p>This snakes and ladder style game is intended to teach players the key concepts of human rights. Players alone or in teams are challenged to reach the end of the board by answering questions and competing in tasks.</p> <p>According to some historians, the <b>game</b> was invented by Indian <i>Saint Gyandev</i> in the 13th century AD. Originally, the <b>game</b> was used as a part of moral instruction to children. The squares in which <b>ladders</b> start were each supposed to stand for a virtue, and those housing the head of a <b>snake</b> were supposed to stand for an evil.</p>
Learning objectives	<ul style="list-style-type: none"> <li>• to get players familiar with the key concepts of human rights and international human rights standards</li> <li>• to contribute to the promotion of the human rights education among young people</li> <li>• to educate young citizens about human rights institutions and important convention, treaties and declarations related to human rights</li> <li>• encouraging young people to discuss</li> </ul>
Target audience, profile of participants	from 15 and up
Group size	From 2 to max 5 players or teams
Time	60 minutes
Level (of difficulties)	2-3
Materials	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Board</li> <li>• Question cards</li> <li>• Task cards</li> <li>• One six side dice</li> <li>• 5 pawns (different colour)</li> <li>• Task tokens</li> </ul>
Instructions and rules	<p><b>How to play</b> For both question and task cards, place them in a pile, facing down.</p> <p>Place the smaller Task tokens randomly on the board, so that players can perform a task when they land on these squares.</p> <p>Each player puts their pawns on the <b>START</b> field.</p>

To start, the players take turns rolling the dice. The player who first gets number 4 - starts the game. The game continues with the next player on the right side.

A player moves their pawns to the number of fields that the dice shows.

If a player lands on the **bottom of a ladder** or the **head of a snake**, they have to answer a question from the pile of question cards.

The question is read by the facilitator or an opposing player.  
**The correct answer is printed in bold.**

The player can think about the question for a **maximum of 20 seconds** before they must provide an answer. The facilitator or an opposite player acts as time keeper. The possible outcomes are described below:

**A) At the bottom of a ladder:**

**a) Correct answer** - Player moves to the field at the top of the ladder

**b) Incorrect answer** - Player remains in the same field, question posed to the other players

**B) At the top of a snake**

**a) Correct answer** – Player remains at the same field

**b) Incorrect answer** – Player moves to the field at the bottom of the snake, question posed to the players on the right side

If the question is answered incorrectly or is unanswered by the player after 20 seconds, the question can be posed to the players on the right side. If the other player answers correctly, the player's can move forward **2 fields**. If the answer is wrong, they move back **1 field**.

If a player lands on a TASK field, the facilitator picks up a Task Card and introduces the task to the players. All players compete against each other in the task. The player that wins in the task can move their pawn to two fields on the board.

*Note: If from this move, the player lands on the bottom of a ladder or top of the snake, this does not mean the player answers a question: the turn stops there.*

If a player lands on a bridge, they can cross the bridge by stating a situation in which they have acted with human rights issues. The facilitator judges whether the experience demonstrates acting with human rights issues. (Alternatively, the other players vote by a raise of hands.)

A player's turn ends when they have completed any actions

	<p>required from their roll of the dice.</p> <p>The game end when players reach the end of the board (square FINISH) OR within a time set, after time is passed.</p> <p>The winner is player who to first the end of board (square FINISH) OR within a time set, who reach the highest number on the board.</p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> <li>a) Please take the time to read the entire manual and instruction on how to play before facilitating the game. Review the questions that come with the board game and add/adapt/exclude as appropriate. It is recommended that a minimum of 30 question cards are used in the game.</li> <li>b) To set up the game, please follow the instructions HOW TO PLAY</li> <li>c) Before playing, please explain the game’s purpose and learning objectives to the players. The game seeks to enable players to learn about the key concepts of human rights, international human rights standards and human rights education among young people.</li> <li>d) When playing the game, your role will be to read the question and task cards when players land on a snake, ladder or TASK segment. When a player lands on a bridge, you will also be required to judge whether the example of acting with human rights issues provided is sufficient to move up the board.</li> </ul>
<p>Debriefing questions</p>	<ul style="list-style-type: none"> <li>• How did you feel during the activity?</li> <li>• What challenges did you face?</li> <li>• What positives can you take away from the activity?</li> <li>• What surprised you the most?</li> <li>• What did you enjoy about the activity? What didn’t you enjoy?</li> <li>• What advice would you give to any other team working on this activity?</li> <li>• What lessons can you learn from this challenge?</li> <li>• How do you perceive human rights in your country today?</li> <li>• Which challenges youth in your country are facing regarding human rights and human rights issues?</li> <li>• What are the common human rights issues in your country?</li> <li>• What are the best mechanisms for protection of Human Rights in your country/on a global level?</li> <li>• What is important to protect human rights?</li> </ul>
<p>Variations</p>	<p>This game can be relevant to other lessons in the curriculum that relate to being a good citizen and to social responsibility.</p>

	<p>It can be made more challenging by creating more difficult questions and tasks, or by changing the ratio of snakes to ladders to mean that students have to answer more questions correctly in order to reach the end of the game.</p> <p>When the board game has been played once, please make it available to students to use when they choose.</p>
Handout	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Board</li> <li>• Question cards</li> <li>• Task cards</li> <li>• One six side dice – not provided</li> <li>• 5 pawns (different colour) – not provided</li> <li>• Task tokens</li> </ul> <p><a href="https://drive.google.com/drive/folders/14SKLiRqN4RT9qPTOHTaMddH6ZWeDb84N">https://drive.google.com/drive/folders/14SKLiRqN4RT9qPTOHTaMddH6ZWeDb84N</a></p>
References	



### 3.6. PEACE JOURNEY

Title	<b>PEACE JOURNEY</b>
Summary of activity	<p>This game is played individually and accompanied by one facilitator.</p> <p>The game uses board games placed on other tables / pedestals. Players will be symbolized by medallions with different colors. Before starting the game, the facilitator will read out the game instructions. The facilitator will read the question according to the number obtained by the participant.</p> <p>The game is started by the player who manages to get the highest number when throwing the dice, and continues with the next player in the order of the dice numbers owned.</p> <p>The game will be completed if the duration of the game time has expired.</p> <p>Once the game is finished, the facilitator will lead the debriefing session.</p>
Learning objectives	<ul style="list-style-type: none"> <li>• To explore general issues of human rights and learn about religious and cultural diversity in Indonesia</li> </ul>
Target audience, profile of participants	from 13 and up (Junior high school until university students)
Group size	From 2 to max 6 players or teams
Time	60 – 90 minutes
Level (of difficulties)	2-3
Materials	<ul style="list-style-type: none"> <li>• Instructions</li> <li>•</li> </ul>
Instructions and rules	<p>This game has one mission which is to collect six different pieces of peace individually.</p> <p><b>How to Play</b>  <b>The participants:</b></p> <ol style="list-style-type: none"> <li>1. Gather in the peace land circle</li> <li>2. Decide the order of the play by using a numbered dice.</li> <li>3. Roll the dice! The highest number go first and so on.</li> <li>4. Roll the pictured dice! Reach the piece of peace according to the appearing color, feel free to choose any piece. Or, flick the medallion to the desired piece of peace. If it stops imprecisely, choose the closest one. Reach it!</li> <li>5. Respond to the piece of peace where you stop.</li> </ol>

	<p><b>The Rules:</b></p> <ol style="list-style-type: none"> <li>1. Every correct answer will be given one token in accordance to the piece of peace responded.</li> <li>2. Wrong or imprecise answers do not get a token.</li> <li>3. Three same tokens can be changed for one another type of piece of peace. If you respond correctly, you get a token and the offered tokens are put into storage of expired tokens. But if you respond wrong or imprecisely, you lose two of the offered tokens.</li> <li>4. A player who collects six different pieces of peace completely first wins the game.</li> <li>5. After one player wins, the other players can continue the game until win or the available time limit.</li> </ol>
Tips for facilitators	<ul style="list-style-type: none"> <li>• Prepare yourself by reading the question and answers</li> <li>• Supply yourself with main information related to the all topic of the game</li> <li>• Be patient and stimulate dialogues in the group with respecting ground rules in order to create safe environment and supportive approach</li> <li>• Be supportive of players who continue playing after we've already had a winner.</li> <li>• Do not forget to remind players about the main objectives of this game and learning purposes of the game.</li> </ul>
Debriefing questions	<ul style="list-style-type: none"> <li>• What do you feel playing the game?</li> <li>• What do you learn from the game?</li> <li>• What do you like the most about the game?</li> <li>• What is/are to improve the game?</li> <li>• From 1-5, on what number does this game develop your understanding about human right issues related to religious and cultural diversity in Indonesia?</li> <li>• How can you use the situation in Indonesia to promote human rights and cultural diversity in the world?</li> </ul>
Variations	N/A
Handout	<ul style="list-style-type: none"> <li>• Instructions</li> <li>•</li> </ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/peace-journey/">http://global-citizenship-for-human-rights.org/tools/peace-journey/</a></p>
References	<p><a href="https://www.amnesty.org/en/location/asia-and-the-pacific/south-east-asia-and-the-pacific/indonesia/report-indonesia/">https://www.amnesty.org/en/location/asia-and-the-pacific/south-east-asia-and-the-pacific/indonesia/report-indonesia/</a></p>

### 3.7. SCORE YOUR RIGHTS

Title	<b>SCORE YOUR RIGHTS</b>
Summary of activity	<p>In the “SCORE YOUR RIGHT” game, players answer questions and situations referring to various human rights aspects by scoring.</p> <p>Sunmin Kim sociologist in his 2019 paper (Rethinking models of minority participation) which was published in the Du Bois Review: Social Science Research on Race (Cambridge University Press) took inspiration from theoretical principles of relational sociology, he developed a relational model of political participation by identifying four different types of political styles. These survey-based models of minority political participation are revealed after the game is finished and players can understand which political style they would represent if they belonged to a minority group.</p>
Learning objectives	<ul style="list-style-type: none"> <li>• Learning about styles in activist participation</li> <li>• Gaining knowledge about different situations for minority groups</li> <li>• Understanding connection between minority rights, their violation and protection mechanisms.</li> </ul>
Target audience, profile of participants	from 15 and up
Group size	2 players or 2 team with max 4 people in team
Time	40 – 50 minutes
Level (of difficulties)	2
Materials	<ul style="list-style-type: none"> <li>• 2 card decks with General Knowledge Questions, each with 46 questions</li> <li>• 1 deck with Situation Cards, 15 cards</li> <li>• Situation answer sheet</li> <li>• Puzzles of 2 world maps</li> <li>• Board of football pitch</li> <li>• Figures of two players</li> <li>• Sheet of rules</li> <li>• Typology explanation</li> </ul>
Instructions and rules	<p><b>How to play</b></p> <p>Game is played individually or in groups.</p> <ul style="list-style-type: none"> <li>• Put 2 decks (1.General Knowledge Cards deck, Situations Card deck) of playing cards upside down on the table in accordance with the colors.</li> <li>• Put world maps puzzles in 2 groups in accordance with</li> </ul>

	<p>the colors.</p> <ul style="list-style-type: none"> <li>• Put cards with the situations separately on the table.</li> <li>• Put the Situation answer sheet on the table to take notes after answering each situation card. Make note by using green stickers. Players shall think as a thes were members of an ethnic minority group when answering the situation card.</li> <li>• Take a figure representing you or your group on the football field at the starting point.</li> <li>• One of the players should pick a card from one of the 2 decks and ask the question to the competing person or a group. Correct answer is bolded on the card. If the answer is correct the player on the field moves forward.</li> <li>• Regardless of whether the question is answered correctly, the turn for asking the next question goes to the competing player.</li> <li>• After answering every second question correctly, the player gets one question from the deck of Situations Cards.</li> <li>• The player gets the first piece of the puzzle after scoring the first goal.</li> <li>• To be the winner, the player should collect all 4 pieces of the same puzzle.</li> <li>• Put aside incorrectly answered cards to use them in case of answering all the cards of both decks. Put incorrectly answered cards in accordance with colors.</li> </ul>
<p>Tips for facilitators</p>	<p>The game is a simple activity. Be sure to read instructions carefully and put on a table all the items of the game before starting. Have a look at the puzzles of the world maps.</p>
<p>Debriefing questions</p>	<ul style="list-style-type: none"> <li>• How and did this activity change the perspective of your observation of human rights?</li> <li>• Were you able to easily relate behavioural styles to activist participation?</li> <li>• What knowledge have you gained about the different situations of minority groups and their participation in the community?</li> <li>• Which rights of minority groups do you think are most threatened and how can this game help you in real life?</li> <li>• Can you share a situation from your personal experience when minority rights were threatened?</li> </ul>
<p>Variations</p>	<p>N/A</p>

Handout	<ul style="list-style-type: none"> <li>• 2 card decks with General Knowledge Questions, each with 46 questions</li> <li>• 1 deck with Situation Cards, 15 cards</li> <li>• Situation answer sheet</li> <li>• Puzzles of 2 world maps</li> <li>• Board of football pitch</li> <li>• Figures of two players – not provided</li> <li>• Sheet of rules</li> <li>• Typology explanation</li> </ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/score-your-right/">http://global-citizenship-for-human-rights.org/tools/score-your-right/</a></p>
References	<p>[Kim, S. (2019). Rethinking Models Of Minority Political Participation: Inter- and Intra-group Variation in Political “Styles”. Du Bois Review: Social Science Research on Race, 16(2), 489-510. doi:10.1017/S1742058X19000201]</p>

### 3.8. SPOTTED: HUMAN RIGHTS' VIOLATIONS

Title	<b>SPOTED: HUMAN RIGHTS' VIOLATIONS</b>
Summary of activity	<p>This tool is designed to show participants 14 human rights themes of the European Convention on Human Rights , the impact violating these human rights has on their lives, and samples of individuals seeking their rights. Thus, by seeing more than one case, the participants will both reinforce basic human rights and be more conscious of the rights violations they encounter in their daily lives.</p> <p>In this activity, participants will match human rights with cases from. The issues to be addressed are briefly the 14 human rights themes.</p>
Learning objectives	<ul style="list-style-type: none"> <li>• To develop skills in using and analyzing information regarding human rights violations.</li> <li>• To instill feelings of respect and responsibility towards human rights, to raise curiosity about human rights.</li> <li>• To develop deeper understanding of Human Rights with cases and judgments of the European Court for Human rights</li> <li>• To be more familiar with cases and situations where individuals' human rights have been violated</li> <li>• To understand the connection between theory and practice of human rights</li> <li>• <i>To stimulate cooperation and group work.</i></li> </ul>
Target audience, profile of participants	from 18 to up
Group size	From 2 to max 7 players or teams with max 3 person per team
Time	60 – 90 minutes
Level (of difficulties)	2
Materials	<ul style="list-style-type: none"> <li>• Instructions card</li> <li>• 70 case cards</li> <li>• 14 fundamental cards</li> <li>• 14 empty cards</li> </ul>
Instructions and rules	<p><b>How to lead activity</b></p> <ul style="list-style-type: none"> <li>• There are 70 cases and 14 human rights temes in total.</li> <li>• All cards are divided into 8 decks of different colors. One of the decks belongs to the 14 themes.</li> <li>• Seven of the decks contain different cases that have been heard before in the Strasbourg Court regarding</li> </ul>

	<p>different violation of human rights (they cover 14 human rights topics).</p> <ul style="list-style-type: none"> <li>• The cards on which the human rights are written are hung on a wall with a space between them.</li> <li>• Depending on the total number of participants, the facilitator divides the participants into groups with a minimum of 2 and a maximum of 3 people per group. (The game can be played with a maximum of 7 groups.)</li> <li>• The facilitator gives the deck in a color on which the cases are written to the groups they divide. Facilitator gives each group a different colored deck. (for ex: pink deck to first group, blue deck to second group etc.)</li> <li>• After the facilitator gives the decks to the group, the facilitator gives the groups time to discuss which rights (themes) their cases match. And the facilitator asks them to hang each case under the matching rights.</li> <li>• After each group hangs all the cases in their hands, the facilitator asks one person from each group to come and explain their case and why they match that rights and theme to the others.</li> <li>• After each group leader's explanation, the facilitator asks the other participants if they agree or not, and whether that case matches another rights and theme. The facilitator will check if their answer is correct or not.</li> <li>• This continues until all groups have finished their presentation.</li> <li>• After all, groups have finished their presentations, the facilitator recaps the topic, gives information about rights, and closes the session.</li> </ul>
<p>Tips for facilitators</p>	<p>This is a very simple activity to facilitate. Be sure to read all the cards before starting the activity. Know ahead of time which card matches with which human rights violation case. In this way you can guide the groups and verify the matched cards when describing what to do in the session, you can explain the rules by showing a pair of matching cards.</p>
<p>Debriefing questions</p>	<ul style="list-style-type: none"> <li>• How did you feel during the activity?</li> <li>• What did you learn with this activity?</li> <li>• What was the most surprising or/and interesting thing for you?</li> <li>• What is the most memorable moment from this activity for you?</li> <li>• Can we easily connect basic human rights with the situation of their violation?</li> </ul>

	<ul style="list-style-type: none"> <li>• How and in what way can this activity help you in defending your rights in real life?</li> <li>• Have you ever experienced something similar? Would you like to share it?</li> </ul>
Variations	<p>Each deck have 2 more empty cards.</p> <p>The facilitator can give the empty cards to the groups and asks them to discuss within the group whether they have come across a similar situation in their own environment and asks them to prepare a case that can set an example for the situation they came across or for these cases.</p> <p>After each group has prepared their own case, they make their presentations and the session ends.</p> <p>The facilitator and the group will make discussion on the fundamental that the case is matching</p>
Handout	<ul style="list-style-type: none"> <li>• Instructions card</li> <li>• 70 case cards</li> <li>• 14 fundamental cards</li> <li>• 14 empty cards</li> </ul> <p><a href="http://global-citizenship-for-human-rights.org/tools/spotted-human-rights-violations/">http://global-citizenship-for-human-rights.org/tools/spotted-human-rights-violations/</a></p>
References	<p><a href="https://www.coe.int/en/web/impact-convention-human-rights/">https://www.coe.int/en/web/impact-convention-human-rights/</a></p> <p><a href="https://www.echr.coe.int/Documents/Convention_Instrument_ENG.pdf">https://www.echr.coe.int/Documents/Convention_Instrument_ENG.pdf</a></p> <p><a href="https://www.echr.coe.int/documents/convention_eng.pdf">https://www.echr.coe.int/documents/convention_eng.pdf</a></p> <p><a href="https://www.un.org/en/">https://www.un.org/en/</a></p>



## **CHAPTER 4: SOME OTHER GAMES, TOOLS AND METHODS**

***4.1. HUMAN RIGHTS HISTORY!***

***4.2 HUMAN RIGHTS DEFENDERS***

***4.3 PATHWAYS FOR PEACE***

***4.4. STEPPING INTO HUMAN RIGHTS' - AN INTRODUCTORY BOARD GAME***

***4.5. GO GOALS!***

***4.6. THE GREAT ESCAPE***

***4.7. EUROPE MATTERS - A QUESTION OF VALUES***

***4.8. ENTER DIGNITYLAND!***

***4.9. "PURPOSYUM - CHALLENGERS OF JUSTICE"***

***4.10. YOUTH WORK AGAINST VIOLENT RADICALIZATION AND EXTREMISM***

***4.11. THE SAFE PLACE LUDO GAME***

***4.12. IN THE SHOES OF THE MIGRANTS***

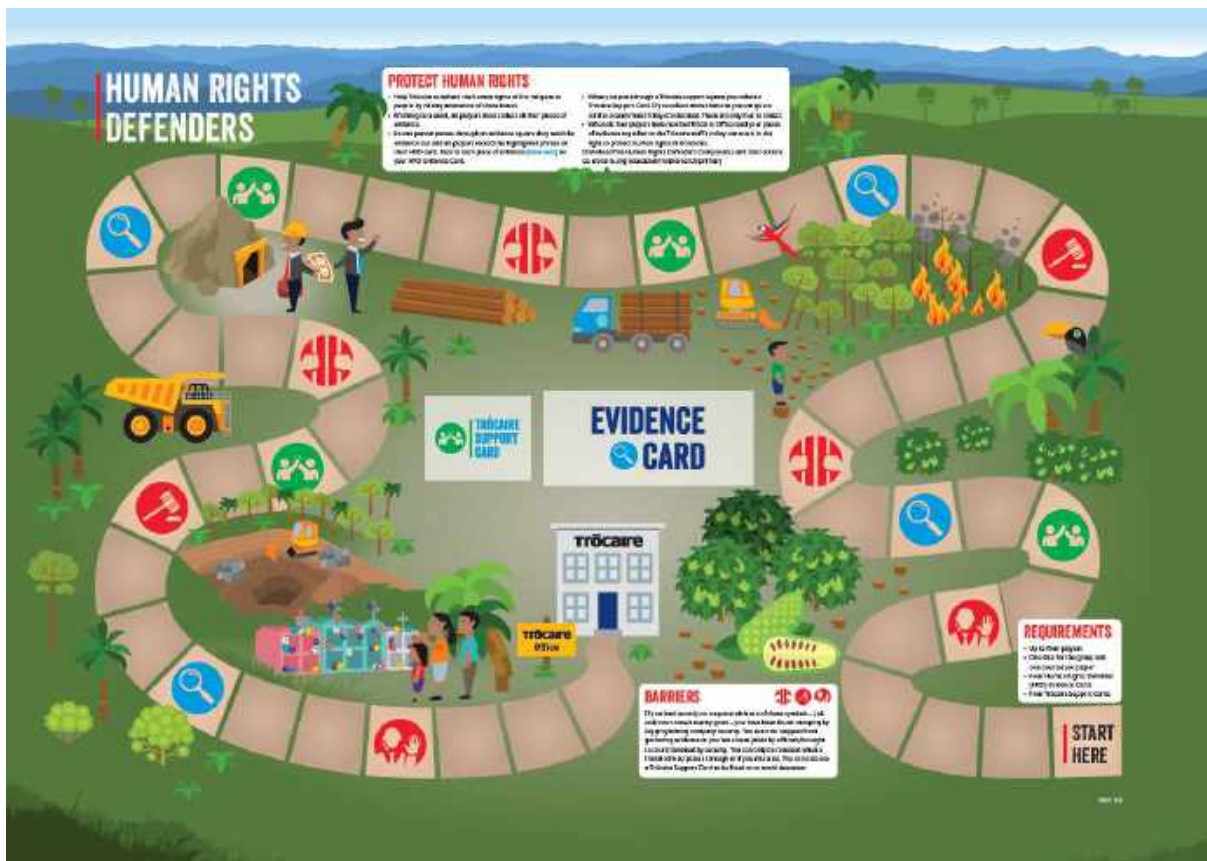
***4.13. HAPPY ONLIFE***

***4.14. BE RIGHT***





## 4.2 HUMAN RIGHTS DEFENDERS



Download The Human Rights Defenders Components and Instructions at:  
[https://www.trocaire.org/sites/default/files/resources/edu/human\\_rights\\_defenders\\_instructions\\_lent\\_2020.pdf](https://www.trocaire.org/sites/default/files/resources/edu/human_rights_defenders_instructions_lent_2020.pdf)



## 4.3. PATHWAYS TO PEACE

This game is for 3 to 6 players

### Aim of the Game

You have been forced to flee your home because of conflict and must go on a journey to safety. When you cross the River Nile you arrive in a safe village. You must gather supports to help you put down roots and live a healthy and happy life in your new home.

### You Need

- Game board
- Player Cards
- 6 Player Tokens – different colour
- Dice
- Deck of 16 Chance Cards
- Deck of 42 Question Cards
- 6 Miss a Turn Tokens
- House Tokens
- Pens

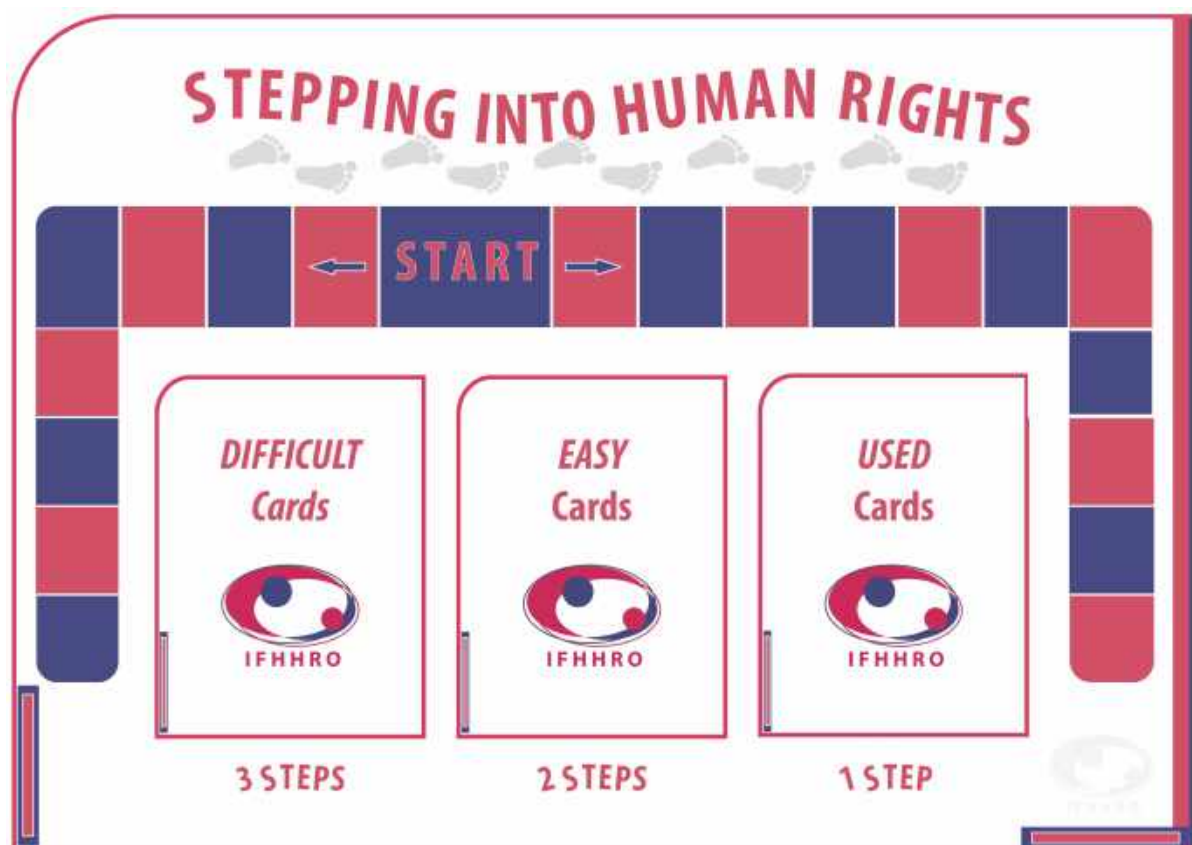


Download The Pathways to Peace Board, Cards, Components and Instructions at:  
<https://www.trocaire.org/documents/pathways-to-peace-board-game-youth-edition/>

## 4.4. STEPPING INTO HUMAN RIGHTS' - AN INTRODUCTORY BOARD GAME

**Author:** International Federation of Health and Human Rights Organisations

*A game designed to introduce participants to key human rights terms, international treaties, and legal structures for enforcement.*



### Objective of the Game

The objective of the game is to get to know as much basic information about human rights as possible to be able to answer the Q&A cards correctly so that the most steps forward can be taken within the time limit.

### Preparation

Place a counter for each player on START

Make sure the Q&A Cards are in order: place cards 1-12 with the logo side up on the EASY CARDS pile and cards 13-24 on the DIFFICULT CARDS pile indicated on the game board. Make sure that the lowest number is on top of the pile!

### First Round

The tallest player begins, and play continues clockwise. The player chooses between an easy card (= 2 steps) and a difficult card (= 3 steps). The person to the right of the player takes a card from the chosen pile and reads out the question. The player tries to come up with an answer.

Next, the answer is read out loud. If the question was answered correctly the player can take steps to the right (2 for an easy card, 3 for a difficult card). If the answer was wrong the player needs to take the same number of steps to the left.

Repeat until each player has tried to answer two Q&A Cards.  
The used cards are shuffled and placed on the USED CARDS pile indicated on the game board.

### **Next Round**

Players are now also allowed to take cards from the USED CARDS pile, these cards equal 1 step.

Again, correct answers mean step(s) to the right, and wrong answers mean step(s) to the left.

Used cards are placed at the bottom of the USED CARDS pile. Repeat this round until the time is up.

A player who reaches the final step to the left stays on this step until a card is answered correctly.

A player who reaches the final step to the right before time is up no longer has to answer cards.

### **End of the Game**

The game ends when the time is up. The winner is the player who has answered the most questions correctly and has therefore been able to take the most steps to the right.

**All material you can find and download at:**

<http://health-rights.org/index.php/cop/item/game-stepping-into-human-rights>

## 4.5. GO GOALS!

**Author:** The United Nations Regional Information Centre (UNRIC), in partnership with the artist Yacine Ait Kaci (YAK)

**Go Goals!** is a downloadable board game created for children aged 8-10 to teach them about the Sustainable Development Goals. Designed to be fun and engaging, this game informs children while motivating them to actively pursue the SDGs.



The “Go-Goals!” SDG board game helps children understand the Sustainable Development Goals, how the global aims impact kids’ lives and what they can do every day to help achieve the 17 Goals by 2030.

Children are encouraged to develop their own set of questions and to discuss the ways in which they can implement the SDGs at home and at school.

**Target group:** everyone, children, youth

**Number of players:** 2 - 10 players

**Duration:** 30-60 minutes

### Materials

- A3 board game sheet,
- game rules,
- dices,
- tokens and information,
- game questions

## **Gameplay**

There are 63 spaces on the board game. Players advance the number of spaces determined by rolling a single dice.

Each player places their token on the Start field.

Players take turns to roll the dice and move their tokens forward the number of spaces as shown on the dice.

If a player lands at the bottom of a ladder, they can immediately climb to the top.

If a player lands at the top of a waterslide, they immediately move to the bottom of the slide.

If a player lands on a Sustainable Development Goal field (1-17), they can draw a card corresponding to the goal number. Another player should read the card question. A correct answer from the card drawer will allow the player to roll the dice once again.

The first player to arrive on the field '2030' is the winner! If a player throws the required number, they must step forward into field '2030' and then move backwards the surplus number of spaces.

**All material you can find and download at: <https://go-goals.org/downloadable-material/>**



## 4.6. THE GREAT ESCAPE

This human rights education activity is taken from Amnesty International UK's human rights education pack 'Freedom'. It is about a group of refugees escaping to freedom.

*A lively and interactive exercise to introduce participants to human rights and develop knowledge and understanding of democracy, legal and human rights and responsibilities, systems of justice, and skills in communication and working with others.*

*Participants are confronted with a series of human rights dilemmas on their that they have to try to resolve by consensus.*

The game board for 'THE GREAT ESCAPE' consists of 11 challenges arranged in a path. Each challenge includes an illustration and a decision table with columns for 'DECISION', 'MIN', and 'SEC', and rows for 'NUMBER LEFT BEHIND' and 'DELAY INCURRED (DAYS)'. The challenges are:

- Challenge 1:** Illustration of people carrying a stretcher.
- Challenge 2:** Illustration of a woman and a man talking.
- Challenge 3:** Illustration of a landscape with a river and mountains.
- Challenge 4:** Illustration of a man carrying a large bundle of sticks.
- Challenge 5:** Illustration of two men talking.
- Challenge 6:** Illustration of a man with a pack of supplies.
- Challenge 7:** Illustration of a man with sheep.
- Challenge 8:** Illustration of a large pot or bowl.
- Challenge 9:** Illustration of a tiger.
- Challenge 10:** Illustration of a train or bus.
- Challenge 11:** Illustration of barbed wire.

At the bottom right, there is a 'TOTALS' table with columns for 'DECISION', 'MIN', 'SEC', 'NUMBER LEFT BEHIND', and 'DELAY INCURRED (DAYS)'.

**Time:** 40-60 minutes

**Number of participants:** 12 to 30+ (divide into groups of up to 6)

**The purposes of this lively and interactive exercise are:**

- to introduce participants to human rights
- to develop knowledge and understanding of democracy, legal and human rights and responsibilities, systems of justice, and skills in communication and working with others.

### Instructions

The participants are divided into teams, each representing a party of refugees. They have to make a long, arduous, clandestine journey out of their country, on foot, through dangerous territory, ahead of a pursuing army. They must carry everything

they need. Their object is to bring as many members of the party as possible across the frontier to safety as quickly as possible. If all goes well the journey should take 11 days. They have little food or drink, but rationed carefully, it should just last them two weeks.

Every day the team meets a Challenge. A copy of each set of Challenges should be printed out and pasted on to a set of 11 Challenge Cards for each team. Each card presents a human rights problem, with a choice of three solutions, A, B and C. The team has to decide collectively which choice to make before they can progress on their journey. None of the answers is necessarily right or wrong; each has implications. Some are responses to internal conflicts; others are choices about external threats. Many involve delays. Some involve leaving members of the team behind. Some have disastrous consequences. If the team's progress is too slow there is a danger that supplies will run out or that they will be caught by their pursuers.

The exercise is timed from the moment the Runner arrives back at their team with a Challenge Card to the moment a decision is made. After each Challenge the teams carefully record their decision and chart their progress on the map.

### **Three jobs**

Each team must allocate three jobs:

#### **1. The Runner**

When the team has made its decision the runner goes to the Teacher/Leader, hands in the previous Challenge Card and gets a new one.

**2. The Recorder** charts the team's choice, A, B or C, at each challenge, by colouring in the route, records how many people the team leaves behind at each Challenge and writes down the number of days' delay incurred at each Challenge.

At the end of the exercise the Recorder adds up the number of people the team has left behind (if any) and the number of days delay incurred (if any).

**3. The Timer** records how long the team takes to decide on each Challenge from the moment the Runner returns with each new card. The Timer writes the time taken on the map and at the end adds up the total time taken to make decisions.

At the end of the exercise the teams report back on their achievements and results.

**All details and material you can find and download at:**

<https://www.amnesty.org.uk/resources/activity-great-escape>

## 4.7. EUROPE MATTERS - A QUESTION OF VALUES

This game was invented by the Council of Europe, a European institution that defends human rights.

*"The aim is to ensure that young people are aware of six values that are upheld throughout Europe.*

*There are other values but in this game focus is on these six: diversity and non-discrimination, gender equality, free elections/the right to vote, a fair system of justice, freedom of expression and abolition of the death penalty."*

The six values presented in the game concern three fields of action of the Council of Europe:

- human rights;
- justice;
- democracy



**Duration of the game:** 60 to 90 minutes

**Number of players:** 2-30

**Age:** 8-12

### **Aim of the game**

The aim of the game is to work your way round the 24 stars on the Europe gameboard. The first team to get all the way round is the winner.

## **Material:**

**1. Material not supplied:** scissors, glue or sellotape for the dice and the playing pieces, felt pens or crayons, sheets of white paper (for the creative challenges).

## **2. Material supplied:**

- The gameboard.
- The pieces to cut out and assemble (unless you already have 6 pieces of different colours).
- The dice to cut out and assemble (unless you already have one).
- The cards representing values to cut out and divide into 6 separate piles, colours facing upwards, corresponding to the 6 colours used on the gameboard.

## **How To Play**

Place your pieces on square one. The team with the youngest player starts. A player throws the dice once then moves the piece the corresponding number of places. Depends on which square on the gameboard player landing (which colour); the team then has to answer a question corresponding to the value on this colour.

It is the team on the players' left which takes the card and reads out the question. The player or team which is playing listens to the question and give their reply. If they have given the correct reply, they follow the instructions on card.

If they give the wrong answer, they leave their piece on the same place.

The card is placed at the bottom of the pile cards and the player or team on the left throws the dice.

## **Creative Challenge**

Some of the cards comprise a "creative challenge". When a team picks up such a card, the players of all the teams are concerned. They all take part and can move forward two places if they manage to rise to the challenge.

## **Joker**

On the squares marked "Joker", the players can choose the type of question they wish to answer.

The game is over when one of the teams has gone all the way round the board.

**All material you can find and download at:** <https://www.coe.int/en/web/jeu-europe-des-valeurs/get-the-game>



## 4.8. ENTER DIGNITYLAND!

*In the framework of the Enter! project, the youth sector of the Council of Europe has published in 2012 the Enter Dignityland!, a card game on social rights.*

*“Enter Dignityland!” is an action-orientated game; through discussions and drawing parallels with their own realities, participants are encouraged to develop specific actions for social rights.*



called Dignityland, are asked to decide on the social policies concerning social rights within a development plan for the next five years. Through argumentation and decision-making processes, players learn more about social rights and their links to social policies.

It is important that the game is facilitated. The facilitator should have a minimum level of experience in running educational activities, and knowledge and understanding of social rights as part of human rights. The facilitator should take the time to prepare the game and research relevant information for the group.

### Themes

Social Rights, Citizenship, Social Policies

### Complexity

Level 3 (on a scale from 1 – short and simple activities, to 4 – long, complex activities)

### Group Size

Any number. The game is played in groups of 3 to 5 players. (The game may be played in several groups consisting of 3 to 5 players; in this situation each group will need to have a separate facilitator.)

### Time

60 - 90 minutes

### Objectives

The objectives of the game are:

- to raise awareness of the indivisibility, interdependence and universality of human rights
- to increase participants' understanding of social rights and social policies
- to critically explore the reality, policies and developments in the area of social rights
- to reflect on the role of young people in the development of social policies

### Materials and Handouts

**For participants:**

- One set of the game cards per group
- Description of Dignityland

**For facilitators:**

- Scoreboard
- Scoring of the cards
- Evaluation forms for facilitators

**All material you can find and download at:**

<https://www.coe.int/en/web/enter/enter-dignityland-1>

## 4.9. PURPOSYUM - CHALLENGERS OF JUSTICE

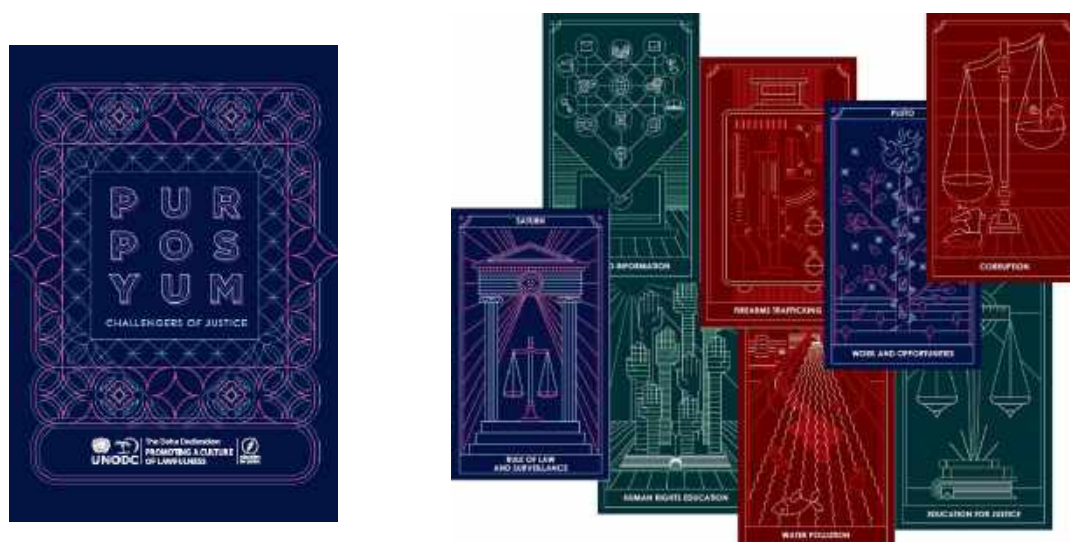
“Purposyum - Challengers of Justice” is a collaborative game that stimulates narratives guided by the objectives, initiatives and problem-solving strategies identified in the United Nations Office on Drugs and Crime (UNODC) Justice for Education (E4J) project.

“PURPOSYUM - CHALLENGERS OF JUSTICE” WAS SELECTED BY UNODC FOR THE WORLD CAMPAIGN “EDUCATION FOR JUSTICE” (E4J).

"Purposyum - Challengers of Justice" is a board game for youth from 13 to 18 years old that stimulates envisioning problem-solving narratives which counter global problems through the principles of justice.

Participants in tri-planetary teams seek to develop civilization on a cosmic scale, starting with the Solar System.

Phenomena such as violent extremism, genocide, large-scale "fake news" in all walks of life (not only politics), unrestricted access to and carrying of weapons of all kinds, global warming and the most varied behavioural dependencies have become epidemic, threatening nature and cultures, humanity and its evolution in the Cosmos. With planning and cooperation, each team will propose and negotiate initiatives and solutions to overcome these thorny challenges to Justice.



### Group size:

Minimum number of players is 3 (best with 9 to 27 players)

### Target age of players:

14 - 18 years

### Time:

90 minutes

### All material you can find and download at:

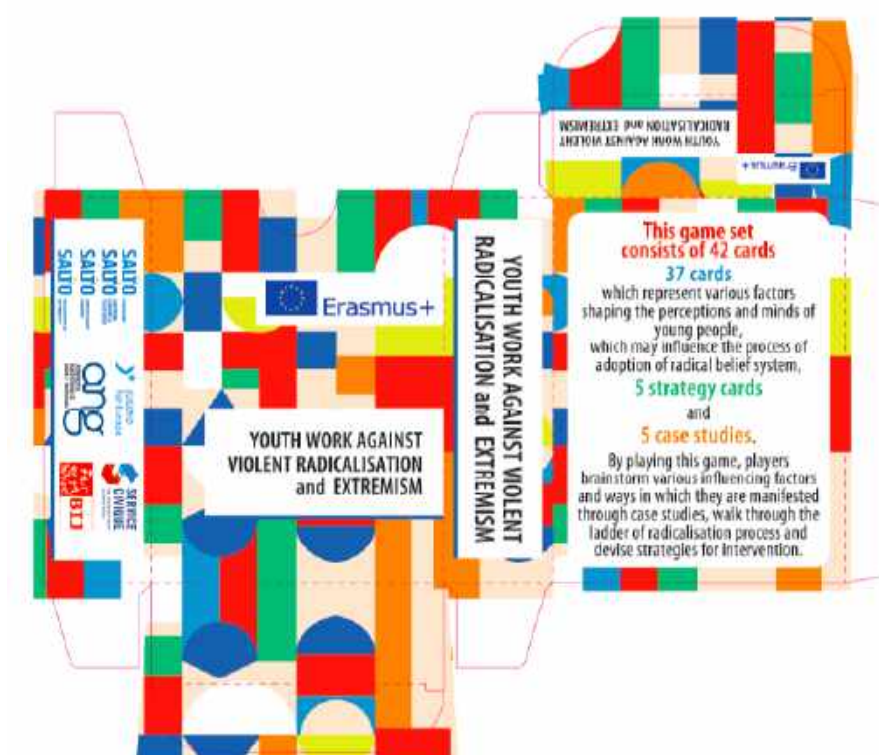
<https://www.unodc.org/e4j/en/secondary/non-electronic-games/purposyum.html>

## 4.10. YOUTH WORK AGAINST VIOLENT RADICALIZATION AND EXTREMISM

This card game has been created in the context of the work done by the SALTO EuroMed, SALTO EECA, SALTO SEE, SALTO INCLUSION and DIVERSITY, the National Agencies of Erasmus+ Youth in Action of France, Germany, Italy, the Netherlands, Norway, Poland, the United Kingdom, and the partnership between the Council of Europe and the European Commission in the field of youth.

Motivated by the increasing radicalisation of young people and the use of violence, hate speech, hate crimes, xenophobia, propaganda, attacks on migrants, political and religious extremism and terrorist attacks, this game, based on the previous research, aims to discuss the underlying causes and factors leading towards the adoption of a radical ideology and use of violent means. Young people are open to various types of radicalisation: right wing extremism, left-wing extremism, political- religious extremist violence and single-issue extremist violence.

The game consists of thematic cards that present various factors shaping the perceptions and minds of young people, which may influence the process of adoption of radical beliefs. It further presents strategies of prevention and case studies to be used as a basis for discussion.



### Objectives of the game are:

- Raising awareness of different factors and steps influencing the process of violent radicalization
- Reflecting on the diversity of pathways and process of violent radicalisation and our own stereotypes
- Brainstorming potential youth work strategies for generic prevention of violent radicalization



This game set consists of 42 cards - 37 cards which represent various factors shaping the perceptions and minds of young people, which may influence the process of adoption of radical belief system, 5 strategy cards and 5 case studies.

### 3 GAMES

Game 1 – Building your profile

Game 2 – My radical story

Game 3 – Climbing the ladder

By playing this game, players brainstorm various influencing factors and ways in which they are manifested through case studies, walk through the ladder of radicalisation process and devise strategies for intervention.

### **Topic addressed:**

Radicalisation

Discrimination

Hate-speech

Stereotypes

Socio-economic inequalities

Human Rights

### **Number of players:**

The game can be played in a group consisting from 3-6 players and a facilitator

### **Duration**

60-90 minutes

All material you can find and download at: <http://youthcommunityresilience.eu/>

or

<https://www.salto>

[youth.net/about/regionalcooperation/current/againstviolentradicalisation/toolkit/](https://www.saltoyouth.net/about/regionalcooperation/current/againstviolentradicalisation/toolkit/)

## 4.11. SAFE PLACE LUDO GAME

Safe Place Ludo is developed by Christian Aid with aim to produced resources to help pupils understand more about choices and challenges facing people making difficult journeys in search of a safe place and to empathise with the situation currently facing many refugees.

Safe Place Ludo explores the difficult journeys made by people fleeing conflict. The game is suitable for primary and secondary school pupils.

The Safe Place Ludo game deals with some of the serious and important issues raised by the refugee crisis. It is designed to be used as a tool to help children and young people engage with the stories of refugees and the difficult journeys that they make.



**Target ages of players:** 7-11 / 11-14

**Number of players:** 4 players

### **Aim**

The aim of the game is for each of the four players to get their pieces from the war zones in the corners of the board to the safe place in the centre of the board. But the journey is fraught with danger and difficulty. Players will pass through mountains, border controls, a sea crossing and a foreign city.

There will be setbacks and helping hands along the way.

### **Materials**

You will need the following items to play the Safe Place Ludo game:

- Safe Place Ludo board
- Safe Place Ludo cards (including chance cards, situation cards and luggage lists).

You will also need:

- counters (four each in red, green, blue and yellow)
- a dice.

The Safe Place Ludo game finished when players reached the safe place in the middle of the board. But for many refugees, arriving in a safe place is not the end of the journey. For many, it's just the beginning of another long process, the process of making a home and building a life in a new place. Many refugees face discrimination and have problems getting a job. Many feel lonely and homesick.

**The main learning points are:**

- Many people fleeing from violence and fighting were living normal lives not long ago.
- The decision to leave your home is not an easy one. The journey to a safe place is often extremely difficult.
- Lots of things can happen on the journey that are outside people's control.
- People making such a journey are likely to arrive in a new place with few belongings and many difficulties.

**All material you can find and download at: <https://www.christianaid.org.uk/get-involved/schools/safe-place-ludo-game>**

## 4.12. IN THE SHOES OF THE MIGRANTS

This game is based on the game ‘Parcours de migrants’, created by La Cimade, a French NGO, in order to raise awareness and knowledge about migrations and asylum seeking in France.

“Human Rights and Refugees” WOSM-WAGGS Joint Working Group has created this game, believing that if you want to get active, getting informed is the first step before taking action. More precisely, this game is mainly aimed at:

- Helping scouts and guides to acquire knowledge of the phenomenon. In order to develop a critical opinion about the issue, it is essential for them to debunk myths and clichés and to confront the facts. They need to be informed about the difficult situations that may force people to escape, the steps that migrants have to take and the obstacle that they may have to face in order to find safety.
- Raising awareness about the current migrant and refugee situation. Hopefully, by the end of the game the players will empathise with the characters, make an opinion about whether their rights are protected or denied and whether or not the protection system works. They will also start to think about what the public authorities, the local communities and themselves can do to ensure that migrants’ rights are fully respected.



### Aim

Raising awareness about migration and asylum seeking in Europe and in the world nowadays.

### Number of players:

The number of players can variate, according to whether they play individually or by

teams.

**Duration:**

Between 1 and 2 hours, according to your schedule. It is also suggested and recommended to keep a bit of time at the end to discuss all together on the path experienced by the players.

**Material**

One board

Pawns (one/character)

One dice

Cards: Question and True or False cards

    Debate cards

    Character cards

    Procedure cards

    Blank cards (that you can fill up with other questions or debate topic)

Journey Diary (a blank notebook or some blank sheets of paper - 1/character)

The board game represents the path of a migrant fleeing from their country, trying to reach Europe to (re)built their life there.

The big blue squares (procedure squares) are directly linked to this path. Other squares (white ones, “?” ones) allow the players to discuss and learn about migrants in Europe and in the world.

Each player represents a migrant character (that the player/team will pick randomly at the beginning of the game) and will be in his/her shoes until getting his status if she/he succeeds. There are 5 characters.

The game requires 1 to 3 facilitators. If one of them knows a bit about migration (realities, legal aspects, etc.), it can be a plus to be able answering questions the players may ask them during the game.

The Game “In the shoes of the migrants” offers a great deal of adaptability for the facilitator, according to the mode of animation they wish to have, the personality of the players, material circumstances, the objective followed, etc

**All material you can find and download at:**

<https://www.waggs.org/en/resources/shoes-migrants/>



## 4.13. HAPPY ONLIFE

The game is developed by Joint Research Centre.

Happy Onlife is a game for children (aged between 8 and 12), parents and teachers, aimed at raising awareness of the risks and opportunities of internet and promoting the best online practices. The game is available in four versions: online, mobile, physical board game and as a do-it-yourself print and cut kit.

The game is inspired by the traditional Snakes and Ladders game (i.e. throw the dice to move your counter) combined with quiz questions. The questions focus on the use of internet, social networks, and online gaming, amongst others. They are designed to prompt discussion and allow the moderator to highlight how digital media can be enjoyed responsibly.

By playing Happy Onlife, children and adults can:

- reflect and build expertise together in internet safety and best practices for use and mediation
- become digitally-aware citizens who have learnt to assess online risks and opportunities
- use the open source code to make their own version of the game.

The game promotes the golden rules for a safe and proper use of the Internet.



The aim of the game is to be the first to arrive at the Finish square, answering correctly the various questions of the Challenge cards.

### Instructions:

Lay down the Challenge cards in the appropriate placeholders on the board.

Each player takes a coloured token and places it on the Start square on the board.

Players play in turn.

The youngest player starts the game by rolling the dice and moves his/her token along the squares given by the number on the dice. The player then gives the dice to the player on his/her left who will play proceeding in the same way.

**If the player stops on**

- One of the squares marked with the symbol of the Challenge cards: Let's Chat!, Stop Online Bullying!, Watch Out!, Play Safely!, the moderator or the player on his/her right reads out the Challenge question and the challenged player tries to answer.

If the answer is wrong, the challenged player places his/her token on the STOP square next to the Challenge square to think over his reply. He/she will go on playing from this square at his/her next turn.

Having answered the question, the card is placed underneath its deck.

- An Anti-Virus square. Congratulations! The player receives an Anti-Virus! card, which could be useful when stopping on a Virus square (square 11 and 26).

- A Virus square, where the player is attacked by a computer virus. He/she has to reconfigure everything and waits a turn, unless he/she has an Anti-Virus! card (e.g. acquired from square 4 or square 19).

**All material you can find and download at:**

[https://joint-research-centre.ec.europa.eu/scientific-tools-and-databases/happy-onlife-play-learn-about-online-safety\\_en](https://joint-research-centre.ec.europa.eu/scientific-tools-and-databases/happy-onlife-play-learn-about-online-safety_en)

[https://joint-research-centre.ec.europa.eu/system/files/2015-02/happy\\_onlife\\_boardgame\\_en.pdf](https://joint-research-centre.ec.europa.eu/system/files/2015-02/happy_onlife_boardgame_en.pdf)

## 4.14. BE RIGHT

The Be Right board game and the present instructions book have been developed by the organizations partner in the Be Right project (2017-1-ES01-KA202-038576): Fundación INTRAS, Escuela Andaluza de Salud Pública, Etairia Koinonikis Psixiatrikis kai Psixikis Ygeias, Pro mente Oberosterreich, VšĮ Valakupių reabilitacijos Centras and European Platform for Rehabilitation.



### Objectives of the game

BE RIGHT is an educational game in Human Rights in mental health services. It has been designed for professional use in the framework of workshops with users of mental health services. It is an easy and enjoyable informal education tool addressed at empowering persons affected by prolonged and severe mental illness to exercise their rights.

The specific objectives of the game are for the persons living with severe and prolonged mental illness to:

- Know their rights as service users
- Be able to identify when their rights are being violated
- Know the ways to report a rights violation

### The game is composed of:

- Board (recommended to be printed in A3 format)
- Activity cards cutouts. 5 categories
- Instructions and answers book



**The game is composed of five different activities cards related to rights of mental health services users**, including daily situations and attitudes, which involve violations of these rights at health and social services facilities. For instance, in the **“GIVE YOUR OPINION” card** the players are asked to comment on a statement reflecting a stigmatizing belief or a prejudice that may conduct to rights violations. In the **“ACT OUT” card** the players are offered a short description of a situation that involves a right violation and are asked to improvise a dialogue between the characters.

**All material you can find and download at:**

<https://www.beright-mh.eu/index.php/educational-board-game/>



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