



Rights
Responsibilities
Representation

3-R Trainers' Kit

EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

Book 2



Module 1 Self-Awareness and Identity Module 2 Rights in Life

Busakorn Suriyasarn, Rosalinda Terhorst and Nelien Haspels



International Labour Office

International Programme for the Elimination of Child Labour

Subregional Office for East Asia, Bangkok

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Busakorn Suriyasarn, Rosalinda Terhorst and Nelien Haspels

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MODULE 1 SELF-AWARENESS AND IDENTITY

Introduction

This module deals with self-awareness and identity of children, youth and adults. It aims to help especially young people to better understand and appreciate themselves, their community, and their social environment. Participants will be asked to explore their own character and identity, as well as their aspirations and means to realize them. It is important for children and youth to know who they are and what they want, and understand and respect that each individual is different. Although this module is designed primarily for children and youth, the exercises can also be used with adult women and men.

This module includes 3 units:

- | | |
|----------|----------------------------|
| Unit 1.1 | Who Am I? |
| Unit 1.2 | My Family and My Community |
| Unit 1.3 | I Have a Dream |

Unit 1.1 Who Am I?



Content

This unit deals with individual self-awareness of children and youth. The exercises help them explore their own individual characteristics, strengths and weaknesses. Participants will learn to appreciate their own unique characteristics and accept those of others. They will also learn that other people may have different opinions about themselves and become aware that, if they want to, some behaviours, attitudes and characteristics can be changed.



Key Messages

- Each person has his or her own unique character and qualities.
- Every person has strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us.
- There are characteristics that we are born with that cannot change or are hard to change but many behaviours and attitudes can be changed, if we want to.
- Look for good things in ourselves and in others: Value yourself and respect others.



Exercises

- 1.1.1 Mirror, Mirror on the Wall
- 1.1.2 What Animal Am I?
- 1.1.3 What Can I Change and What Not?



Related Units

- 1.2 My Family and My Community
- 1.3 I Have a Dream
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles

Exercise 1.1.1 Mirror, Mirror on the Wall



Objectives

- To become aware of one's own appearance, characteristics and strengths
- To learn others' opinion about one's own appearance, characteristics and strengths



Target Group

Children and youth



Duration

40-50 minutes



Seating Arrangements

Circle or semi-circle of chairs



Materials

- For each participant: 2 pieces of blank A-4 paper, 1 pencil and 1 small mirror
- 2-3 rolls of masking tape



Session Plan¹

Step 1 – 5 minutes

Give a mirror to each participant and two pieces of blank paper. (If there are not enough mirrors available, 2-4 participants can share one mirror.) Give participants 2-3 minutes to look at themselves in the mirror.

Ask everyone to look at the person in the mirror, look for the qualities they like and choose three qualities that they like best. For example: physical characteristics such as large eyes, long hair, small nose, tall or strong statue, and delicate hands, as well as mental characteristics such as honesty, kindness, patience, determination, loyalty, and intelligence.

After having found the qualities s/he likes, each person will write down the three best qualities of themselves on one sheet of paper, keep it for later and not show it to anyone.

Step 2 – 20-25 minutes

Ask the participants whether each of them found some good qualities in themselves that they liked. Ask at least one girl and one boy to share their good qualities with other participants.

Use these as examples to explain that each of us has good qualities and strengths. Some of the qualities we recognize ourselves. Other qualities we overlook but are recognized by other people.

Next, participants will find out what good qualities others see in them.

¹ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Admirable Quality, p. M-3.

Ask the participants to write their names on the top of the second sheet of blank paper and tape the paper on their backs. Everyone will then walk around the room to ask 5 people to write good things about him/her on the paper attached onto his/her back.

When everyone is finished, ask all to come back to their seats, take the sheet from their back and read it. Ask the participants to share:

- What nice things other people said about them
- Whether some of the things said by other people matched their own opinion about themselves as written on their sheet of paper in Step 1
- What s/he thinks are the 5 strongest qualities of him/herself and why.

Step 3 – 10 minutes

Discuss about identifying qualities of oneself and those of others', using the following questions:

- What is easier: seeing good qualities in yourself or seeing good qualities in others?
- Did your friends see qualities in you that you did not think you had? Why do you think you did not see all of your own qualities?
- Did anyone say bad things about you? If they did or if someone pointed out your bad qualities or weaknesses, how would you feel and what would you do?
- Do you and your friends have bad qualities and weaknesses? What could you do if you know you have these?

Step 4 – 5-10 minutes

Round up the exercise by emphasizing the following points:

- Each person has his or her own unique character and qualities.
- Every person has strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us because different people have different perspectives on things.
- Because everyone has both good and bad points, it is better to look for good things in ourselves and in others: Value yourself and respect others.

Exercise 1.1.2 What Animal Am I?



Objectives

- To become aware of one's own characteristics and behaviours and those of others
- To learn to accept individual differences and opinions of others



Target Group

Children and youth



Duration

75 minutes



Seating Arrangements

Complete circle seating on the floor with space for drawing for each person



Materials

- At least one sheet of plain white paper for each participant for drawing
- Several sets of coloured pencils and erasers for participants to share
- 2-3 rolls of masking tape
- A medium-size bottle (with a bottleneck)



Session Plan²

Step 1 – 20 minutes

Ask participants what animals they know. Have them name some animals. Ask those who name the animals:

- What kind of character does each animal mentioned have (e.g., brave, fast, strong, shy, fierce, funny, angry, mischievous)?
- Have you heard the elders in your community say anything about these animals? What are their views on each animal?
- What do you think are the characteristics or habits of these animals?
- Can you see yourself in any of the animals?

Ask all participants to each select one animal that they think has the character most like themselves. Give the participants one sheet of paper and coloured pencils to draw the animal of their choice. They have 10 minutes to complete the drawing. If some of them do not like to draw, they may spend the time thinking of the characteristics of their animal and imitate that animal in the group.



Tip for Trainers

Encourage participants to think of a lot of animals and give them some guidance in finding the comparisons between themselves and the animals. For example, they can think about innate character, special abilities, habits, strengths and weaknesses of each animal (e.g., fierce, loyal, mischievous, fast runner, early riser, night creature, smart, shy, patient,

² Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: What Animal Am I?, p. M-4.

courageous, strong, cute). Encourage them to draw comparisons using animal and human characteristics that might exist in their culture.

Step 2 – 45 minutes

Once all participants finish the drawing or practicing the animal imitation, ask them to come back to sit in a circle in the room. Ask the participants with the drawing of an animal to tape it on the front of their shirts. Those without the drawing show the imitation when it is their turn to introduce themselves.

In the introduction, each participant will state the reason why s/he has chosen the animal and say what characteristics, behaviour, abilities and habits, as well as strengths and weaknesses s/he shares with the animal. The trainer can ask whether others in the group agree with the comparison, and why or why not.

Start the introduction by asking for a volunteer to introduce him/herself and his/her animal to the group by explaining or doing an imitation of the animal. The rest of the participants can guess the animal, if it is not clear what the animal is. After the introduction, give the bottle to the first volunteer and ask him/her to spin it around. The person to whom the bottleneck points to will continue the animal introduction of him/herself, and spin the bottle to identify the next introduction and so on. Allow all participants to introduce their animals, but mind the time (around 1 minute per participant).

Step 3 – 10 minutes

Ask participants what they have learned from this exercise.

- Did you mention only good points or strengths, or did you also mention bad points or weaknesses of your animal and yourself?
- Is it possible for people to see themselves in a different way than other people see them?
- How do you feel when some people do not agree with your choice of animal and is it okay if they do not agree with you?
- What should you do if people do not really understand you, or see the 'real' you?

Conclude the exercise by emphasizing the following points:

- Each person has his or her own unique character and qualities.
- People are different but everybody has both strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us because different people have different perspectives on things.
- Because everyone has both good and bad points, it is better to look for good things in ourselves and in others.
- It is good to express ourselves to help others understand us better.

Exercise 1.1.3 What Can I Change and What Not?



Objectives

- To learn which aspects of oneself can be changed and which need to be accepted
- To learn to accept and appreciate one's own identity



Target Group

Children and youth



Duration

60-70 minutes



Seating Arrangements

Circle, semi-circle or group seating with writing space for everybody



Materials

A copy of Training Aid 1.1.3 A and a pen or pencil for each participant



Training Aid

1.1.3 A: 20 Questions Worksheet



Session Plan³

Step 1 – 20-30 minutes

Ask participants to reflect on their own qualities discovered in Exercise 1.1.1 and/or Exercise 1.1.2. Ask them if there are things that they want to change about themselves. Explain that in this exercise they will have an opportunity to find out which aspects they can and which they cannot change.

Distribute a copy of the 20 Questions Worksheet (Training Aid 1.1.3 A) to everyone. Participants will use the worksheet to assess individually to what extent they can change any aspects about themselves. Explain the instruction written on top of the worksheet. Give them about 20-25 minutes to work on the worksheet. Emphasize that there are no absolute, right or wrong answers. If the participants are unable to read by themselves, the worksheet can be done together in one large group or smaller groups.

Step 2 – 30 minutes

Once everyone has finished with the worksheet, ask which participants have a lot of things that can change completely and can change a lot. Ask those who raise their hands to give some examples. Then, ask which participants have a lot of things that can change a little and cannot change at all. Ask them to give examples. (Make sure to ask both girls and boys.)

³ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Accept or Change, p. M-1-2.

After some girls and boys have given examples, encourage discussion with the following questions:

- Why do you think you can or cannot change these things about yourself? (There are certain things that cannot or are very difficult to be changed: biological characteristics that you are born with, such as being a boy or a girl, father and mother, birth date, height, and skin and eye colour, while most other things in life can be changed.)
- What are the types of things that you think can be changed? (Social characteristics or things that are acquired after birth such as behaviour, attitude and relationship with others.) Why can these things be changed? (You have control over them.)
- What are the types of things in your life that you have very little or no control over? (Things that one is born with and things that one has no power to change.)
- What are the things you think you want to change? How do you decide what to change or not? (Encourage discussion towards personal and cultural identity and how one can keep or change identity in a smart and informed way.)
- Do you think what you do or the way you behave can affect your life and other people's lives? How? (Create understanding of how one's action has impact on oneself: for example, getting up late causes being late for school, eating fatty food makes one fat; as well as on others: for example, not helping out with the household chores causes the mother and sisters to have heavier workload and less time for sleep and leisure.)
- What do you do with the things that you have little or no control over? (Understand that things can be changed that are within your control. Accept that there are certain things in life that are not within your control and therefore cannot be changed. The key is to understand what in your life you can control and what you cannot. Seeing the distinction can be tricky.)

Step 3 – 10 minutes

Conclude the exercise with the following key messages:

- There are characteristics that we are born with that cannot change or are hard to change such as the place and time we were born, our father and mother, sex, height, and skin and eye colour. These are things that are beyond our control and we had better learn to accept and appreciate them.
- Most things in life are within our control. If we want to, we can change most things in our life such as our behavior, attitude and our own environment.
- It is up to us to decide to keep what is good or to change what is bad in our lives.



Training Aid 1.1.3 A: 20 Questions Worksheet

You need to decide how much you can change things about yourself: (1) cannot change at all, (2) can change a little, (3) can change a lot, (4) can change completely. For each item, choose only one from the four choices (1 to 4) and mark [X] in the appropriate column.

My Name: _____ **My Home Town:** _____

Things about me	1	2	3	4
	Cannot change at all	Can change a little	Can change a lot	Can change completely
1. Nose				
2. Hair style				
3. Height				
4. Being shy				
5. Religion/Spiritual belief				
6. Mother				
7. How I help mother/father				
8. Time I wake up				
9. Weight				
10. Clothes I wear				
11. Eye colour				
12. What I watch on TV				
13. Father				
14. Grades in school				
15. My birth date				
16. My house				
17. My sex				
18. Skin colour				
19. Food I eat				
20. What I want to be when I grow up				
Total score (20)				

Unit 1.2 My Family and My Community



Content

This unit helps children, youth and families reflect on their family and community relations. They will have a look at themselves in their family and community network: where they are in the family structure, how they relate to their family, relatives and friends, what kind of community they live in, and how they fit in their own community, and their relations with friends, neighbours and organizations within the community.



Key Messages

- You are not alone. Everyone is connected to someone: family or friends.
- What makes a strong family are the family ties: the sense of belonging, love, caring and helping each other among the family members, even though they may live far apart.
- We all live in a community, in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events.
- Being part of a community means being connected to others in the community, participating in the community activities, helping each other when there are problems and helping to make the community a better, happier place.
- A community/workplace is happy and strong when its members, regardless of their age, sex, ethnicity, rank or status, have equal opportunities to participate in its activities and in groups and organizations that serve their needs and promote their interests.
- In each community/workplace there are both problems and opportunities that can be dealt with, if its members join forces together to address them with efficiency, creativity and clear vision.



Exercises

- 1.2.1 My Family Tree
- 1.2.2 Our Community Map
- 1.2.3 Story of Our Lives
- 1.2.4 Community Analysis



Related Units

- 1.1 Who Am I?
- 1.3 I Have a Dream
- 2.3 My Rights and Responsibilities
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 4.1 Who's Doing What Work in the Family?
- 4.2 Who Has a Say in the Family?

Exercise 1.2.1 My Family Tree



Objective

To reflect on relations within one's own family



Target Group

Children, youth and adults



Duration

50-60 minutes



Seating Arrangements

Seating in semi-circle or in groups with writing space for everybody



Materials

- A sheet of blank A-4 paper for each participant
- At least 5-6 sets of colour markers for participants to share
- Flipchart or whiteboard and markers for trainers



Training Aid

1.2.1 A: Example Family Tree



Session Plan

Step 1 – 10 minutes

Begin the exercise by showing the participants your own family tree. Draw a rough picture of a big tree with roots, trunk and branches on a flip chart or a white board (see Example Family Tree, Training Aid 1.2.1 A). Explain that because mothers and fathers are the foundation of families, they are like the roots of the tree: write the word 'mother' or draw a picture of mother on one of the roots, 'father' on another root. Grandfather and grandmother are also part of the roots (and remain so even if they have passed away). Children are the branches of the tree because they are growing up. Identify yourself, your brothers and sisters, cousins, nieces, nephews and other relatives who are part of your family. Put two close friends on the branches of your tree and explain that sometimes we consider close friends as part of our family. Your friends can come from anywhere. They can be neighbours, schoolmates or colleagues at work.

Step 2 – 20-30 minutes

Explain to participants that they will draw their individual family trees like the example you have shown. Tell them that each tree will be different. Some are big trees with a lot of branches because the family is large, with grandparents, aunts, uncles, and cousins. Other family trees may be small because there are few children and relatives or some trees may have more friends than relatives.

Distribute to participants a sheet of blank A-4 paper each and several sets of colour markers to share. Give them about 20 minutes to draw their family trees. Tell them they can make their trees as beautiful as they like.



Tip for Trainers

To help facilitate the discussion in Step 3, trainers may ask participants to use different colours to note different types of relations. For example, they may use:

- **red colour** for immediate family members living close to them
- **green colour** for best friends living close to them
- **blue colour** for family members, relatives and friends whom they feel close to but live far away
- **black colour** is for family members who have passed away.

Step 3 – 15 minutes

In plenary ask volunteers to show their family trees. Make sure to get both boys and girls and young as well as older participants to show their family trees. Stimulate discussion with the following questions:

- Who has a tree with a lot of (or very few) branches?
- Do you like to have a family tree with a lot of branches (or few) branches? Why?
- Are all the branches, all family members, still together today? If no, what happened to them? Where are they now? Do you miss them?
- Do you feel particularly close to anyone in the family tree? If yes, who are they and why? If no, why not?



Tip for Trainers

Try to get participants to talk about their families, their relatives, the history and the current situation in their families. It is important to get a glimpse of the relations participants have with their family and friends.

If migration or trafficking is an issue to emphasize for the target group in migration source communities, probe more about the current situation of participants' families: are all the family members still together; has anyone within the family migrated; are any of the participants thinking about migrating themselves; if there are migrants within participants' families, are they still in contact, how often are they in contact, and do they know the situation of the migrants.

If the target group is already in migrant destination areas, ask them to draw the family tree in their home village. Ask similar questions as above, only in reverse: are you still in contact with your family or friends back home, how often do you call or write them, how often do they come and visit you, what are the things you often talk about when you talk to them, do you send money to your family, etc.

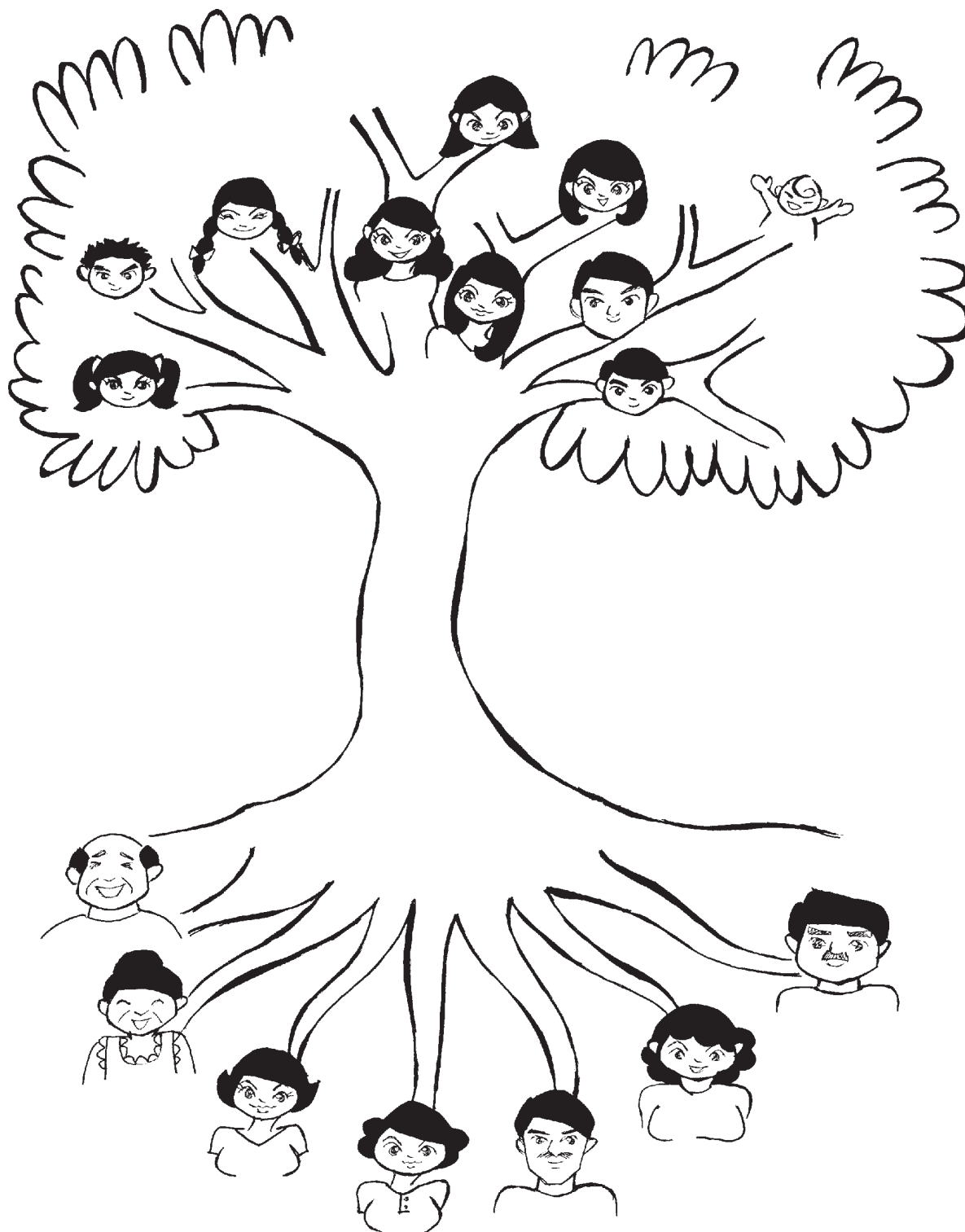
Step 4 – 5 minutes

Round up the exercise by summarizing the discussion and emphasizing the following messages:

- You are not alone. Everyone is connected to someone, family or friends.
- Different people may have different types of families: some are big, some are small, some are traditional and some not. Some families may include people who are not blood-related.
- What makes a strong family are the family ties: the sense of belonging, love, caring and helping each other among the family members, even though they may live far apart.



Training Aid 1.2.1 A: Example Family Tree



Exercise 1.2.2 Our Community Map



Objectives

- To reflect on one's role in one's own community
- To identify resources, services, opportunities and constraints that exist in the community



Target Group

Children, youth and adults



Duration

60-80 minutes



Seating Arrangements

Circle seating or small group seating with space for group work and large wall space



Materials

- Participants' individual family trees from Exercise 1.2.1 (if available)
- Colour markers, one or more for each participant
- 10-20 sheets of flipchart paper
- 5-6 rolls of masking tape or 5-6 bottles/rolls of glue



Training Aid

1.2.2 A: Example Community Map



Session Plan⁴

Introduction

In this exercise, participants will work together to create their community map. If the participants come from different communities, group them according to their community (neighbourhood, village, district, province or country). If the participants come from the same, large community, break them into groups according to the neighbourhood. The details of the exercise are slightly different, depending on whether the participants come from the same or different communities and whether they are (potential) migrants living in places which send or receive migrants (hereafter referred to as 'sending' or 'destination' areas of migrants respectively).

Step 1 – 30-40 minutes

For participants in sending areas of migrants

Group those who live near each other in groups of 4-6. Give each group 2 sheets of flipchart papers, colour markers, one roll of masking tape or glue.

⁴ Adapted from: *GET Ahead Package* by Susanne Bauer, Gerry Finnegan & Nelien Haspels (ILO: Bangkok, Berlin and Geneva, 2004), Exercise 9: Her Business in Her Community: Business Mapping, p. 109-112.

In each group, members will work together to draw a rough map of their community (see Example Community Map, Training Aid 1.2.2 A). Ask the groups to do the following:

- Tape together the two sheets of paper, if they wish, to make a large map.
- Fill in the key landmarks and facilities that exist in their immediate neighbourhood or village such as their houses, roads, rivers, big trees, fields, water wells, school, market, post office, health clinic, village centers, factory or place of worship. In case of making a map of their workplace, facilities inside and around the workplace such as work area, cafeteria, dormitory, water fountain, bathrooms, rest areas and landmarks in the neighbourhood of the workplace can be drawn.
- If participants have done 'My Family Tree' exercise, they may put their individual family trees in the location relative to one another on the map.

For participants in destination areas of migrants

Ask participants to identify friends or relatives in the group who currently live together or near each other in the same community. Once identified, group those who live in the same community together (for example, child domestic workers working for employers in the same neighbourhood or village, child workers who work together in the same place, for example, street or factory).

Give each group the same set of materials: 2 sheets of flipchart paper, colour markers, one roll of masking tape or glue. Each group will work together to draw a map of their community (see the instructions above for participants in sending areas). If all or most participants live or work in the same community, break them into smaller groups. All groups will draw the same community map.



Tip for Trainers

If participants are very young or if you feel they need more guidance, you may draw an example on the flipchart or on the board. If different groups of participants work on different neighbourhoods, you may tip the groups to have a look at each other's drawing to get a feel on how it can be done. One does not need to be literate to draw a map. Make sure that everyone in each group has a marker and participates in the making of the map and not a few only dominate the exercise.

Step 2 – 20-30 minutes

When the maps are completed, ask the groups to present their maps.

- If the groups draw maps of several neighbourhoods that are part of a village, ask them to put their maps together to form a village map. They may make some adjustments to create a nicer village map (but there is no need to redraw the entire village map).
- If the groups draw maps of different villages and workplaces or maps of the same community, ask all groups to put up their maps on the board or on the wall.

Encourage discussion with the following questions:

- What are the key landmarks in your community/workplace?
- Where is your home, your school, and your workplace?
- What are the common places/facilities in your community/workplace that are open for everybody to use? Are there people who are not allowed to use these places/facilities? If so, why not?
- What are the special places/facilities that serve only certain groups of people in the community/workplace?
- Are there special places where you and your friends, co-workers, and family get together? Where are they? What do you do and how often do you go there?

- What are your most and least favorite places on the map?
- Which places are safe and which are dangerous? Why?
- Are there any places/facilities you wish to have in your community/workplace that do not currently exist? If so, why would you like to have these?
- Are there any places/facilities that you hope will always be there? If so, what are these and why? If not, why not?

Step 3 – 10 minutes

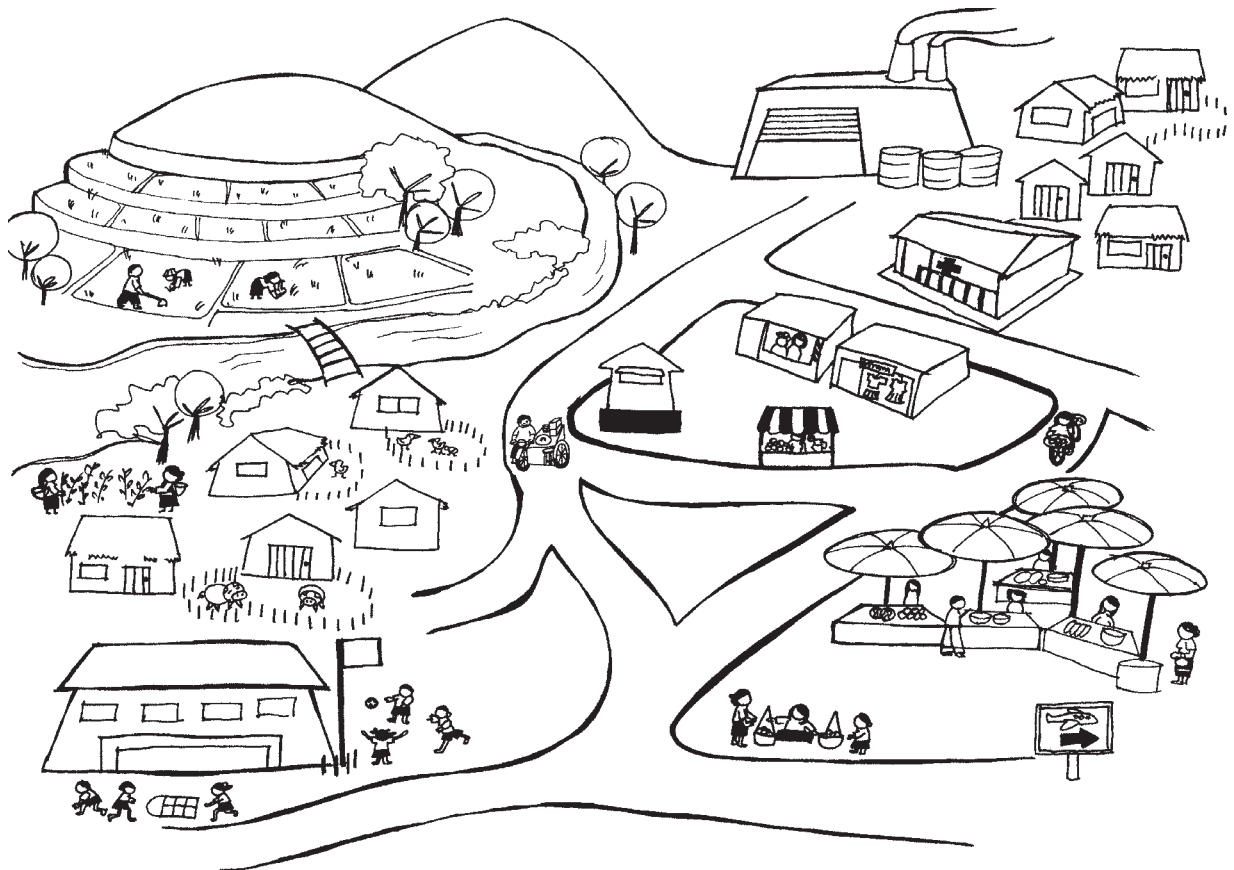
Summarize the discussion and make sure to cover the following points:

- A community is the environment in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events.
- In each community/workplace, there are common places/facilities which members use such as the market, the school, the health clinic, the post office, the temple, mosque or church, the meeting hall, etc. Many communities have specific places/services for particular members such as the school, the childcare center, the youth club, the women's center, the elderly center, and the sports fields.
- Each community/workplace has facilities and services that exist to serve the needs of the members and them give opportunities to get together and develop or continue the traditions of that community/workplace.
- A happy community can be like a big, extended family but this is not always the case. Some communities are characterized by close ties; others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- The community/workplace can change for the better and it is often up to the members of that community/workplace to make that happen.

Keep all the maps on the walls and keep them there during the training.



Training Aid 1.2.2 A: Example Community Map



Source: *Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise Training Package and Resource Kit* by Susanne Bauer, Gerry Finnegan & Nelen Haspels (ILO: Bangkok, Berlin and Geneva, 2004), Exercise 9: Her Business in Her Community: Business Mapping, Example of a Village Map, p. 112.

Exercise 1.2.3 Story of Our Lives



Objectives

- To identify participants' activities and experiences in the community, workplace or during the process of migration
- To analyze participants' relationships with family, friends and others in their personal and work life
- To identify their access to the resources available and the level of their involvement in the community



Target Group

Children, youth and adults



Duration

120-150 minutes



Seating Arrangements

Small group seating with space for group work



Materials

- Community map(s) from Exercise 1.2.2
- Drawing materials: A-4 and/or flipchart paper, colour markers, pencils, etc.
- 5-6 rolls of masking tape
- Large boards or large wall space



Session Plan

Introduction

In this exercise participants will make picture stories about their lives in their community, which can be the village in which they live, their workplace, or the community where they have migrated to and work, or their lives during migration. Before beginning the exercise, the trainer should know basic information about their participants: age range, ethnicity, where they come from, what work or activities they do, etc., because it is important to group participants with similar work and life experiences together.

Step 1 – 10 minutes

Explain to the participants what they will do in this exercise as follows:

They will work together in small groups to draw pictures that tell a story about their lives and experiences, for example, as children or youth living in a village, as child workers in a factory or in domestic service, as children living on the street, as migrants living in a big city or foreign country. Each group is free to choose whatever topics they like to share about their lives, but they must try to draw at least 6 pictures that show different aspects of the story of their lives.

Possible aspects are:

– Family and friends – Fun activities with friends and family – School – Work – Favorite special days or events: what they do on these occasions – Travel or migration experiences/stories	– Most favorite places to visit or hang out – Places to avoid – Important people in the community/workplace – Problems experienced: what you did, how you got help and where you went for help – What you wish you could have or could do in your community/workplace/situation
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Tips for Trainers

If participants are migrants from other areas, their pictures and story can include their journey that shows how and when they came to the community. If possible, try to get a glimpse of the kind of problems and challenges they may face in the community. Participants may not be interested or willing to include problems in the story. If so, try to draw them out during the discussion in Step 4. Try also to get them to think of possible solutions to the problems and what role they might play as part of the solutions.

Step 2 – 60 minutes

Divide the participants into small groups. Try to put participants with similar work and life experiences together. If there is a great diversity in the group, ask the participants to identify themselves by their age group, place of origin, type of work or workplace, village/community, ethnicity, whether they are migrants, etc., and group them accordingly. Allow flexibility in the groupings; let the participants decide in which group they want to work. Ideally the number of people in the group should be no more than 8 people, including both sexes of all ages. If there are more than 8 in a group, the group may split into two.

Give each group adequate materials to make their picture story. If they want to, they can use the community maps they created in Exercise 1.2.2 in their picture story. In the group work, participants will:

- First, discuss important situations in their lives.
- Then, make decisions together on choosing which situations to include in their pictures and story.
- Divide the work among the group members. All should participate in the drawing.
- Name the story.
- Practice how to present the story in 5 minutes with participation of the whole group. The group may choose to do a storytelling, a role play or any other performance method (if they are not happy with making the drawings).

Step 3 – 30-40 minutes

Each group presents the story within the 5 minutes time limit. The presentation should be an opportunity for the participants to show their talents and to have fun.

Step 4 – 20-40 minutes

Compliment the participants on their performances and efforts in making their stories. Then, ask them to analyze:

- What aspects/experiences participants have in common
- What unique aspects/experiences some participants have
- What aspects/experiences in the stories they think should happen more (good things)
- What aspects/experiences in the stories they think should happen less or should not happen at all (bad things); what they think could or should be done about them.

Conclude the exercise with the following points:

- There are many things that we all share in living or working in our respective community.
- A community can be like a big, extended family in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events. However, this is not always the case. Some communities are characterized by close ties; others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- Being part of a community means being connected to others in the community, participating in community activities, helping each other when there are problems and helping to make the community a better, happier place.
- Nowadays more people than before move to live, work or study outside of their home community, so some people belong to more than one community: their home community and the new community where they have resettled.
- Like in a family, the most important part of a community is its people. A community can only be as good and happy as the people living in it.

Exercise 1.2.4 Community Analysis



Objectives

- To identify community or workplace activities and resources
- To analyze relationships and the level of participants' involvement in the community or workplace



Target Group

Youth and adults



Duration

75-90 minutes



Seating Arrangements

Small group seating with space for group work



Materials

- Community map(s) from Exercise 1.2.2 (if available)
- Flipchart paper and markers for each group
- Large boards or large wall space



Training Aids

- 1.2.4 A: Community Calendar
- 1.2.4 B: Community Activities
- 1.2.4 C: Community Groups and Organizations
- 1.2.4 D: Community Problems
- 1.2.4 E: Community Opportunities



Session Plan⁵

Step 1 – 10 minutes

Explain to participants that they will conduct an analysis of the community in which they live and work. Refer to the community map(s) from Exercise 1.2.2, if they have done this exercise. For each community or workplace, participants will analyze 5 aspects of the community in 5 groups as follows:

1. **Community Calendar:** Special events, celebrations or festivities that observe the community tradition and culture. These events can be annual holidays, cultural traditions or religious events. Participants will list such events for an entire year to make a community calendar and give a brief description for each event, including the purpose, activities, participants, and key players in the event.

⁵ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Youth Community Analysis, p. J-22, and *World Wise School* by Peace Corps, Part 1: Defining Culture, Looking at Ourselves and Others, Exercise: Where I Come From, URL: www.peacecorps.gov/www/guides/looking/lesson16.html.

2. **Community Activities:** Activities of community members outside of special events, i.e. personal and social activities performed by community members on a regular basis (daily, weekly, monthly). As a group (e.g., children, youth, men, women, the elderly), participants will list the activities in which they are engaged on a regular basis such as school, work, sports and leisure, family activities, community/workplace meetings, social gatherings.
3. **Community Groups and Organizations:** Formal and informal groups, associations, or clubs that exist in the community such as youth groups, children's clubs, sports clubs, women's organizations, men's organizations, religious associations, neighbourhood associations, trade unions, etc. Participants will list the names of groups and their main purposes and activities, identify the name(s) of the group leaders if possible, and indicate whether they participate in any of these groups.
4. **Community Problems:** Participants will list things that make life difficult for community members, in the daily life in the family, in school, at work, in relating to one another in the community, and in dealing with others outside of the community. Participants will note possible causes and possible ways to solve each problem, as well as who should take the lead in solving it.
5. **Community Opportunities:** Participants will list things that make life easy for community members or existing opportunities that will help the members improve their daily life in the family, in school, at work, in relating to one another and in dealing with others outside the community. Participants will note possible uses and benefits and how, by whom and when each opportunity can be used. The opportunities can be tangible or intangible resources such as a room in the school that is not used, a water source, unique raw materials in the area, or special skills of people in the community.



Tip for Trainers

If participants are migrants living in destination areas, they may feel that they belong to neither their host community nor their original community. It is important to give them support and help them understand that culture is related to the people, not to the place, and therefore, culture can be transported with the people to a new place. While migrants need to adapt to a new way of life in the place they migrated to, they can still do many things they used to do back home. In this case, the participants may draw a community calendar based on their culture back home. Then they analyze the activities, groups and organizations, problems and opportunities in the community in which they currently live: They can make up a second calendar that draws from their home community and shows the situation in their new community.

Step 2 – 30 minutes

If all participants come from the same community or workplace, divide them into 5 mixed groups, each to analyze one of the 5 topics above. If they come from different communities, group them according to their community. In each group, members will divide among themselves the responsibility to analyze the 5 topics.

Give each group their worksheets with instructions and guidelines (Training Aids 1.2.4 A, B, C, D and E), as well as flipchart paper and markers for group work.

Step 3 – 30-40 minutes

Ask each group to present their analyses of the 5 topics, one presenter for each topic, preferably both male and female presenters. Allow all presentations to finish before starting the large group discussion. Encourage sharing and comments among participants, particularly from members of different groups. It is important to help participants see the big

picture in the process of analyzing the various aspects of their community. Guide questions for discussion are:

1. Community Calendar:

- What are the most important events on the calendar? Why?
- Does everyone participate in these events? If no, who participates?
- What are these events or celebrations connected to? Food, clothing, music, religious events, a particular season or natural happening?
- Are there specific roles and responsibilities for individuals who participate in these events? If so, what are they? Are there any differences between older and younger people or between women and men, girls and boys?
- How do you feel if you are unable to participate in these events?

2. Community Activities:

- What do people do in your community?
- What are the main activities for children, youth, men, women, and the elderly?
- Are men and women, boys and girls involved in similar activities? If not, what are the differences and why?
- To what extent do people in your community get together to do something for work, fun or just for chatting? Are there any differences between older and younger people or between women and men, girls and boys?

3. Community Groups and Organizations:

- Are there any groups, associations, organizations or clubs in your community and/or at your work?
- What is the main mission or goal of each group? What do people do when they join the group?
- Who are members of what group? Are they for older or younger people, girls, boys, women, men, or can anyone join the group?
- Did you join any of these groups? How often? Why do you join?
- Do you know the history of these groups? Who founded them and when?
- What are the most popular (or the most useful) groups in the community? Who are the key players in each of these groups?
- Are there any groups that you have wanted to join but have not? Are there any particular reasons you have not joined? What are they?
- What kind of groups, do you think should exist in the community?

4. Community Problems:

- What are the problems that make life difficult in your community?
- What or who do these problems concern? Girls, boys, women, men, older people, or people with specific needs?
- What do you think are the most difficult problem(s)? Why?
- Do you know what caused these problems?
- When there are problems in your community, what do people do? Where do they go? Whom do they consult?
- Have there been any actions taken to deal with these problems? If so, by whom? What has changed after the actions have been taken?
- Do you think these problems are solvable? What are your proposed solutions? Who can take the lead in solving the problems?

5. Community Opportunities:

- What are the facilities, services and initiatives that make life easier in your community, in your daily life or in dealing with others from the outside?

- Who in your community contributes to this? Specify by age and sex as relevant.
- What opportunities exist that may potentially help make your community a better and stronger place and improve the quality of life in your community/workplace?
- If there are such opportunities, what are the ways to use them? For what purposes?
- Who do you think can participate and take the lead in using these opportunities towards a better life in your community?

Step 4 – 5-10 minutes

Briefly summarize the presentations. Highlight the key points, including the following:

- Living and working practices in a community have their own culture and tradition, and some may have a unique way of life.
- A happy community can be like a big, extended family but this is not always the case. Some communities or workplaces are characterized by close ties, others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- A community is happy and strong when its members, regardless of their age, sex, ethnicity, rank or status, have equal opportunities to participate in its activities, and have groups and organizations that serve their needs and promote their interests.
- In each community there are problems as well as opportunities that can be dealt with, if the members of that community join forces together to address them with efficiency, creativity and clear vision.



Training Aid 1.2.4 A: Community Calendar

Guidelines: List special events, celebrations or festivities for an entire year. These events can be annual meetings, holidays, cultural traditions or religious events. Give a brief description for each event, including the purpose, activities, participants, and key players in the event. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Month	What event	What for	Who leads	Who joins
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				



Training Aid 1.2.4 B: Community Activities

Guidelines: List regular key activities in your community such as school, work, sports and leisure, family activities, meetings, social gatherings, etc. Specify age, sex, ethnicity, and migrant or other group status as relevant.

What	Why	Who	When	Where



Training Aid 1.2.4 C: Community Groups and Organizations

Guidelines: List the names of groups, clubs or organizations and their main purposes and activities, members and name(s) of leaders if possible. The groups can be formal or informal groups, associations, or clubs that exist in the community such as youth groups, children's clubs, sports clubs, women's organizations, men's organizations, sports clubs, religious associations, neighbourhood associations, trade unions, employers' groups, etc. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Group	Purpose	Activities	Leaders	Members



Training Aid 1.2.4 D: Community Problems

Guidelines: List things that make life difficult in your community, in the daily life in the family, in school, at work, in relating to one another within and in dealing with others outside of the community. Note possible causes and recommended solutions for each problem, as well as who should take the lead in it. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Problem	Concerning whom	Cause(s)	Proposed solution(s)	Action taken



Training Aid 1.2.4 E: Community Opportunities

Guidelines: List things that make life easy for community members or existing opportunities that help the members improve their daily life in the family, in school, at work, in relating to one another and in dealing with others outside of the community/workplace. For each opportunity, note possible uses and benefits and how, by whom and when such opportunity can be used. The opportunities can be tangible or intangible resources, such as a room in the school that is not used, a water source, unique raw materials in the area, or special skills of people in the community. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Opportunity	Possible uses & benefits	How	By whom	When

Unit 1.3 I Have a Dream



Content

This unit aims to assist children, youth and adults to explore their needs and aspirations in life. Participants will learn to recognize and set their personal goals. They will also learn how to plan the steps of actions toward a desired goal.



Key Messages

- Everyone has the same basic needs, including 1) physical/survival needs like food, clothing, shelter, and healthcare, 2) emotional and social needs of love and acceptance and 3) needs for self-development such as education and intellectual and career fulfillment.
- Different people put different values on what they consider important to them because the life situations, roles and responsibilities of a person determine what s/he considers important in life.
- Happiness does not depend on just material wealth. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.
- A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups among its members.
- The road to success begins with a dream or goal setting and is paved with milestones of actions.
- Successes are the result of good planning and knowing how to use your talents and skills, combined with hard work and determination.
- To help yourself reach the desired goal more easily: 1) break down the tasks into several small steps towards achieving the goal; 2) focus on the task at hand; 3) recognize and know how to seize good opportunities; 4) do not give up at the first obstacles; 5) find creative ways to overcome obstacles.



Exercises

- 1.3.1 Market of Dreams and Happiness
- 1.3.2 Road to Success



Related Units

- 3.3 Making a Happy Family
- 9.3 Looking for a Job
- 9.4 Migration for Work

Exercise 1.3.1 Market of Dreams and Happiness



Objectives

- To explore basic personal needs and desires in life
- To learn to prioritize what is important in life



Target Group

Children, youth and adults



Duration

75-90 minutes



Seating Arrangements

A large semi-circle with chairs or mats or carpets for people to sit on the floor with a large empty space in the middle of the room



Materials

- 5 pieces of blank paper in $\frac{1}{4}$ A-4 size for each participant
- Lottery tickets and play money (see preparation in Step 1)
- A bag or a hat
- Pens and markers, one for each participant
- Flipchart papers, 5-6 pairs of scissors, and 5-6 rolls of masking tapes



Session Plan⁶

Preparation

In this exercise participants will list what they want and need in their lives. They will receive resources through a lottery and aim to fulfill their wishes and needs in the Market of Dreams and Happiness.

Prepare in advance the following for the exercise:

For Step 1

Cut 20-30 sheets of A-4 size paper into 4 equal pieces. Make sure to have at least 5 pieces for each participant.

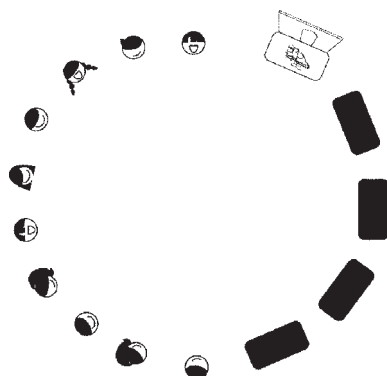
For Step 3

- Make lottery tickets as follows:
 - Cut blank paper into a number of 2" x 2" pieces to make lottery tickets, one for each participant.
 - Write down an amount of money in local currency on each ticket. Make sure to give various amounts on different tickets, for example: some tickets have an amount equal to 1 month or 3 months salary; some 1 year, and others 5 years or 10 years salary.
 - Roll up the lottery tickets and put them in a bag or a hat.

⁶ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Self Awareness and Development, p. M-7.

- Make play bank notes in small and large denominations. Make sure to have enough to give to participants when they claim their lottery tickets and for the sellers at the Market.

Set up the room, by arranging at least 5 tables and chairs for sellers in a makeshift 'market' on one side of the room, and chairs for participants in a semi-circle on the other side, leaving a large empty space in the middle of the room. Set aside one table for the moneychanger.



Step 1 – 5 minutes

Distribute to each participant 5 sheets of blank paper and a pen or marker and ask them to write down 5 things they need and wish to have in life. Tell them they can write or draw anything and as many as they can think of, one wish or need on a sheet of paper. If they need more paper, they can ask for more. The words and pictures should not be too small.

Step 2 – 10-15 minutes

Collect the sheets from participants and do the following:

1. Quickly divide the sheets into **4 groups**:
 - 1) **Basic material items** (such as food, clothing, medicine, etc.)
 - 2) **Luxury material items** (such as fancy cars, fashionable clothes, jewelries, etc.)
 - 3) **Emotional items** (such as love, family happiness, fun, success, peace, safety, etc.)
 - 4) **Self-development items** (such as education, job, travel, volunteer work in community, etc.)
2. Place the 4 groups of items as if they were products on sale in the market—different groups of items on different tables. For example: items in Group 1) on Table No. 1, items in Group 2) on Table No. 2, and so on.
3. Put a price on each item. The prices should be realistic, for example: luxury items are a lot more expensive than basic items in general. Emotional items are free. Self-development items such as education and travel may be expensive but leadership in the community is free, etc. The trainers should use their judgment on how to price the items relative to the amounts of money assigned on the lottery tickets for participants.



Tip for Trainers

The trainers need to work quickly in Step 2. Divide the work among your co-trainers, or ask 1-2 participants to help you if you are the only trainer. To save time, while Step 2 is not yet finished, another trainer can start Step 3.

Step 3 – 20-25 minutes

Tell participants they will now draw a lottery ticket in the 'Lottery of Life'. Walk around the room with the lottery bag and ask each participant to draw a lottery ticket from the bag. Ask participants to check the amount of money on their tickets and go to the "Moneychanger" to change the tickets for (play) money.

After all participants have finished their exchange, announce that you are opening a 'Market of Dreams and Happiness' and invite participants to shop in the market. (At this point, all the trainers should assume the positions of the sellers and be ready to sell the items.) Tell participants that as the shoppers, they can bargain with the sellers for the price they think is right for each item. They are free to spend all the money that they have.

Step 4 – 25-30 minutes

After everyone has finished shopping, ask participants the following questions (Make sure to get answers from both male and female participants on a variety of items):

- What did you buy?
- Why did you buy these items?
- Were you able to buy everything that you wanted?
- Are you satisfied with what you got from the market? Why? Why not?
- What items were expensive and what were not?
- Are there any more things you want that were not available at the market or were too expensive for you? What are they?
- Was there a difference among participants on the amount they got in the lottery?
- How did this affect their ability to buy?
- Are there any differences in the needs and wishes among people, especially women and men, girls and boys, younger and older people? If so, what are the differences and why?

Put up the items discussed on the board. Open up a discussion on basic human needs. Explain that human needs include mainly 3 types of needs, as follows:

- 1) **Physical needs** or needs for survival
- 2) **Emotional/social needs** or needs to sustain good mental health and (perceived or real) social standing
- 3) **Self-development needs** or needs for personal betterment in life.

Write down the 3 needs in separate columns on the board or 3 flipchart stands (see the table below) and ask participants for a few examples of each type of needs. Write down the examples under the appropriate column on the board or on the appropriate flipchart. Then, ask participants to put the items they have bought in the appropriate columns on the board or flipcharts as well.

1. Physical Needs	2. Emotional/Social Needs	3. Self-Development Needs
– Food – Clothing – Shelter – Medical care – ... (items from Group 1 in Step 2)	– Love from family and friends – Personal safety – Fashionable clothes – Acceptance in community – ... (items from Groups 2 & 3 in Step 2)	– Education – Job – Travel – Participation in community – ... (items from Group 4 in Step 2)



Tip for Trainers

Discuss whether there are differences in the needs of girls and women as daughters, sisters, wives, and mothers, and needs of boys and men as sons, brothers, husbands and fathers. Address specific situations and needs of your target group, for example needs of children out of school, child labourers, child domestic workers, factory workers, mothers, single parents, etc. Also watch out for participants who may have special needs such as disabled persons, etc.

Step 5 – 15 minutes

Ask participants to take 2-3 minutes to look at the items on the board and consider which items are necessary in life and which ones are not. Ask 4-5 participants to point out what they want most in life (ask participants of different sexes and age groups for a variety of answers). Point out that while everyone has all three basic needs, different persons may have different priorities in life. The roles and responsibilities of a person often determine what the person considers important in life. For example, children and young people have different priorities and concerns from adults with family responsibilities; daughters may have different needs from their brothers'; and a married woman with a new baby surely has priorities that are different from those of a young single man or an elderly grandfather.

To have happiness in life, a person needs to be able to fulfill his/her basic survival needs, emotional needs and self-development needs. Life circumstances can affect the abilities and opportunities to fulfill a person's needs. For example, a child born to a rich family will have fewer problems fulfilling physical needs and getting better education than a child born to a poor family. However, it is important to remember that happiness does not depend on just material wealth. Children born to poor families can enjoy as much love and other emotional fulfillment, and seek opportunities for self-development through education, work and life experiences. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.

A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups among its members. Sometimes **equality** or equal opportunity may not necessarily lead to **equity** or fairness and justice, if the benefits cannot be enjoyed by the intended people (see Briefing Note on Gender Equality Concepts and Definitions in Exercise 3.1.1 What Makes a Boy, What Makes a Girl?).

Conclude the exercise by emphasizing the following points:

- Everyone has the same basic needs, including 1) physical/survival needs like food, clothing, shelter, and medical care, 2) emotional and social needs of love and acceptance and 3) needs for self-development such as education and intellectual and career fulfillment.
- Different people put different values on what they consider important to them because the life situations, roles and responsibilities of a person determine what s/he considers important in life.
- The lottery of life can be good to some and harsh to others. Some people are born into a rich family; others live in poverty. Coming from a poor background means that it is more difficult to gain education and have other opportunities that can enhance the quality of life. However, happiness does not depend on just material wealth. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.
- A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups among its members.

Exercise 1.3.2 Road to Success



Objectives

- To learn how to recognize and set goals in life
- To practice drawing a roadmap toward a desired goal



Target Group

Children, youth and adults



Duration

60-75 minutes



Seating Arrangements

A large circle or semi-circle seating on chairs or on the floor, indoors or outdoors



Materials

- A-4 size paper, pencils and colour markers, enough for all participants
- Flipchart paper, markers and 2 rolls of masking tapes



Training Aids

1.3.2 A: My Road to Success: Example for Children

1.3.2 B: My Road to Success: Example for Youth and Adults



Session Plan

Step 1 – 5-10 minutes⁷

Gather all participants to sit in a circle or semi-circle. If this exercise is in the afternoon, do some stretching exercises with participants for 2-3 minutes. Then, ask them to find a comfortable position, which can be sitting in a chair or on the floor, reclining, or lying down.

Tell participants that everyone will be having a daydream during the next 5 minutes. Ask everyone to close their eyes, relax their minds, and try to see the image of themselves, their family, and the place where they live. After 1-2 minutes, ask them to imagine—like in a movie, in a dream—images of themselves in the future, that they wish to happen: what they will look like, what they will be doing, and what things will happen ... in the next month ... after 3 months ... 6 months ... 1 year ... 3 years ... 5 years ... 10 years. After about 5-6 minutes, ask them to slowly come back to the present ... Snap a finger, clap your hands or ring a bell and ask them to open their eyes.



Tip for Trainers

Step 1 is a meditation exercise, so it is important to do this in a quiet place. It is important to have participants in a relaxed mood to help put them in a meditative state. The trainer conducting this step should speak clearly, calmly and slowly.

⁷ The idea of meditation is inspired by *Training Manual for Domestic Workers, Module Two: Kasambahay Processing Seminar* by Visayan Forum Foundation, Inc. (VF: Manila, 2002), Session 5: I Have a Dream.

Step 2 – 10 minutes

Ask participants to sit up and ask them the following questions:

- Were you able to see yourselves in your daydream?
- What kind of things did you see yourselves doing?
- Do you want what you saw in your daydream to come true? Why? Why not?
- Do you think what you saw yourselves doing in your daydream can come true? Why? Why not?
- Have you ever done this kind of daydreaming by yourselves before? If so, have you ever told people about your daydreams?
- Do you think or dream about your future?
- Do you think it is a good thing to think and dream about the future? Why? Why not?

Conclude by stating that everyone has hopes and dreams about the future, some of which may come true and others may not. Many successes in life – small and big – begin with a dream, followed by setting a goal to realize your dream and implementing practical steps to achieve your goals and thereby your dream. Dreams and goals will not be realized unless actions are taken towards them.

Step 3 – 15-20 minutes

Ask participants to think of the dream or goal that they visualized in Step 1, and the steps they think they need to take to reach their goal. Explain that there are short-term, medium-term and long-term goals and give some examples as follows (examples a) are for children and examples b) are for youth and adults):

- Short-term goals aim for a result in the immediate future, for example:
 - a) You are studying for an examination and your goal is to get a good mark.
 - b) You just graduated from high school and you want to find a job within 1 to 3 months.
- Medium-term goals aim for a result in the not-so-distant future, for example:
 - a) You are in middle (lower secondary) school and your goal is to finish high school.
 - b) You are working and saving money to set up your own business in 3-5 years.
- Long-term goals aim for a result in a distant future, for example:
 - a) When you grow up you want to be a teacher (a doctor, a soccer player, etc.).
 - b) In 10 years, you expect your business to become very successful, your family will have financial security and your children will be studying in university.

Ask how they can set and reach their goal. Brainstorm for ideas and summarize:

- 1) Have a goal that is achievable.
- 2) Find out what exactly you need to do in order to reach the goal.
- 3) Break down the tasks you need to do one step at a time.
- 4) Have in mind the end result, but always keep your focus on the task at hand.
- 5) Recognize good opportunities and find creative ways to overcome obstacles.

Warn participants of early judgment (i.e., thinking that things are too difficult or they will never happen). Note that considering whether a goal is achievable can be tricky because what seems difficult or even impossible can actually happen, given good planning, hard work, determination and knowing how to best use your talents and skills. Some people are lucky to have special talents, skills and resources necessary to achieve the goal, but these alone do not always amount to success. Often, successes are a result of good planning, hard work and determination. For example, children of rich parents who have good brains may not succeed in school and in life, if they do not study hard and are not serious about their future, while children of poorer parents can succeed if they work hard to overcome many obstacles. People who are successful always challenge themselves to do better, even to do what seems impossible at first. (Give examples of some unlikely success stories that are familiar to participants.)

Step 4 – 15-20 minutes

Ask for examples of a short-term, medium-term and long-term goal from participants. Work with participants on how to break down the tasks to reach these goal. Use the given example of 'My Road to Success' (Training Aid 1.3.2 A for children and B for youth and adults).

Give each participant a piece of blank A-4 paper and a couple of colour markers. Ask them to choose a medium- or long-term goal and draw up their own road to success.

Explain that there are many steps on the road to a desired goal. Some of these are easy to take, while others are obstacles to overcome. In drawing a road, participants have to mark not only each step (or milestone) toward the desired goal, but also obstacles that may be in the way of success. It is possible that on the road, there may be a few necessary steps backward, for instance, when one alternative is not possible, they may have to come back to restart the step with another alternative. Always try to find creative ways to get around or overcome the obstacles.

- Example 1: If you fail an examination because you did not study hard enough, you can study harder and take the examination again. If you worked very hard for the examination already but failed it, you may wish to check why you failed, and see whether it is realistic to sit for the same examination again.
- Example 2: You may have a deep wish to support your parents, but making a lot of money quickly may mean you work such long hours, that you are too tired to look after your own health, so you can become sick. Or you may be enticed to earn quickly money by selling your body to send money to your parents. Is that what you need to do?

Stress that because each individual's life is connected to his/her family and community, individual efforts to reach a desired goal often need support from family, friends and community. For example:

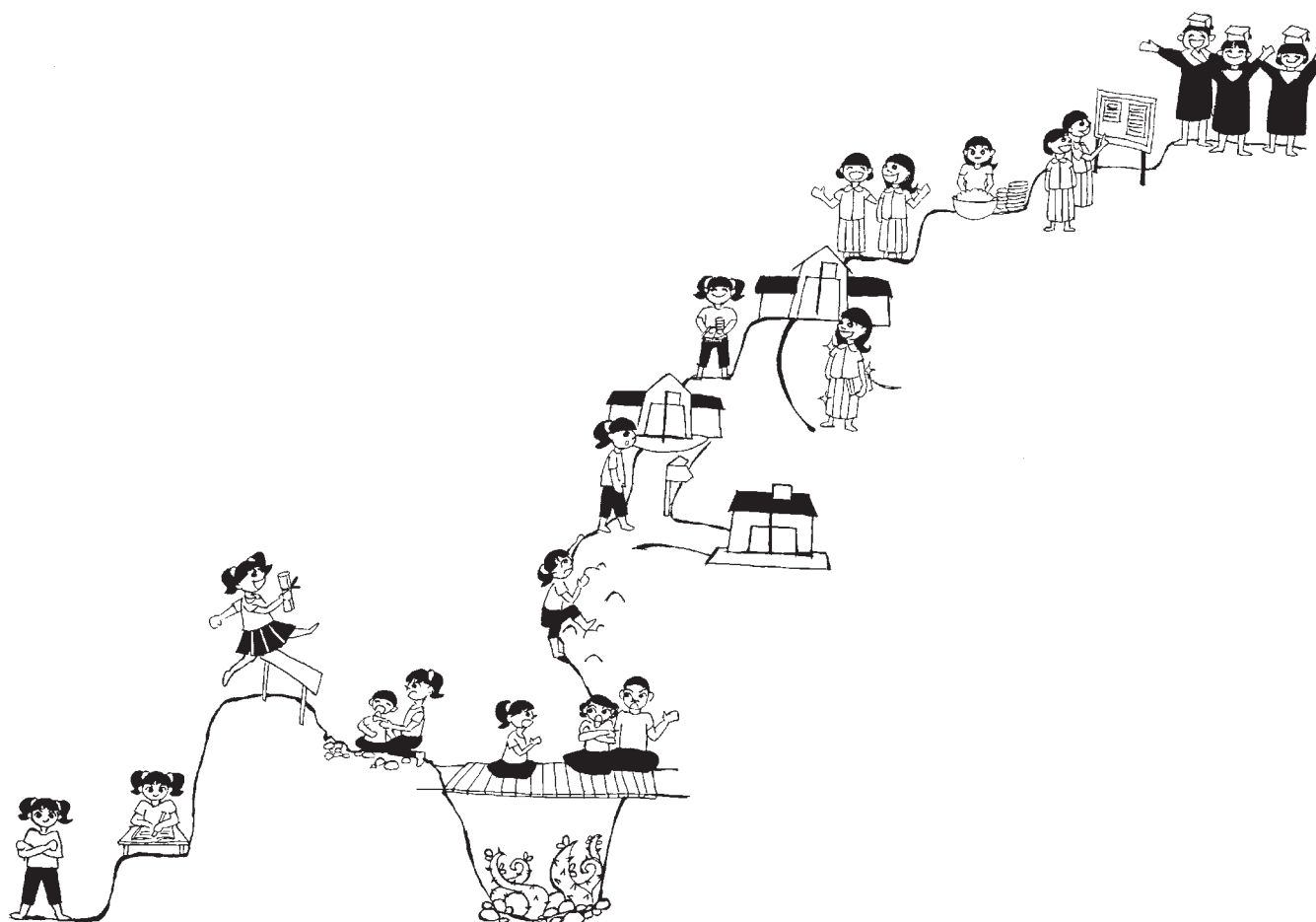
- A son's and daughter's desire to pass school examinations with good marks can be realized not only by their efforts to study hard in school, but also can be helped greatly by their family's understanding and encouragement, not putting too much demand on them to do housework or extra work before or during the examination and allowing them more time to study at home.
- If a woman wants to set up a small business, she needs her husband to understand the business demand on her time. Her husband can support her by sharing household responsibilities, and vice versa.

Step 5 – 15 minutes

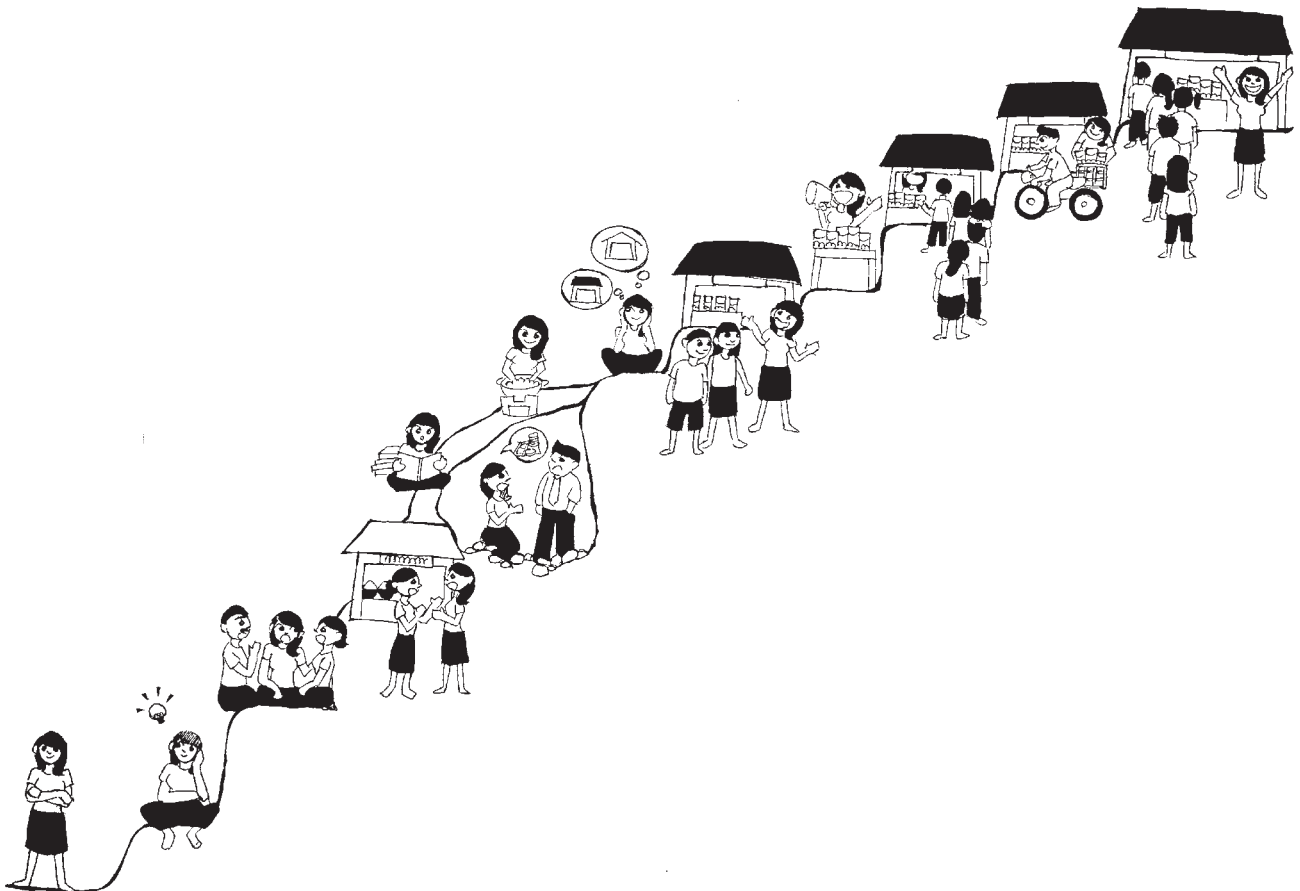
Invite 2-3 participants to share their roads to success. Ask other participants to comment and suggest alternative ways on each presentation. If there is time, trainers may extend time for this step to allow more participants to share their roads to success.

Conclude the exercise with the following messages:

- A road to success begins with a dream or goal setting.
- Short-term, medium-term or long-term goals will not be realized unless actions are taken towards them.
- Successes are a result of good planning and knowing how to use your talents and skills, combined with hard work and determination.
- To help yourself reach the desired goal more easily:
 - Break down the tasks towards achieving the goal into several small steps.
 - Focus on the task at hand.
 - Recognize and know how to seize good opportunities.
 - Do not give up at the first obstacle.
 - Find creative ways to overcome obstacles.
- Understanding and support of family and friends is often behind individual success.



Training Aid 1.3.2 B: My Road to Success: Example for Youth and Adults



Sources for Further Reading

Ansell, Nicola & Young, Lorraine, *HIV/AIDS and Children's Migration: A Training Manual for Community Workers*, Brunell University.

Bauer, Susanne, Finnegan, Gerry & Haspels, Nelien, *Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise Training Package and Resource Kit (GET Ahead Package)*, ILO: Bangkok, Berlin and Geneva, 2004.

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Street*, Thai Red Cross Aids Research Centre: Bangkok, 2000.

Visayan Forum Foundation, Inc., *Training Manual for Domestic Workers, Module Two: Kasambahay Processing Seminar*, VF: Manila, 2002.

Useful Websites

ILO Regional Office for Asia and the Pacific, Publications on Gender Issues and Women and Work, URL: www.ilo.org/public/english/region/asro/bangkok/library/pub4a.htm

Peace Corps, World Wise School, URL: www.peacecorps.gov/wws/

MODULE 2 RIGHTS IN LIFE

Introduction

This module introduces the basic human rights of children, youth and adults and the responsibilities that come with these rights. It aims to make the definition of human rights less abstract and connect the respect for these rights and their use in the day-to-day life of participants. Participants are asked to think about the responsibilities they have regarding the expression of these rights. The importance of getting organized to achieve these basic human rights and to fight against violations is also stressed.

This module includes 4 units:

- | | |
|----------|---------------------------------|
| Unit 2.1 | Everybody Has Rights |
| Unit 2.2 | Children's Rights |
| Unit 2.3 | My Rights and Responsibilities |
| Unit 2.4 | My Right, Our Right to Organize |

Unit 2.1 Everybody Has Rights



Content

This unit introduces the basic, fundamental human rights of all persons. Participants will gain an understanding of the need to respect these human rights and learn how to recognize inequalities in wealth and enjoying rights.



Key Messages

- Every person has basic human rights because he or she is a human being.
- The fundamental human rights are given in each country's Constitution and/or National Laws and Regulations.
- The extent to which basic human rights are enforced in practice varies from country to country.



Exercises

- 2.1.1 Human Rights Auction
- 2.1.2 What Are My Rights?



Related Units

- 2.2 Children's Rights
- 2.3 My Rights and Responsibilities
- 10.2 Rights at Work

Exercise 2.1.1 Human Rights Auction



Objectives

- To gain an understanding of the importance of the basic, fundamental human rights
- To understand that there are inequalities of wealth and enjoying rights



Target Group

Children, youth and adults (maximum of 30 participants)



Duration

60 minutes



Seating Arrangements

Two or three rows of chairs with one table in front (auction table)



Materials

- Auction hammer
- 10 sheets of flipchart paper, each with a right to be auctioned (Training Aid 2.1.1 A)
- Photocopies of the Auction Form, one for each participant (Training Aid 2.1.1 B)
- Pens or pencils, one for each participant



Training Aids

2.1.1 A: Instructions for Auction Preparation

2.1.1 B: Auction Form

Briefing Note: Human Rights (in Exercise 2.1.2)



Session Plan¹

Preparation

Put the flipchart stand with the prepared sheets (Training Aid 2.1.1 A) next to the auction table, in front of the two or three rows where participants will be seated. Prepare a jar or basket with paper slips that give the identity and amount of money each person can spend as explained in Training Aid 2.1.1 A.

Step 1 – 10 minutes

Welcome participants at the Auction of important items in life known as: Human Rights. Hand out the Auction Form (Training Aid 2.1.1 B) and pens or pencils. Ask each participant to draw an identity from the jar or basket. Explain that the amount of money they can spend on this auction is mentioned behind their identity on their slip. The participants can write their identity and amount of money on top of their form. Explain the participants how they have to fill in the rest of the Auction Form during the exercise.

¹ Adapted from: *Economics for All* by Teri Burgess (Oxfam, Canada, 2000), Exercise: Human Rights Auction.

Step 2 – 5 minutes

Give participants 5 minutes to decide if they want to form small groups or like to bid individually. When they want to form a group they should have a clear reason why they form a group. Examples are: friends helping friends or a rich person supporting a poor person. Everyone has to decide which right s/he likes most and up to how much they can bid. Groups and individuals have to keep track of their total budget themselves during the auction.

Step 3 – 5 minutes

The trainer is the auctioneer and explains that there are 10 items on sale. All bids need to be a multiplier of 10 and the minimum bid is 10 for each item. The highest bidder gets the right. When a participant with a female identity has done her bid, a participant with a male identity can override that bid with the same amount of money, simply because the participant is a man. Ask if the rules are clear.

The auction can start with the first item. Turn over the cover page and read aloud the first item and ask for bids. Speak loudly and not too slowly. The auctioneer can say the following: The first item we have: "Enough to eat", who would like to bid?

...repeat the bid: Who bids more?

...mention the new bid: Any higher?

...repeat the new bid until no new bids are forthcoming and continue with saying: One (bang with your hammer on the table), two (bang) and three (bang once more).

The buyer is ... (mention the identity) and the price is ...(mention the amount)

Write the identity of the participant who buys the right on the flipchart paper together with the highest bid for the item. Turn the page to the next item.

Step 4 – 15 minutes

Continue with the remaining items and follow exactly the same procedure for each item until all items are auctioned off.

Step 5 – 20 minutes

Discuss in plenary the outcome of the auction using the following questions:

- Who purchased the most rights and who the least?
- Does this also happen in your country?
- Which rights went for the highest amount of money?
- What are the reasons for this?
- How did your auction simulation compare with what is really happening in the world: who has their Basic Human Rights fulfilled and who does not?
- Did participants with male identities overrule bids of participants with female identities?
- Does this happen in real life in your community or country?
- Do women have the same rights as men in your country: by law and in practice?

Step 6 – 5 minutes

Round up with the following key messages:

- The ten items mentioned on the auction list are 10 important human rights.
- Everybody in the world is entitled to these basic human rights, irrespective of their age, sex, socio-economic class, migrant status, ethnicity, or religion.
- The fundamental human rights are often given in each country's Constitution or other laws.
- Unfortunately not all persons in all countries have these basic rights yet, but everybody should be aware of the fact that all humans have the right to enjoy these basic rights.



Training Aid 2.1.1 A: Instructions for Auction Preparation

Guidelines:

1. Make 10 rights items for auction

On each of 10 separate flipchart sheets, write one of the following items:

- 1) Enough to eat
- 2) A healthy environment
- 3) Somewhere to live
- 4) Equal opportunity
- 5) Clean water to drink
- 6) Protection from violence by others
- 7) Access to health care
- 8) The chance to have a job
- 9) An education
- 10) A say in your future

2. Make a cover page

On another sheet of flipchart paper, write the following texts:

AUCTION

of

IMPORTANT ITEMS

IN LIFE

*[date
and time of the session]*

3. Make an auction stand

Put the sheets in the right order with the cover page on top on a flipchart stand. Place the stand next to the auction table in front of the rows of chairs where the participants will be seating. Make sure all participants can see the auction stand clearly.

4. Prepare identities and amount of money of auctioneers²

In Step 1 each participant gets one of the following identities and an amount of money each can spend during the auction. Prepare paper slips on which you write an identity with the corresponding amount of money as given in the table below. Fold each slip once and put them in a jar or basket. Ask each participant to draw a slip from the jar or basket in Step 1.

Indigenous Australian man	300	Palestinian woman	50
Black South African man	50	Japanese woman	500
New Zealand Maori man	250	Swedish woman	600
Bangkok street boy	20	Vietnamese man	50
Cambodian male farmer	40	Lao woman	20
Vietnamese businessman	200	Chinese city woman	30
Canadian white woman	600	British street boy	100
Myanmar refugee girl	10	Indonesian boy	10
American white male	800	East Timorese man	30
Fijian Indian woman	100	Indian woman	30
Russian male peasant	150	French man	700
Vietnamese coffee farmer	50	Cambodian girl	20
Ethnic minority woman	20	Chinese girl	20
Thai fisherman	80	Indonesian woman	50
Chinese business woman	150	Lao child	10

² The figures are based on the GDP per capita in each country. They are related to the position of the identity in a specific country and the ratio between countries. Figures and ranking are obtained from the following websites: http://www.weforum.org/documents/Test/Ranking_English_Country.htm and <http://www.cia.gov/cia/publications/factbook/fields/2004.html>.



Training Aid 2.1.1 B: Auction Form

Guidelines: Photocopy this page and give every participant a copy with a pen or pencil.

I am a:

I have to spend

Item	Sold for:	Bought by:	Bought by me for:
1. Enough to eat			
2. A healthy environment			
3. Somewhere to live			
4. Equal opportunity			
5. Clean water to drink			
6. Protection from violence by others			
7. Access to health care			
8. The chance to have a job			
9. An education			
10. A say in your future			
Total			

Exercise 2.1.2 What Are My Rights?



Objective

To understand the meaning of human rights



Target Group

Youth and adults



Duration

90 minutes



Seating Arrangements

A large circle of chairs and a large space inside the circle



Materials

- 10 flipchart sheets numbered 1 to 10
- Bag or jar
- 6 markers or more



Training Aids

2.1.2 A: Tasks for What Are My Rights

2.1.2 B: Answer Sheet for What Are My Rights

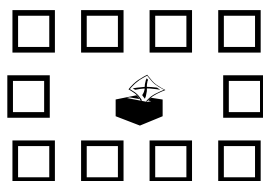
Briefing Note: Human Rights



Session Plan

Preparation

Place 10 empty flipchart sheets on the floor in the middle of the circle in a large rectangle of three by four. Number them from 1 to 10. Make sure there is enough space between the sheets to enable participants to walk around each sheet.



Put the jar or bag with the tasks in the middle of the rectangle as explained in Training Aid 2.1.2 A.

Step 1 – 10 minutes

Ask participants if they can explain what they understand by the term 'human rights': what does it mean to them? Give a short explanation on what is meant by human rights. Be very brief. Details about each specific right will come during the exercise.

Step 2 – 10 minutes

Tell the group that they will become aware of 10 basic human rights by doing the following game. The game has two rounds. Divide the group in 5 teams. Ask one member of each team to draw a paper from the jar or bag. On the paper they find a number and a task. They have to use the flipchart on the floor with the corresponding number to perform their task. Emphasize that it should be done fast, within 5 minutes.

Step 3 – 20 minutes

Have a look at the results of each group in plenary. Discuss and add things to the flipchart if necessary (see Training Aid 2.1.2 B for possible answers). Ask if everything is clear to all groups.

Step 4 – 25 minutes

For the second round one member from each team has to draw another paper from the jar or bag. On the paper they again find a number and a task. The procedure is the same as in the first round: about 5 minutes for performing the task that is mentioned on the paper, followed by a brief presentation and discussion. Add things if necessary and use Training Aid 2.1.2 B for this.

Step 5 – 25 minutes

Mention the most important fundamental human rights once again. You can easily do this by going around the flipcharts and give a brief summary of each right. Ask the participants to identify which of these basic human rights are lacking or not being observed in their community/country. Discuss briefly.

Round up with the following points:

- Every person has basic human rights because he or she is a human being, irrespective of their age, sex, socio-economic status, migrant status, ethnicity or religion.
- The fundamental human rights are given in each country's Constitution or other Laws and Regulations.
- The extent to which basic human rights are enforced in practice varies from country to country.



Training Aid 2.1.2 A: Tasks for What Are My Rights

Guidelines: Cut this page along the dotted line to make 10 pieces with tasks. Fold each piece twice and put them in a jar or bag. The tasks can be changed but keep all 10 rights.

1. Write on the flipchart: THE RIGHT TO EQUAL TREATMENT Write down things you think of when you hear of equal treatment.	2. Write on the flipchart: THE RIGHT TO NATIONALITY Give reasons why it is important to have a nationality.
3. Write on the flipchart: THE RIGHT TO OWN PROPERTY Write down the types of property you can think of.	4. Write on the flipchart: THE RIGHT TO EDUCATION Think of a wish you want to make regarding this right. It can be a personal wish, a wish for others or in general. Write the wishes on the flipchart.
5. Write on the flipchart: THE RIGHT TO WORK AND TO JUST AND FAVOURABLE CONDITIONS OF WORK Make one (or more) drawings showing this right or a violation of this right.	6. Write on the flipchart: THE RIGHT TO FREEDOM FROM SLAVERY AND FORCED LABOUR Give examples of types of slavery and forced labour that you think everyone should be free from.
7. Write on the flipchart: THE RIGHT TO EQUAL ACCESS TO PUBLIC SERVICES Make a list of public services.	8. Write on the flipchart: THE RIGHT TO FREEDOM OF MOVEMENT Give examples of situations you have heard about this right being violated or restricted.
9. Write on the flipchart: THE RIGHT TO FREEDOM OF EXPRESSION Give examples of things people are sometimes not allowed to say. Think of political, cultural and religious issues but think also of certain feelings.	10. Write on the flipchart: THE RIGHT TO FORM OR JOIN AN ASSOCIATION Make a list on the flipchart of types of associations that should be allowed to be formed or joined.



Training Aid 2.1.2 B: Answer Sheet for What Are My Rights

1. **THE RIGHT TO EQUAL TREATMENT** – Answers can be very diverse. For example: equal wage for work of equal value between man and woman, equal opportunities for everyone, no discrimination based on sex, age, socio-economic status, religion, opinion, race, or ethnicity.
2. **THE RIGHT TO NATIONALITY** – No one shall be arbitrarily denied the right to have or to change his/her nationality. Without nationality an individual becomes stateless and is deprived of a number of rights entitled to full and legal citizens of a country. They are subsequently denied opportunities to have full development as a person and participation in the society, such as to go to school, get a decent job, vote, own property, and access health and public services. Worse they are often prone to arrest for illegal entry and harassment from authorities and other people.
3. **THE RIGHT TO OWN PROPERTY** – Examples include: real estate such as houses, businesses, land, money; and materials assets such as cars, professional tools, etc. Check whether women and men have the same or different types of property rights. Explain that no one can take your legal property away unless specific laws say so.
4. **THE RIGHT TO EDUCATION** – All kind of wishes can be expected. When nothing is mentioned regarding equal access for both girls and boys, ask what they think about this.
5. **THE RIGHT TO WORK AND TO JUST AND FAVOURABLE CONDITIONS OF WORK** – All drawings showing (non-)discrimination issues or (un)safe working conditions are correct.
6. **THE RIGHT TO FREEDOM FROM SLAVERY AND FORCED LABOUR** – Examples are many: working in debt bondage; being forced to work against one's will in virtual detention or imprisonment; domestic worker not permitted to leave the employer's house; being forced to sexual slavery; children bought or taken to work as child soldiers or porters. Discuss briefly the background of the examples given by participants by asking where they got the information from: own experience, from school or the media?
7. **THE RIGHT TO EQUAL ACCESS TO PUBLIC SERVICES** – Education and health services are most common examples. Other examples include public infrastructure and utilities, such as roads, electricity and water. When they mention that certain groups do not have equal access, discuss briefly the reasons for this.
8. **THE RIGHT TO FREEDOM OF MOVEMENT** – Ask on which information their answer is based: experience, rumours or the media. Explain that everyone should have the freedom to travel.
9. **THE RIGHT TO FREEDOM OF EXPRESSION** – In some countries people are not allowed to be critical towards their government or their employer. In many cultures, children cannot express disagreement with parents or discuss freely about many issues such as choice of marriage partner, having Aids, or being gay. The freedom to choose a religion or a spiritual belief also comes under this right.
10. **THE RIGHT TO FORM OR JOIN AN ASSOCIATION** – All kinds of cultural, social or political movements/associations can be mentioned. Examples are: trade unions, NGOs, youth groups, community groups, self-help groups, parents' groups (for schools), political parties, saving and credit groups, cooperatives.



Briefing Note: Human Rights³

1. What is meant by human rights?

Human rights are the basic and absolute rights that every person has because he or she is a human being. Human rights recognize the vulnerability of human beings in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights although the extent to which they are enforced in practice varies from country to country.

At the international level most of the basic human rights have been described in the United Nations Universal Declaration of Human Rights (1948). Some of the basic human rights include:

- The right to equal treatment and non-discrimination
- The right to nationality
- The right to own property
- The right to education
- The right to work and to just and favourable conditions of work
- The right to freedom of slavery and forced labour
- The right to equal access to public service in the country
- The right to freedom of movement
- The right to freedom of thought, opinion and expression
- The right to freedom of association
- The right to freedom of religion
- The right to justice for the law

2. National legal rights

National legal rights are rights defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

2.1 Constitution

Each country has a Constitution in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion, or status.

The following rights are often mentioned in the Constitution:

- The right to equal treatment
- The right to life, personal freedom and security
- The right to vote
- The right to form/join an organization
- The right to freedom of expression
- The right to protection against violence and unfair treatment
- The right to freedom to travel
- The right to freedom of religion
- The right to ownership
- Protection of the rights of children

³ Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Briefing Note 6: Rights, Laws and Rules.

2.2 National laws

Civil rights are rights to personal liberty that protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and are set out in civil codes. The Civil Code is a compilation of rights and duties, which citizens have towards each other. Civil codes usually set out rules on marriage, inheritance law or descendency. Civil codes do not necessarily directly protect human rights. For example, many civil codes stipulate that marriage creates a legal entitlement to affection and living together. This is not a human right per se but deals with the relations between citizens, in this case married couples.

2.3 Rules and regulations

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations. These provide detailed descriptions of some rights in the national laws. Examples are the rules and regulations on Occupational Safety and Health issues, in which the minimum safety rules for the workplace are defined.

3. Cultural and social norms and values

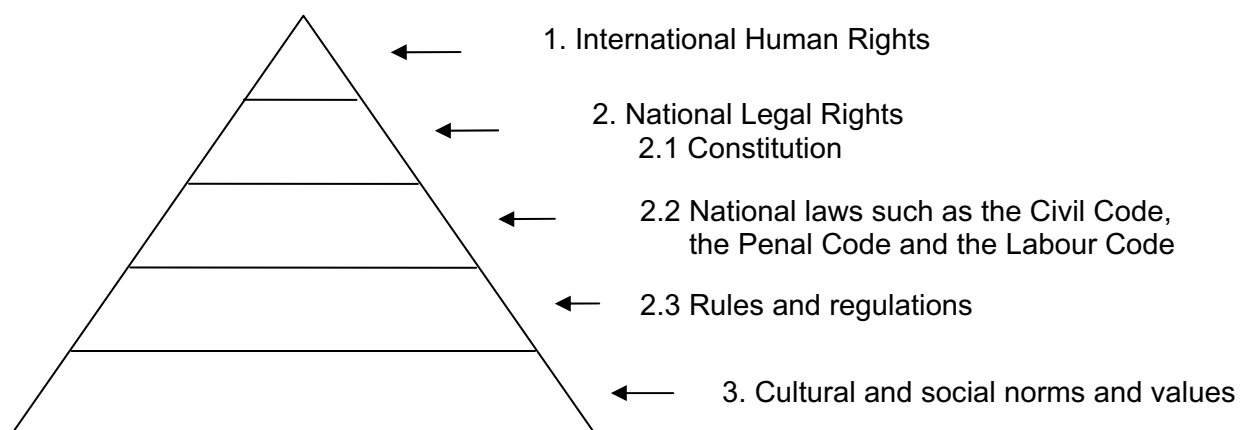
Cultural norms and values underlie the hierarchy of rights and often determine whether the rule of law is followed.

Sometimes there is a conflict of interest in respecting rights. For example, the 'right to development' for all citizens cannot be met by many governments due to the different political stake holders within that government and their willingness to distribute the benefits of development.

Different ethnic or minority groups may have different worldviews from the dominant groups in that society. For example, most persons rate the right to life of humans higher than that of animals, but this is not a universal idea.

4. Rights hierarchy

A 'rights' pyramid can be established as follows:



This rights hierarchy is based on European legal systems adopted by most but not all countries. For example, in some Islamic countries religious laws form the top of the pyramid. In other countries a 'common law' also exists based on traditional customs.

Unit 2.2 Children's Rights



Content

This unit explains the basic rights of children in line with the UN Convention on the Rights of the Child. The rights that get priority in communities are identified and discussed in more details.



Key Messages

- All children have the right to:
 - name and nationality
 - family, love and care
 - adequate and healthy food
 - education
 - health care
 - choose their own friends
 - rest and play
 - protection from abuse, exploitation and discrimination
 - expression of views and opinion
 - special care and assistance when needed (for child refugees, disabled children).



Exercises

- 2.2.1 I Have Rights – Chair Dance
- 2.2.2 I Know My Rights
- 2.2.3 Children Have Rights Too – Poster Campaign



Related Units

- 2.1 Everybody Has Rights
- 2.3 My Rights and Responsibilities
- 4.3 What Is Child Labour?
- 4.4 Activities Children Should Not Do

Exercise 2.2.1 I Have Rights – Chair Dance



Objective

To become aware of the basic rights of the child



Target Group

Children



Duration

60 minutes



Seating Arrangements

Set-up for musical chair dance: a circle of chairs with one chair for each participant. Leave enough space between the chairs for participants to walk in and out easily of the circle.



Materials

- Music: radio or cassette player
- 10 picture cards (Training Aid 2.2.1 A)
- Masking tape



Training Aids

2.2.1 A: Child Rights Picture Cards

Briefing Note: Child Rights



Session Plan

Step 1 – 10 minutes

Put the 10 Child Rights Picture Cards (Training Aid 2.2.1 A) face down in the middle of the circle. Ask everyone to stand up and remove two chairs from the circle. Explain that you will turn on the music and the participants will walk around in the circle. When you turn off the music everyone has to take a seat again. Two persons will be too late because there are not enough chairs for everyone. These two persons should choose one picture from the floor, explain what it is about, and indicate whether there is a problem for boys and girls to exercise this right in their family or community. When the persons do not know the answer the group may help. After a brief description of the picture it can be placed on the wall.

Step 2 – 25 minutes

Restart the music, continue the walk around the circle and again remove two chairs. Repeat the game until all pictures are turned and discussed.

Step 3 – 20 minutes

Ask everyone to sit down in such a way that they can see all 10 pictures that are on the wall. Ask them the following questions:

- Do you think there is a connection between all the pictures? If so, which connection?
- Are some of the situations happening to you? If so, which situations?
- Which situations are not happening in your life? Why not?
- What do you know about child rights?

Explain the UN Convention on the Right of the Child, which sets out and explains these rights, see the Briefing Note on Child Rights for details.

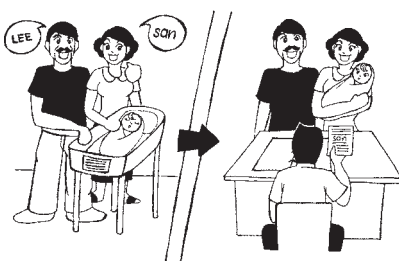
Step 4 – 5 minutes

Conclude by going through the 10 child rights. Emphasize the rights where special attention needs to be given to certain groups of children, by sex, migrant status, ethnicity or socio-economic status in the communities covered by participants.

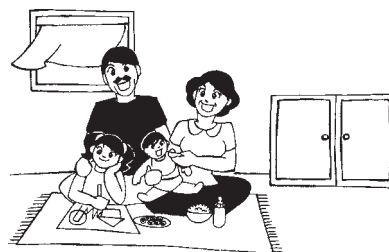


Training Aid 2.2.1 A: Child Rights Picture Cards

Guidelines: Make one photocopy of the following 10 picture cards in A-4 or A-3 size for use in the exercise. The cards are also provided separately in A-4 size in Book 7.



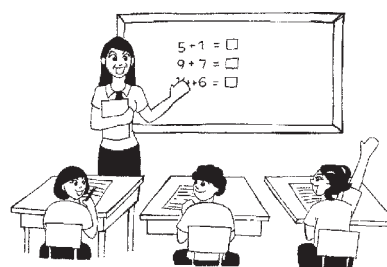
1. Right to name and nationality



2. Right to family love and care



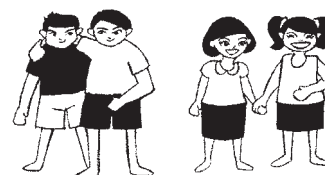
3. Right to adequate and healthy food



4. Right to education



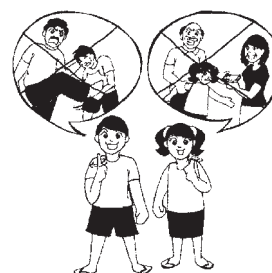
5. Right to health care



6. Right to choose one's own friends



7. Right to rest and play



8. Right to protection from abuse, exploitation and discrimination



9. Right to express views and opinion



10. Right to special care and assistance when needed



Briefing Note: Child Rights⁴

All human beings, adults and children alike, are entitled to human rights. But because of their special needs and vulnerability, children's rights need to be addressed with particular care and attention. A number of international instruments have been adopted to protect children's rights. The United Nations (UN) Convention on the Rights of the Child, adopted in November 1989, spells out the basic human rights to which children everywhere are entitled. It has since been ratified by all countries except the richest, the United States of America, and one of the poorest, Somalia (as for June 2005).

According to the Convention, a child is defined as "... a person under 18 (years of age), unless national laws recognize the age of majority earlier".

The Convention on the Rights of the Child states that all children:

- Are equal
- Have the right to love and care
- Have the right to adequate and healthy food
- Have the right to go to school
- Have the right to health care
- Have the right to play
- Can choose their own friends
- Should not be sexually abused
- Should not have to work.

The Convention on the Rights of the Child contains 54 articles, each of which entails a different type of right. These can be broken down into four main categories:

- **Survival rights** cover a child's right to life and the needs that are most basic to existence. These include an adequate living standard, shelter, nutrition and access to health care.
- **Developmental rights** are what children require in order to reach their fullest potential. Examples are the rights to education, play and leisure, cultural activities, access to information, and to freedom of thought, conscience and religion.
- **Protection rights** require that children be safeguarded from all forms of abuse, neglect and exploitation. They cover issues such as special care for refugee children, freedom from torture and abuses as set out in the criminal justice system of each country, or involvement in armed conflict, child labour, drug abuse and sexual exploitation.
- **Participation rights** allow children to take an active role in their communities and nations. They encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society in preparation for responsible adulthood.

⁴ Compiled from: <http://www.unicef.org/crc/convention.htm>.

Exercise 2.2.2 I Know My Rights



Objective

To become aware of the basic rights of the child



Target Group

Children and youth (in separate groups)



Duration

60 minutes



Seating Arrangements

U-shaped or circle seating for plenary and enough space to walk around



Materials

- Blank white paper, at least two for each participant
- Colour pencils, markers, masking tape
- 10 flipchart sheets
- 10 Child Rights Picture Cards (Training Aid 2.2.1 A)



Training Aids

2.2.1 A: Child Rights Picture Cards (in Exercise 2.2.1)

Briefing Note: Child Rights (in Exercise 2.2.1)



Session Plan

Preparation

Put 10 flipchart papers at a place where everyone can easily see and reach them.

Step 1 – 15 minutes

Explain to participants that you want to talk to them about things they enjoy or dream of, and things they really hate doing or never want to do.

Ask each of them to make two drawings:

- One about something they enjoy. It does not have to be something they are able to do, they can also make a drawing about something they dream of or wish to do.
- One about something they do not like or want to do.

The drawings do not have to be very beautiful but they should be clear. They have 5 minutes for each drawing. Keep track of the time and tell them when to start with the other drawing to avoid that they only work on one.

Step 2 – 10 minutes

Ask the participants if they heard about the United Nations (UN) Convention on the Rights of the Child (see Briefing Note: Child Rights in Exercise 2.2.1). Explain briefly what this Convention is about, **without** mentioning the specific rights. Ask if they know what kind of specific rights are mentioned in this Convention.

If they mention one that is presented on one of the 10 cards, stick them on one of the flipchart sheets on the wall. Put only one picture on each flipchart sheet. When they do not know more rights and you still have cards left, show them one by one. Explain what they stand for and place them on the remaining flipchart sheets.

Step 3 – 10 minutes

Ask the participants if they can place their own drawings on the flipchart sheet with the right that relates to their drawings the most. For example: if they made a picture about school because they like or do not like to go to school, they can place it under the flipchart with the picture on the Right to Education. When they do not know where to put a certain drawing they can keep the drawing with them. Give them about 5 minutes to place their drawings.

Step 4 – 20 minutes

Have a look at the results and ask the participants if they know any other rights that are not included here. Ask them to explain if they identify any rights that are not represented.

Ask who still has drawings that are not put on the wall. Ask the group place to help where to put them. Guide the group, if they are not sure. For instance, if someone made a drawing about being a pilot or a movie star or another job, the drawing can be placed on the flipchart with the picture on the Right to Education because education or training is what they need to become one. Of course, the group may not be able to place some of the drawings under any right simply because they are no rights for such things. Clear examples are: watching television all day, helping in the household or becoming rich and buy expensive things.

Discuss the results of the drawings that are placed by using the following questions:

- Are there any rights with no drawings? If yes, did you know about these rights?
- Do you enjoy the 10 rights presented? If not, which ones and why do you not enjoy these rights?
- Is there a difference between boys and girls in enjoying the rights? If yes, how do you explain this? Is this fair? If not, what can be done about it?

Step 5 – 5 minutes

Give a summary of the things done during the session and repeat the main rights once more.

Exercise 2.2.3 Children Have Rights Too – Poster Campaign



Objectives

- To become aware of the basic rights of the child
- To understand the importance of the UN Convention on the Rights of the Child



Target Group

Youth and adults



Duration

60 minutes



Seating Arrangements

U-shaped or circle seating for plenary and enough space to walk around



Materials

- 10 pieces of flipchart paper
- 10 glue sticks
- Lots of old magazines and newspapers
- Markers, masking tape
- 6 pairs of scissors to share
- Drawings from Exercise 2.2.2 (if available), one drawing for each right



Training Aid

Briefing Note: Child Rights (in Exercise 2.2.1)



Session Plan

Preparation

Write on each flipchart one of the following child rights and place them on the wall, using all the walls in the room.

- Right to name and nationality
- Right to family, love and care
- Right to adequate and healthy food
- Right to education
- Right to health care
- Right to choose their own friends
- Right to rest and play
- Right to protection from abuse, exploitation and discrimination
- Right to expression of views and opinion
- Right to special care and assistance when needed

Step 1 – 10 minutes

Briefly explain the objective of the exercise. Ask the participants, as parent, brother or sister, uncle or aunt: ideally what they would like the children in their life to have.

Tell them about the United Nations (UN) Convention on the Rights of the Child as mentioned in the Briefing Note on Child Rights in Exercise 2.2.1 and introduce the 10 main rights written on the flipcharts.



Tip for Trainers:

If you have done Exercise 2.2.2 I Know My Rights, it is good to use the drawings made during that exercise. Select one drawing for each of the rights. Show the drawings one by one to the participants and ask to which right it belongs. Place it next to the corresponding flipchart on the wall. This is an attractive way to introduce the 10 main rights.

Step 2 – 20 minutes

Explain that you want to have 10 posters about the main rights of the child. Divide the participants in pairs and ask each pair to make one contribution to each poster: They can write a slogan, make a drawing or paste a collage with pictures and text from the magazines and newspapers. They should try to link to the things other pairs already made on each the flipchart.

Step 3 – 20 minutes

Have a look at the posters and discuss the results using the following questions:

- Which rights did you find difficult to make/find something for? Why?
- Do you think the children in their surroundings enjoy the rights mentioned? If not, which rights are not observed or practiced?
- Can you think of the difference in how boys and girls enjoy these rights? If yes, can you explain why there are these differences or inequalities?
- What do you think of the statement: 'All children are equal'?
- Which right do you want to give the highest priority? Why?

Step 4 – 10 minutes

Summarize things done during the session and explain once more that:

- Children need special care and protection for healthy development because of their special needs and vulnerability.
- The UN Convention on the Rights of the Child has been drawn up to safeguard and enforce these rights.

Unit 2.3 My Rights and Responsibilities



Content

Rights come with responsibilities. The exercises in this unit help the participants to understand the duties they have as good citizens and community members. They will become aware of the fact that the rights of different people can conflict and think of possible solutions to solve this.



Key Messages

- To realise that rights come with responsibilities.
- You cannot say and do everything just because you have the right to do so, if this damages others.
- We have the responsibility to protect not only our own rights, but also the rights of others.



Exercises

- 2.3.1 What Should I Do?
- 2.3.2 I Can Solve It



Related Units

- 2.1 Everybody Has Rights
- 2.2 Children's Rights
- 2.4 My Right, Our Right to Organize
- 10.2 Rights at Work

Exercise 2.3.1 What Should I Do?



Objectives

- To understand that rights come with responsibilities
- To understand the duties as a good citizen and community member



Target Group

Children and Youth (Option A), Youth and Adults (Option B)



Duration

90 minutes



Seating Arrangements

Group seating around 5 tables



Materials

- 10 Child Rights Picture Cards (Training Aid 2.2.1 A in Exercise 2.2.1)
- At least 10 markers and 10 sheets of flipchart paper
- 1-2 rolls of masking tape



Training Aids

2.2.1 A: Child Rights Picture Cards (Option A)

2.3.1 A: Questions for Group Work: Rights and Responsibilities (Option B)

Briefing Note: Rights and Responsibilities



Session Plan

Step 1 – 10 minutes

Ask participants the following question: You see your neighbour's house is being robbed, what do you do? Listen to some answers and explain that if you want to keep peace and security in the community everyone should help each other. Every community member is entitled to personal safety. Security comes also with the individual responsibility to maintain it: you do not harm others and look after them.

Option A: Children and Youth

Step 2 – 10 minutes

Divide the group in 10 small groups (two groups at each table) and give each group a child right picture card, a marker and a flipchart paper. If the picture cards were used in an earlier session, ask if they remember the picture. When they do not remember or are not familiar with the pictures, explain them one by one to the whole group. When it is clear to all they can stick the picture on a flipchart paper.

Step 3 – 40 minutes

Ask each group to make two lists under the picture: a list of responsibilities they think they have regarding the right that is on the picture, and a list of responsibilities others have towards them regarding the right on the picture. The lists do not have to be very lengthy; they

should try to think of at least two responsibilities per list. The trainer walks around to give suggestions. After 15 minutes ask each group to present their lists and tape all papers on the walls.

Option B: Youth and Adults

Step 2 – 20 minutes

Divide the group in 5 groups and give each group a paper with the questions for group work (Training Aid 2.3.1 A), markers and a sheet of flipchart paper. They get 15 minutes to think and to write the answers on the flipchart.

Step 3 – 30 minutes

Each group gets 5 minutes to report their findings in plenary.

Continue for both options.



Tip for Trainers:

The presentations in Step 3 are not about giving correct answers but rather a way of encouraging them to discuss the issue. Actually, all answers will be more or less the same. Everyone has the responsibility to listen to others, to respect their beliefs and to act fairly. It is important to emphasize that if their right, or the rights of others, are violated they have the responsibility to fight against the violation. See the Briefing Note on Rights and Responsibilities for more information.

Step 4 – 25 minutes

After the presentation discuss the results in plenary using the following questions:

- What rights have very clear responsibilities related to them?
- For which rights was it difficult to come up with responsibilities?
- Do you think it is easy or difficult to fulfill certain responsibilities? Why?

Step 5 – 5 minutes

Round up by explaining that:

- Rights come with responsibilities.
- We have the responsibility to collect information and find out about our rights.
- One cannot say nor do everything just because one has the right to do so if this damages others.
- We have the responsibility to protect not only our own rights, but also the rights of others.



Training Aid 2.3.1 A: Questions for Group Work: Rights and Responsibilities⁵

Guidelines: Choose 5 rights from the list given on the following pages to use during the group work about responsibilities regarding certain rights. Of course you can change the situations so that they reflect more closely the lives of your participants.

----- ✂ -----

Right to free expression

Suppose you have a meeting with other students in your class because you have to work together on a specific project. You have the right to speak and give your suggestions.

- What responsibilities do you have in the way you speak and in what you say?
- What responsibilities do other students have towards your right to speak?
- What responsibilities do you have towards the other students' right to speak?

----- ✂ -----

Right to nationality

Suppose you just became a father or mother.

- What responsibilities do you have as a parent towards your newborn baby regarding the right to nationality?
- What other responsibilities do you have towards the newborn baby?

----- ✂ -----

Right to be free from slavery and forced labour

Suppose you see someone talking to a girl under suspicious circumstances. The girl looks in doubt but finally goes with the person who talked to her.

- What are your responsibilities towards the girl? What do you do?

Suppose you know that a person living close by has a young domestic servant. You hardly see the girl outside the house and when you see her it is clear that she is unhappy and she often has bruises on her arms.

- What are your responsibilities towards this girl?

----- ✂ -----

Right to vote

Suppose you are going to vote in an election. You can choose between 5 candidates.

- What responsibilities do you have regarding the right to vote?

Suppose some friends do not agree with the way you are going to vote. What responsibilities do they have toward your right to vote?

- When you do not agree with the way your friends, neighbours or other people from the community vote, what responsibilities do you have towards their right to vote?

----- ✂ -----

⁵ Adapted from *We the people* by Centre of Civic Education, Exercise: What responsibilities accompany our rights? URL: <http://www.civiced.org>.

-----✂-----

Right to fair treatment

Suppose somebody has accused you of doing something wrong at school or community.

- What responsibilities should that person have towards you?

Suppose you have accused others of doing something wrong.

- What responsibilities do you have towards them?

-----✂-----

Right to freedom of religion

Suppose you believe in a particular religion. You attend a temple, mosque or church in your community.

- What responsibilities do you have in the way you practice your religious beliefs?

Suppose there are people in your community who believe in different religions or in no religion at all.

- What responsibilities do they have towards your right to practice your religious beliefs?
- What responsibilities do you have to protect other people's right to practice their religious beliefs or not have any religious beliefs?

-----✂-----

Right to be free from discrimination

Suppose people in your community are planning an activity for members of your community.

- What responsibilities might they have to be fair to you no matter what your age, sex, race etc. may be?

Suppose that you are helping to organize the activity.

- What responsibilities do you have regarding other people in the community?

-----✂-----

Right to choose own spouse at minimum age of marriage

Suppose your parents have chosen a partner for you but you do not want to marry this person.

- What are your responsibilities towards your parents?
- What are their responsibilities towards you?

-----✂-----

Right to equal protection under the law

Suppose the government is planning a large infrastructure project and all people of your village need to move to another place.

- What are the responsibilities of the government towards you and your community members?

Your neighbour is an influential person and you find out that he gets much more compensation than the other community members.

- What is your responsibility towards your community members?

-----✂-----



Briefing Note: Rights and Responsibilities

Most of us agree we all should have certain basic rights. For example, we all want to have the right to speak freely. We want the right to believe as we wish. We also want to be able to own property and to travel wherever we want to go. It is fair to say that if we want these rights, we must also take the responsibilities which come with these rights. It is not a one-way situation. People should be responsible to one another and have respect for each other.

As a citizen it is your responsibility, for instance:

- To collect information and to find out about your rights
- To listen to each other
- To respect each other's opinion
- To respect each other's beliefs and/or behaviour
- To exercise your right to vote
- To find out about the truth before judging
- To take action when a right is violated
- To motivate others to fight against the violation of rights.

Exercise 2.3.2 I Can Solve It



Objectives

- To understand that rights come with responsibilities
- To become aware of the fact that the rights of different people may conflict
- To think of possible solutions to solve conflicts



Target Group

Children and youth



Duration

60 minutes



Seating Arrangements

Group seating around tables



Materials

- Photocopies of the cartoon pages (Training Aid 2.3.2 A), one cartoon for each group
- Coloured pencils
- Masking tape



Training Aid

2.3.2 A: Cartoons



Session Plan⁶

Step 1 – 5 minutes

Explain that sometimes one person's right may clash with the right of another person. For instance, someone is exercising his right to freedom of expression making racist comments about another person. This person of course, gets angry because s/he has the right to be free from discrimination. As a result, there is a conflict.

Sometimes people give different explanations to a certain right. For example, parents who feel that a child has the right to be protected from abuse may sometimes hit the child as punishment for doing something, which is not allowed. The child may feel that any kind of hitting is physically abusive. During this session the participants will think about some of these conflicting situations.

Step 2 – 15 minutes

Divide the group in small groups of 4 or 5 persons. Give each group a photocopy of one cartoon page (Training Aid 2.3.2 A). Ask the groups to have a look at the two pictures and ask them to think about ways to resolve the conflict. Each group can complete the cartoon by filling in possible solutions in the four remaining cartoon panels.

⁶ Adapted from: *It's Only Right! A Practical Guide to Learn More about the Convention on the Rights of the Child* by Susan Fountain (UNICEF: New York, 1993), Activity 6: Rights in Conflict Cartoons, p. 39-42.

Step 3 – 30 minutes

Ask all groups to briefly present their story and start a short discussion in plenary with the following questions:

- Was it difficult to find a solution for the conflict? Why or why not?
- Did groups come up with the same solution?
- What type of solution do you think would most likely occur? Why?
- In which situations did both parties get what they wanted?
- Do you have conflict situations like this sometimes? If yes, what do you do?

Step 4 – 5 minutes

Summarize things done during the session and emphasize that:

- Rights come with responsibilities.
- One cannot say nor do everything just because one has the right to do so if this damages others.
- In protecting and enjoying our own rights, we have to make sure not to violate the rights of others.
- Respect and understanding of others' rights can prevent and solve conflicts.

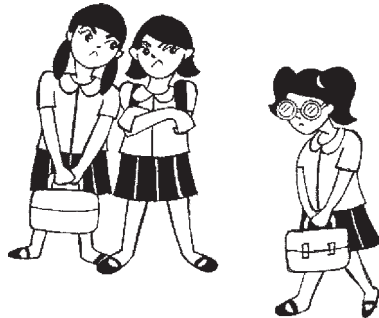


Training Aid 2.3.2 A: Cartoons

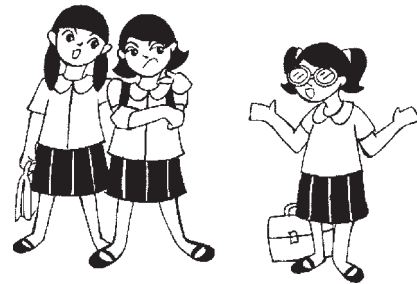
Guidelines: Photocopy the cartoons, one for each group and hand them out during the exercises. Some groups may have the same cartoon.

Cartoon 1: The right to be free from discrimination in conflict with the right to freedom of expression

A girl at school tells her friend that she does not like children wearing thick glasses because she thinks they look stupid.

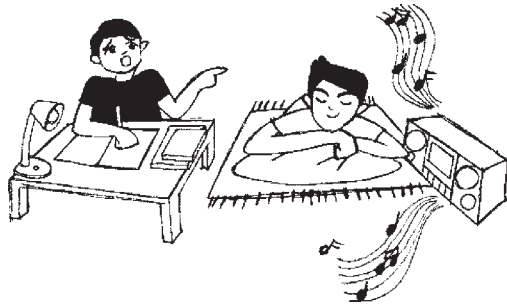


The girl with the glasses says it is not fair to judge her in such a way.

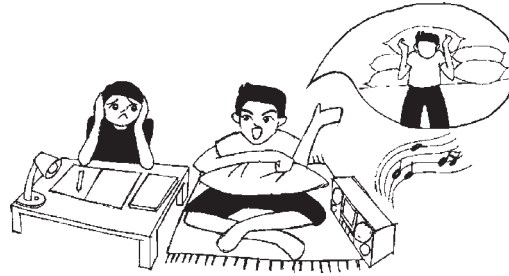


Cartoon 2: The right to education in conflict with the right to leisure and play

A boy trying to study for a test next day, asks his brother to turn off the loud music.



His brother explains that he plays loud music because he worked all day and wants to relax.



Cartoon 3: The right to family love and care in conflict with the right to protection from abuse, exploitation and neglect

Father comes home drunk again and starts a quarrel with mother. This is happening increasingly often.



Children feel sad, afraid and angry, especially when their father hits their mother. They don't know what to do.



Unit 2.4 My Right, Our Right to Organize



Content

This unit focuses on the importance of making an effort to work together. Participants will learn and experience how to cooperate and plan together for a common goal.



Key Messages

- Everybody has the right to organize.
- You are stronger in a group.
- You can work for a common goal at all levels: family, community, regional and national.
- Respect for diversity within a group is important: each person has specific capacities and everybody can contribute to the common goal in his/her way.



Exercises

- 2.4.1 More Heads Are Better Than One – Jigsaw Puzzle
- 2.4.2 Let's Organize



Related Units

- 5.2 You Are Stronger in a Group
- 10.2 Rights at Work

Exercise 2.4.1 More Heads Are Better Than One – Jigsaw Puzzle



Objectives

- To understand the importance of making an effort to work together
- To experience the advantages of cooperation



Target Group

Children, youth and adults



Duration

60 minutes



Seating Arrangements

Group seating around tables



Materials

- One set of jigsaw pieces for each group (Training Aid 2.4.1 A)
- Photocopies of the Checklist for Observers (Training Aid 2.4.1 B)



Training Aids

2.4.1 A: Jigsaw Pieces

2.4.1 B: Checklist for Observers

Briefing Note: Right to Organize and the Jigsaw Method



Session Plan⁷

Preparation

Make a set of jigsaw pieces for each group as described in Training Aid 2.4.1 A.

Step 1 – 10 minutes

Divide participants into small groups of minimum 6 persons. Five persons of each group take a seat and the remaining person(s) is the observer(s). The observer(s) can walk around the table.

Explain the rules of the game:

- Each person gets 3 jigsaw pieces.
- They must make 5 squares of three pieces.
- No one is allowed to speak or to give signals.
- They can give away pieces but are not allowed to request in any way pieces of other players in their group.

Ask if these rules are clear.

⁷ Adapted from: *Health Care Together: Training Exercises for Health Workers in Community Based Programmes* by Mary P. Johnston & Susan B. Rifkin (Macmillan Publishers Ltd.: London, 1987), Exercise: Broken Squares, p. 57-60.

Give all observers a copy of the Checklist for Observers (Training Aid 2.4.1 B) so they know what to look for in the players' behaviour. They are not allowed to show these instructions to the players in their group.

Step 2 – 5-10 minutes

Give maximum 10 minutes to make the 5 squares without saying a word.

Step 3 – 30 minutes

Ask the observer(s) in each group to briefly describe what happened in the group. Start a discussion in plenary using the following questions:

- What was the same and what was different between the groups?
- Did anyone break the rules?
- Did you feel stronger after breaking the rules? If yes, why?
- Were all people behaving the same way in the group? If not, what were the differences? Were there any differences between the behaviours of men and women (boys and girls)?
- Was that good or bad for the result?
- Was it necessary to get organized to achieve the aim?
- Is it always good to organize, why or why not?
- Do you know in which way you can organize yourself?
- Can you give examples from your own experience?
- Was it easy? What went wrong and what went right?
- What do you know about the right to organize?

Step 4 – 10 minutes

Explain the meaning of the right to organize. Emphasize that cooperation and respect for group norms are important. Working in a group requires tolerance and time to come to conclusions and decisions but, in general, it is useful because a group is more powerful than an individual. (For more explanation on the right to organize and the behaviours in the puzzle exercise, see the Briefing Note at the end of the exercise.)

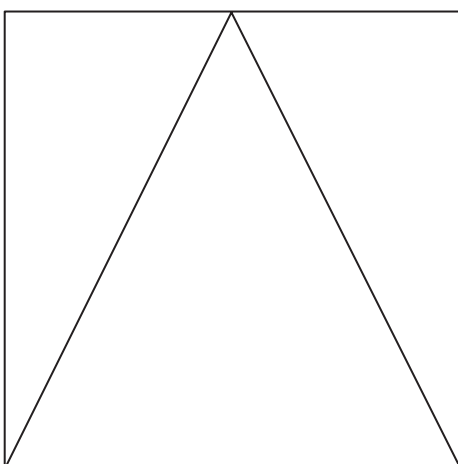
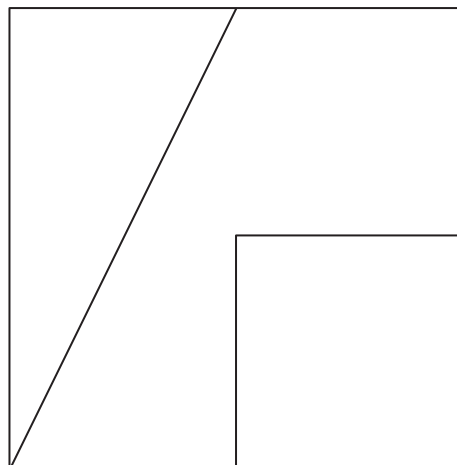
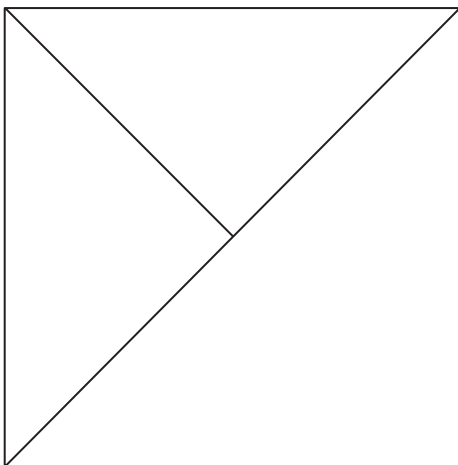
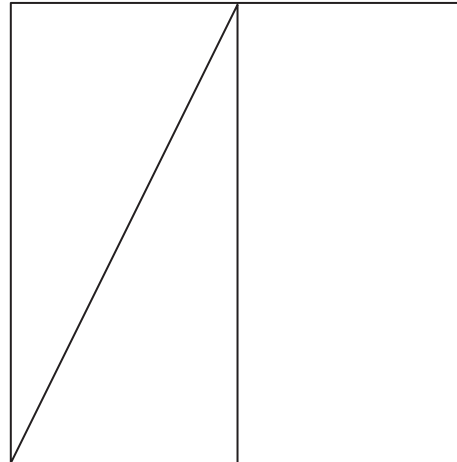
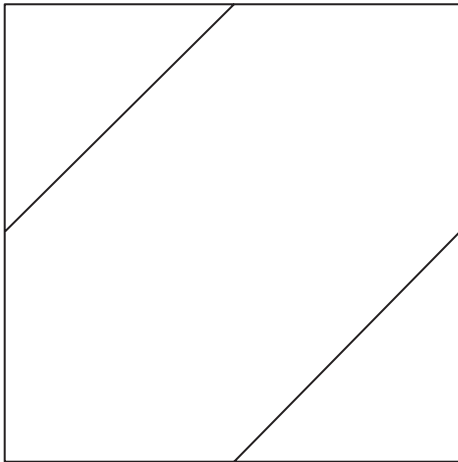
Summarize the things done during the session and mention the following points:

- Everybody has the right to organize.
- You are stronger in a group.
- You can work for a common goal at all levels: family, community, regional or national.
- Respect for diversity within a group is important: each person has specific capacities and everybody can contribute to the common goal in his/her way.



Training Aid 2.4.1 A: Jigsaw Pieces

Guidelines: Make a photocopy of this page for each group. Cut the five jigsaws carefully into pieces and shuffle them well. **Keep each set of 5 jigsaw pieces together in a bag for each group.** Give each group member 3 pieces.





Training Aid 2.4.1 B: Checklist for Observers

Guidelines: Photocopy this page and give each observer a copy.

Observe the behaviour of everybody in the group. Keep the following in mind:

- Who breaks the rules?
- How are the rules broken?
- Who looks around for the needs of others?
- Who identifies first a way to solve the problem?
- Who takes a leading role?
- Does someone sabotage the process?

You can make notes below:



Briefing Note: Right to Organize and the Jigsaw Method

Right to organize

The right to form groups, to organize, cooperate and assemble together with the aim of addressing issues of common concern is a human right. The ability to organize is an important means by which citizens can influence their governments and leaders. The right to freedom of association and assembly is protected in international and regional human rights treaties. These rights are applicable to any issue. Mass protest is a potent symbol of the exercise of this right.

International and regional instruments protect a number of key rights relating to freedom of association and assembly:

- Right to peaceful assembly
- Right of association
- Right of an individual to join or not join an association
- Right to belong to trade unions.

About the jigsaw method

Forming a group and working together to reach a common goal is not always easy. The jigsaw puzzle exercise shows how complicated it can be. When looking at the solution of the five squares it seems very easy. But participants usually end up with three or four squares and odd bits that just do not fit together. Participants come to realize that their individual desire to produce one square is secondary to the group task of completing five squares. Personal success does not always equal group success, and may actually be impeding the group goal. A good solution for one person may in fact obstruct a good one for the group as a whole.

Within the rules of the game, each group can make its own rules. You will see that several cases will arise during the discussion in plenary. Possible cases are:

Case: One participant gave all pieces to a colleague.

Conclusion: Teamwork is hindered if someone rejects responsibility and places it all on someone else.

Case: A participant is self-satisfied after finishing his or her square and ignores the other participants.

Conclusion: Teamwork is hampered if one member is satisfied with his or her own effort and does not care about the work of the other members.

Case: A participant was frustrated when s/he found out that the correct piece was held by a colleague who would not give it away.

Conclusion: Teamwork is hampered if one member is insensitive to the needs of others.

Case: A participant was very pleased to receive a piece, which s/he needed from a colleague.

Conclusion: Teamwork is promoted by a sensitive member responding to the need of another.

Case: A participant broke the rules and communicated with a colleague (by word or sign) because s/he wanted (to) help.

Conclusion: In teamwork there must be mutual communication between the members.

Exercise 2.4.2 Let's Organize



Objectives

- To understand the importance of making an effort to work together
- To reach a common goal together



Target Group

Children, youth and adults



Duration

60 minutes



Seating Arrangements

A large open space to move around



Materials

- Treasure box, a real box or a drawing of a box on a flipchart paper
- Photocopy of the footprints (Training Aid 2.4.2 A), one set of footprints for two participants (one footprint per participant)



Training Aid

2.4.2 A: Footprints



Session Plan

Preparation

Photocopy the footprints in Training Aid 2.4.2 A. Cut one footprint for each participant. Put the treasure box at one side of the room. Make a line at the other end of the room, at least six steps away from the treasure box. Behind the line there should be enough space for all participants to stand.

Step 1 – 5 minutes

Give each participant a footprint. Ask the participants to stand behind the line. Explain that the aim of this game is to reach the treasure box without putting their feet on the floor. The only place where they are allowed to step on the floor is behind the line. They have to use the footprint to stand on. Ask each participant to reach the box with one footprint. Is it possible? No.

Step 2 – 10 minutes

Ask the participants what they need to reach the treasure box. When they say that they need more footprints, answer that you do not have more footprints. When they suggest that they want to form a group, allow them to form pairs. If they do not mention the suggestion of forming groups, just ask them to form pairs after a couple of suggestions are made. Ask them to try again to reach the treasure box but remind them that they both have to arrive at the treasure box. Is it possible? No.

Step 3 – 10 minutes

Ask again what they need to reach the treasure box. Allow them to form groups of three and try again. It is still not possible.

Step 4 – 10 minutes

Allow them to organize in whatever way they want. Every participant should reach the treasure box by using the footprints.

Step 5 – 20 minutes

When all participants have reached the treasure box, ask them to sit down. Discuss the activity in plenary using the following questions:

- Was it difficult to find a solution?
- What was the main problem in the smaller group?
- Who found the solution: one person or more?
- Is there more than one solution?
- Did you need a coordinator?
- Did you need each other?
- What did they learn?
- Can you give examples of group strength in your community
- Are you a member of a group in your community? Why or why not?

Step 6 – 5 minutes

Summarize things done during this session and explain that it is often useful to form a group to reach a goal. Organizing gives you more power and strength. Emphasize that the following rights are valid for everyone:

- Right to peaceful assembly
- Right of association
- Right of an individual to join or not join an association
- Right to belong to trade unions.



Training Aid 2.4.2 A: Footprints

Guidelines: Make photocopies of this page (one for two participants). Cut to have individual footprints. Give one footprint to each participant.



Sources for Further Reading

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Street*, Thai Red Cross Aids Research Centre: Bangkok, 2000.

Fountain, Susan, *It's Only Right! A Practical Guide to Learn More about the Convention on the Rights of the Child*, UNICEF: New York, 1993.

Haspels, Nelien & Suriyasarn, Busakorn, *Promotion of Gender Equality in Action against Child Labour and Trafficking: A Practical Guide for Organizations (GECL-Guide)*, ILO: Bangkok, 2003.

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Johnston M.P. & Rifkin, S.B., *Health Care Together: Training Exercises for Health Workers in Community Based Programmes*, London, 1987.

Pretty, Jules N., Guijt, Irene, Scoones, Ian & Thompson, John, *A Trainer's Guide for Participatory Learning and Action*, IIED Participatory Methodology Series: London, 1995.

Terhorst, Rosalinda, Haspels, Nelien, Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEO), *Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual-Cambodia)*, ILO: Bangkok, 2004.

Useful Websites

BBC, In Depth, Child Rights,
URL: <http://www.bbc.co.uk/worldservice/people/features/childrensrights>

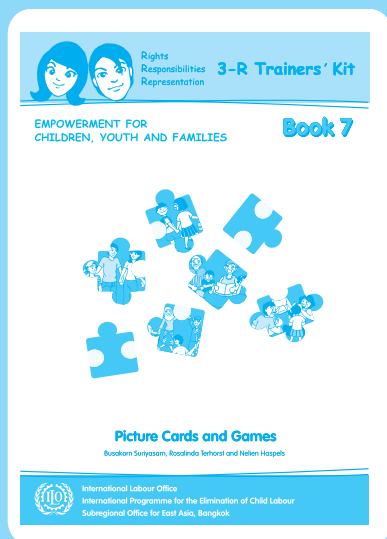
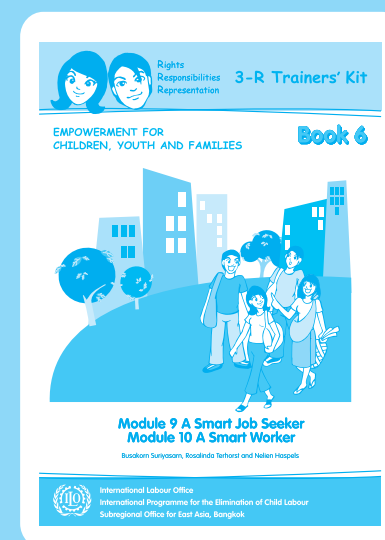
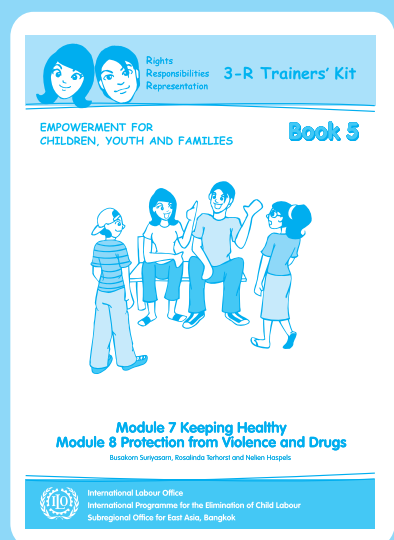
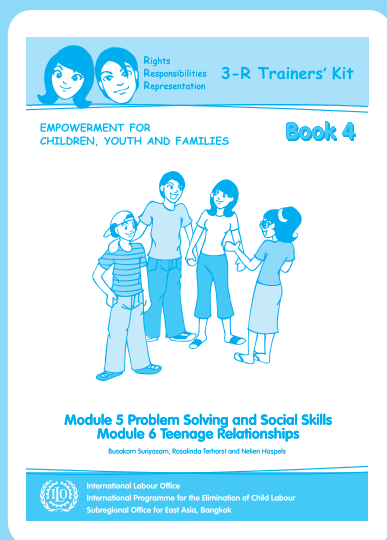
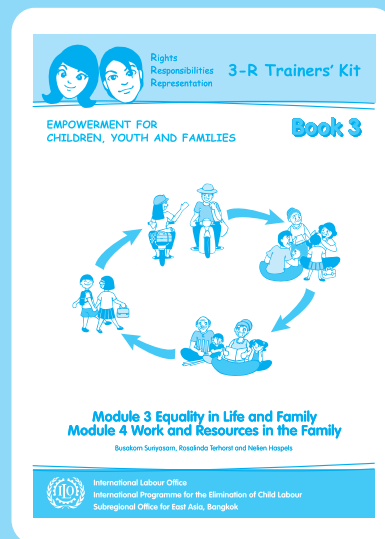
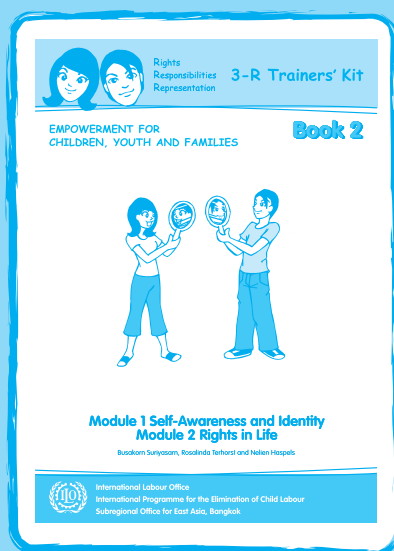
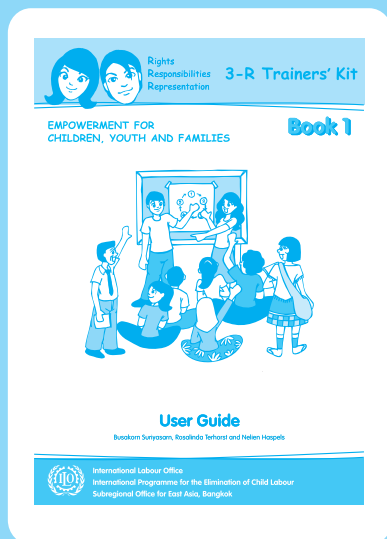
Centre for Civic Education, Teachers Resources, URL: <http://www.civiced.org>

Human Rights Education Associates, Electronic Resource Centre for Human Rights Education, URL: <http://www.hrea.org>

International Programme on the Elimination of Child Labour (IPEC),
URL: <http://www.ilo.org/ipec>

OXFAM Canada, Economics for All and Other Education Materials,
URL: <http://www.oxfam.ca/education/index.htm>

UNICEF, Resource Guide for Students and Teachers,
URL: <http://www.unicef.org/siteguide/resources.html> and
URL: <http://www.unicef.org/magic/index.html>



For more information about this publication, contact:

International Labour Office

Regional Office for Asia and the Pacific

11th Floor United Nations Building, Rajadamnern Nok Avenue

P.O. Box 2-3490, Bangkok 10200 Thailand

Tel.: +66.2 288.1768-9 Fax: +66.2.288.3060 E-mail: libroap@ilo.org



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