

Draw me a Right



April 24, 2020

To illuminate this period of social distancing and offer you meaningful activities, Equitas has adapted some of its activities to offer them online.

Here is the online version of ***Draw me a Right***, drawn from ***Speaking Rights & Play it Fair!***. This activity can be done with your family or other members of your household, or it can be facilitated in a virtual meeting.

- **Age:** 6+
- **Time:** 20 min
- **Purpose:** To learn about children's rights

Material:

- A list of children's rights (provided below!)
- Paper and markers OR
- Virtual whiteboard

How to play:

1. To facilitate this activity in person, tape a large piece of paper to a wall in your home.
2. To facilitate this activity virtually, tape a large piece of paper to a wall in your home and position your camera towards the paper. Alternatively, you can use a virtual whiteboard.
3. Tell participants that you will explore children's rights by playing a drawing and guessing game. You will draw a right (using your paper or virtual whiteboard) and participants must guess which right you are drawing.
4. Participants can play as individuals if you are facilitating online, or if you are playing at home, you can make small teams.
5. After participants have guessed all of the rights, lead the following discussion.

List of Rights:

- The right to food
- The right to medical care
- The right to play
- The right to rest
- The right to go to school/get an education
- The right to a clean environment
- The right to practice a religion
- The right to safety
- The right to express oneself
- The right to a house/shelter
- Add your own! Read this child-friendly version of the United Nations Convention on the Rights of the Child: <https://www.unicef.org/media/56661/file>

Group discussion:

Feel:

1. Did you like this activity? Why?
2. Was it easy or hard to guess the rights?
3. Did you know you have these rights?

Think:

1. Is it important to know your rights? Why?
2. Which rights are respected in your community? Which rights are not respected?
3. What are some responsibilities that come with our rights?

Act:

1. What can we do to ensure everyone's rights are respected?
2. How can we educate others about their rights?

Variations:

- Some virtual whiteboards allow participants to draw as well. You can ask participants to take turns being the drawer.
- This activity can be facilitated with most age groups, however if you are looking for an added challenge for older children and youth, you can share a child-friendly version of the United Nations Convention on the Rights of the Child for them to read before you

lead the discussion. Try UNICEF's UNCRC poster here :
<https://www.unicef.org/media/56661/file>

Human rights education for building welcoming and inclusive spaces.

This activity uses our **3-step participatory approach** to promote learning about human rights and human rights values leading to action:

1. Children and youth participate in activities that promote learning about human rights and human rights values (e.g. inclusion, respect for diversity, responsibility).
2. Children and youth discuss how an activity made them feel, what it made them think about, and what they can change (act) in their own attitudes and behaviours and those of their peers.
3. Together children and youth take action to promote respect for human rights values and children's rights, and greater understanding, acceptance and inclusion in their classrooms, school playgrounds and communities.

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