

# MUSIC FOR HUMAN RIGHTS

EDUCATIONAL MUSIC TOOLS TO PROMOTE HUMAN RIGHTS AMONG YOUNG PEOPLE



## IMPRINT



This publication was created thanks to the cooperation of the entire “Educational Music Tools to promote Human Rights among young people” project team composed of the NGO partners “Comala”, “Farra Fanfarra”, “Narandzasti”, “Roter Baum” Berlin and “Zdravo Da Ste”.



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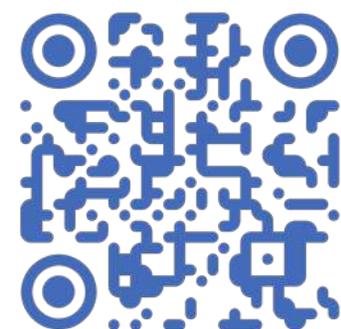
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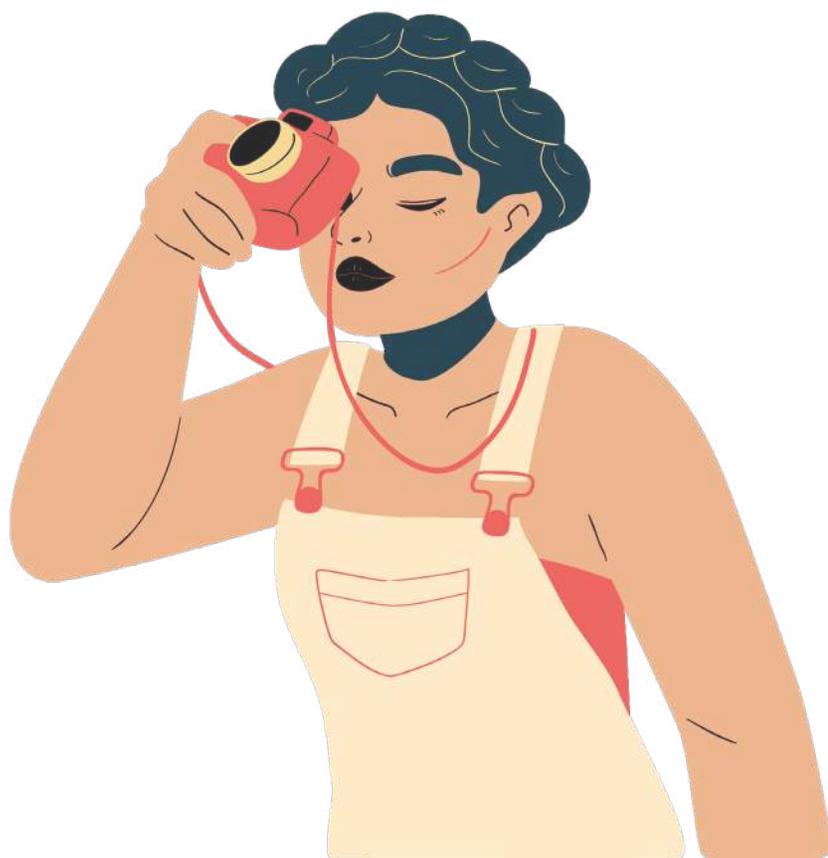
**“Educational Music tools to promote Human Rights among Young People”** is an international project written in 2020 that aims to face the lack of human rights education in Europe among youth. The project involves 5 partners from different countries (Bosnia and Herzegovina, Serbia, Italy, Portugal and Germany) that have been working together successfully for 6 years in the context of human rights education and musical education. The partners involved in the project are “Roter Baum” Berlin (Berlin, Germany), Narandžasti (Pancevo, Serbia), Farra Fanfarra (Sintra, Portugal), Comala (Torino, Italy), Zdravo da Ste (Banja Luka, Bosnia and Herzegovina).

Many of the themes and objectives set out in the 11 European Youth Goals are reflected in our project and were developed during the project implementation phase and within specific methodologies.

The project “Educational Music Tools To Promote Human Rights Among Young People” is funded by Erasmus + Programme of the European Union (Call 2020 Round 2 KA2 - Cooperation for innovation and the exchange of good practices - KA205 Strategic Partnerships for youth).



**FOR MORE INFORMATION:**  
[musicforhumanrights.eu](https://musicforhumanrights.eu)



The project “Educational Music Tools to promote Human Rights among young people” responds to the need to develop methods and tools that will increase the quality of human rights education in the youth sector which is using the non-formal education (NFE) in everyday work.

The network of project partners has been working together in the youth exchange series “Music for Human Rights” for an extended period. In this project young people discuss human rights, compose and write lyrics for the songs and perform them. What has been noticed by the project partners is that there is a lack of human rights education in Europe. It entails the lack of capacity for meaningful political participation of youth based on human rights values and principles. This affects the power of young people to influence the process of decision-making and community growth.

The most important result of this project is to have developed an innovative methodological toolkit that enables the youth workers all over Europe to work with young people on human rights education topics in an exemplary way, to raise their work to a new level of quality (also suitable for non-formal and educational work in schools). In other words, the project strengthens the ability of the youth workers to raise awareness of human rights among young people, internalise basic values, teach critical thinking, promote active citizenship and convey creative forms of expression, especially music.

With the help of the young musicians and trainers of Human Rights Education, we have developed non-formal methods to analyse, reflect and discuss the songs about human rights in group work. We want to take up and process the human rights formulated in the “EU Charter of Fundamental Rights”. To achieve that the young people who work with our tools and songs understand why these fundamental and human rights were formulated and how they influence social life.

Through the results of this project, it is possible to give young people the opportunity to learn about human rights through a truly amazing tool: music. We comprehensively use music, both sound and lyrics. The lyrics show concrete examples from which the young people can generalise together with the youth workers, highlighting the importance of human rights in their lives and how fundamental it is for social coexistence. The songs dealt not only with topics about relationships but also with social issues, with the capacity to meet the taste of young people.

There are many examples where artists present their views on human rights and their observance. Unfortunately, these are often stylistically unattractive for young people and rarely methodically prepared for work with groups. This was our starting point.

### **“ROTER BAUM” BERLIN (BERLIN, GERMANY)**

Roter Baum Berlin is an NGO founded in 2011 by Roter Baum Dresden and is running all projects of the “Roter Baum” organisation network in Berlin, mainly in the Hellersdorf district. It runs a youth centre - “Anna Landsberger”. The youth centre focuses on programs for local youth, culture and learning processes. It is also implementing several national youth mobility camps and international projects.

### **NARANDŽASTI (PANCEVO, SERBIA)**

After several years of functioning as an informal group, Narandžasti was officially registered in April 2009. Narandžasti has been established in the field of affirmation of civil society and human rights protection to help and strengthen the idea of multiculturalism and civil society in the city of Pančevo and beyond through non-formal, informal education, seminars, projects and various networking actions of organisations, institutions and socially engaged individuals with special emphasis on youth and youth policy.

### **FARRA FANFARRA (SINTRA, PORTUGAL)**

Farra Fanfarra was established in 2008 and is a collective of musicians and artists, highly specialised in collective euphoria and conveying positive energy to young people. The association aims to support and promote artists, with particular attention to young artists, giving them the chance to develop their art and raise their awareness about the possibilities of self-employment. The association promotes positive values, tolerance, sustainable development, cultural policy, employment, volunteering and inclusion of youth with fewer opportunities, using art and culture as a tool for promotion.

### **ASSOCIAZIONE CULTURALE COMALA (TURIN, ITALY)**

The cultural association Comala is a youth centre in Torino. It was established in 2009 to promote and strengthen youth activism and active citizenship through cultural projects, creating opportunities for networking and socialisation among young citizens. Over the years Comala has expanded its cultural offers with theatre courses, radio, video making, new media workshops, and dedicated studying rooms for the students. Comala collaborates with schools, associations and local institutions to realise educational programs and cultural events.

### **ZDRAVO DA STE (BANJA LUKA, BOSNIA AND HERZEGOVINA)**

Zdravo da Ste is a citizens' association that has operated since 1992 as a volunteer group and registered in 1996 as a citizens' association. Because of its mission, it is a group of professionals, volunteers and dedicated people who help people in need of development support. It supports the right to development of children, youth and adults through group activities in the country. Zdravo da Ste believes that supporting group development supports the individual's development and contributes to community growth.

With our project, we work on a very dry but still relevant topic for young people: human rights. As the educational system and public sphere fail to encourage youth on this issue, we use non-formal education and urban culture as a tool for advocacy on local and higher levels. By learning to use culture as a tool young people have a new opportunity to overcome the limitations of their position in European society. We are making this topic more accessible to young people, using non-formal activities and innovative tools, which appeal to their tastes and cultural life.

We think it is worth stating that one can learn faster about human rights if the learning process is enjoyable. Music is not only very attractive to young people in the usual way but also helps them develop cognitive learning - especially in terms of logical thinking, memory, abstract thinking and, of course, creativity. These areas of neurodevelopment are important for 'absorbing' knowledge.

That is why music is the first ingredient to develop our methods and tools. Music is a universal language and a great tool to talk about more challenging topics and can generate strong emotions. Keeping in mind that this booklet is a product of an international project, music was a base to touch on interculturality and all the differences and similarities we can think of. Within the music, we have made a strong foundation for tolerance and solidarity, which were the main points of our cooperation.

We know that songs convey messages through lyrics. The music makes a decisive contribution to internalising them. Memorable melodies and rhythms help understand and internalise the lyrics of the songs. The emotionality conveyed through music temperatures underlines the message or, if necessary, sets contrasts. Different styles of music can encourage young people to listen to the lyrics and songs produced, share them, discuss their contents and increase their effectiveness.

Learning human rights is also always a peace-building activity, which is highly beneficial for young people, as we are facing the growth of radicalization in public spheres and political life all over Europe.



We have developed a methodological toolkit for non-formal work with and for young people. We have created songs that we can combine with non-formal education methods. In this booklet, we are presenting our tools and lyrics in the hope that youngsters participating in these dynamics will understand why these basic human rights are established and how they influence the social life of the whole society.

This methodological toolkit is also innovative because it combines the universal language of music with the important topic of human rights, a subject that is never talked about enough. For this reason, it aims to create specific activities and workshops to allow youngsters and children to come into direct contact with human rights.

We created two albums, ten songs each and two collections of tools to use in non-formal education. The two albums address different age groups, the reason why the approach to methods and topics differs. One album and collection of tools are aimed at teenagers, the other one at young adults.

The process of preparing our methodology started with the choice of topics relevant to each project partner. The chosen topics are closely related to the articles covered by the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

Each partner has developed four songs and four tools on human rights-related topics. The difficulty was to design the non-formal activities, song lyrics and music simultaneously. The lyrics and the music would entice our target group to listen and understand the songs (and related topics) and are also the basis for our activities. In this way, we support youth workers in achieving their goals on (musically oriented) human rights education.

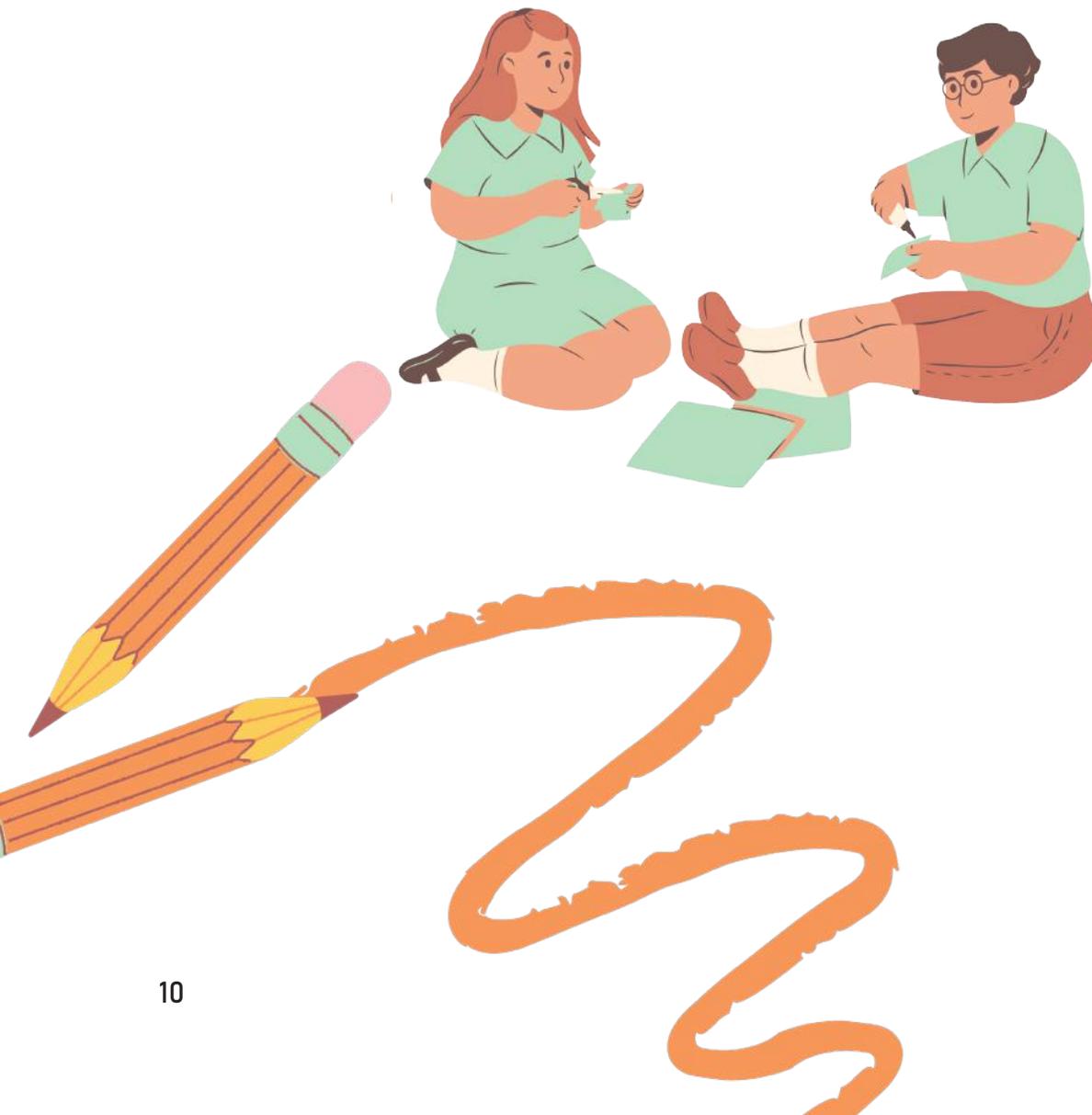
Each tool contains information about objectives, the target group, required materials, time frame, a step-by-step guide for the process and suggestions for an evaluation.

In the tools we present, we used the concept of NFE with the idea of having interactive methods that are easy to apply in youth work. We hope youth workers can find plenty of valuable information and instructions in the booklet to empower them and make them feel comfortable working on Human Right Education (HRE) topics. The creation of the tools was a process which included online and offline meetings. The tools were tested with youth both in local and international settings. We very much appreciated all the suggestions received from the youngsters and facilitators. And we invite all the people who will use this booklet to give us their comments so we can grow and improve.

Non-formal education (NFE) is a participatory way of learning through exploring, observing, playing, rethinking, acting and sharing. NFE is a structured pedagogical approach to education with clear learning goals and objectives which enable young people to develop fresh perspectives and construct their unique learning paths.

NFE methodologies include the methods of non-formal/ informal learning, intercultural learning, experiential and active pedagogy, mentoring and peer support, and relationship-based activities. The tools are designed to ensure the direct involvement of participants at all times during the educational process, promoting freedom of expression, exchange, cooperation, interaction, and creativity. It is a solid base to use when working with a range of people, youth work activities and community development.

In this process, we used non-formal education and urban culture with modern methods to make the topic of Human Rights education more accessible to them. That is why we are using music as a tool.



The following contents are organized in three different chapters, which follow the phases of our project.

These first two chapters contain a collection of tools designed for youth and youngsters. The third chapter contains a collection of energizer and team-building activities. Each section begins with a summary of the content, following the relevant Universal Declaration of Human Rights (UDHR) and The Convention on the Rights of the Child (CRC) documents with additional explanations and keywords, ending with the summary of the tools. The summary of tools consists of:

<b>THE CHOSEN TOPIC</b>	We chose a specific topic related to the UDHR/CRC.
<b>ARTICLE OF UDHR</b>	The topic touches on one or more articles of the UDHR.
<b>ARTICLE OF CRC</b>	The topic touches on one or more articles of the UDHR.
<b>RELATED SONG</b>	The song is strictly related to the specific tool.

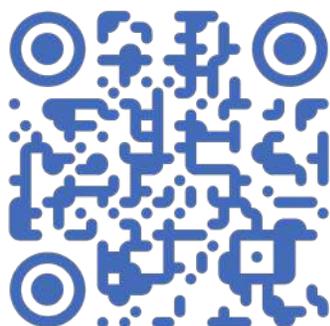
As you explore the tools, you will see that each of them is structured as follows:

<b>STRUCTURE</b>	Topic, duration, group size, overview, aim, preparations, instruction.
<b>MATERIALS</b>	Materials provided to facilitators.
<b>TIPS &amp; TRICKS</b>	Suggestions and additional material for workshop facilitators.
<b>SONG</b>	The lyrics of the songs in English.

The contents presented in the following sections are freely available on our website. In particular, on the website you can find all the lyrics of the songs (aimed at the youngster's target group) translated into German, Italian, Serbian and Portuguese.

On the website, it is possible to download the materials, view them, find the right tool for the activity the facilitator wants to propose, and print them out. There are provided materials in each tool. The facilitator of the activity can decide to scan and print the reference pages, which are useful for carrying out the activity. To facilitate this, we have inserted an icon indicating the page to be printed concerning the activity.

You can find here downloadable materials:  
[musicforhumanrights.eu](https://musicforhumanrights.eu)

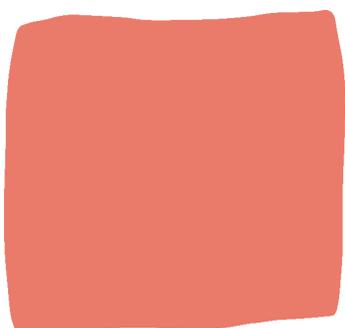


## HOW TO READ THE NEXT CHAPTERS

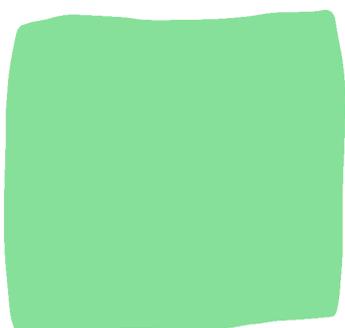
We have marked each chapter with a different colour to help the facilitator:



Methods collection for  
**YOUTH**



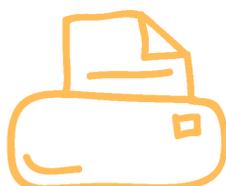
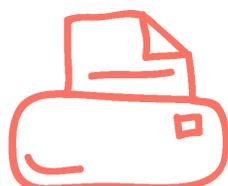
Methods collection for  
**YOUNGSTERS**



Methods collection  
**ENERGIZER ACTIVITIES**



Symbols and acronyms you will find in the tool collections:



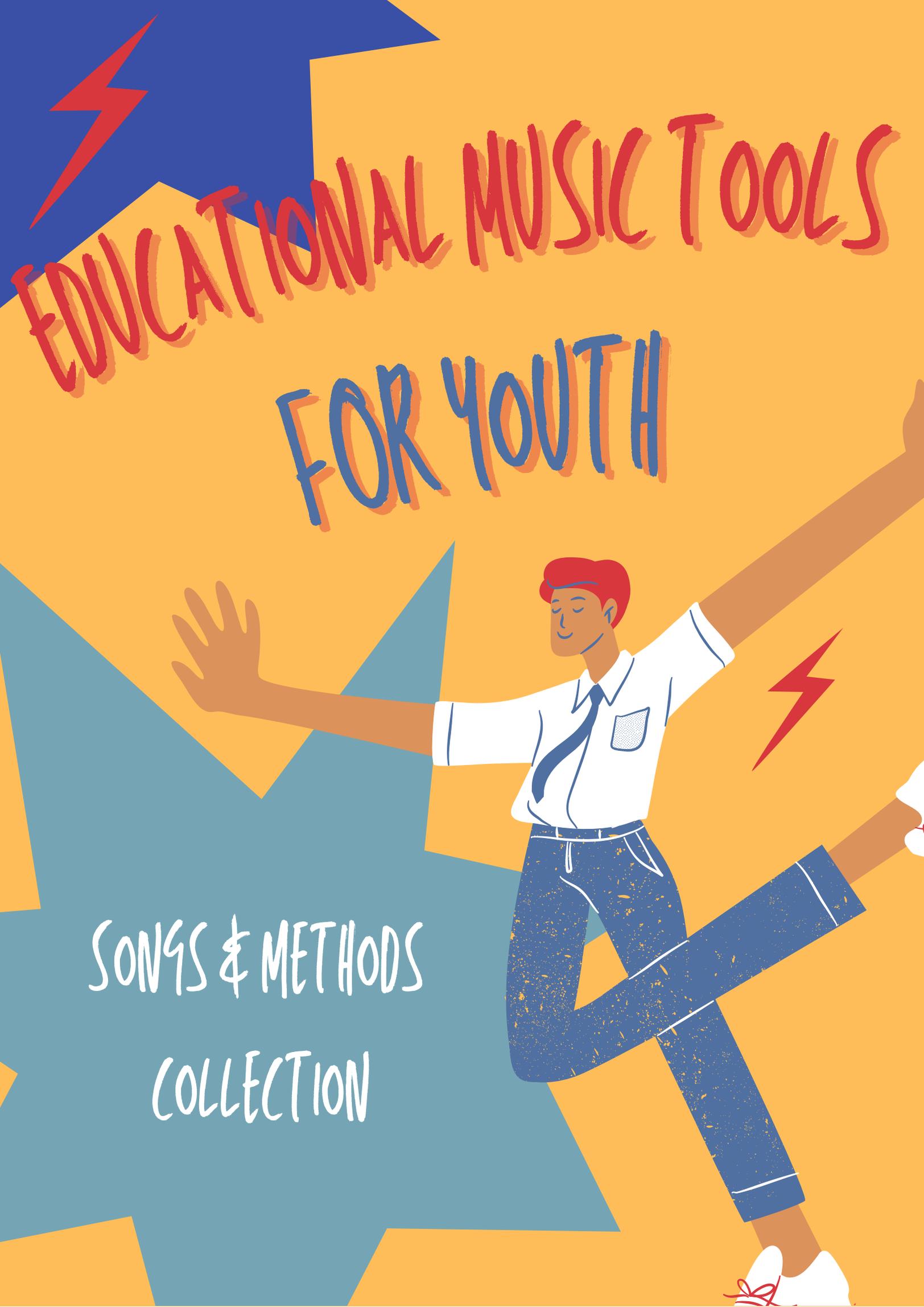
Materials that you can **PRINT**

**CRC**

**UDHR**

**CRC:** Convention on the Rights of the Child  
**UDHR:** Universal Declaration of Human Rights

M  
F  
-  
H  
R



# EDUCATIONAL MUSIC TOOLS FOR YOUTH

SONGS & METHODS  
COLLECTION

In the following chapter of the booklet, we will present tools designed primarily for youth between the ages of 15 and 30 that predominantly deal with The Universal Declaration of Human Rights.

The tools in this booklet are created to bring human rights topics closer to youth and make them understand that it is a common basic consensus of almost all countries, but to recognize that not all the countries fully respect and even violate these rights.

On the other hand, the goal is to empower the youth to feel confident and capable and to be proactive and responsible citizens. Once they better understand their rights, they will also become aware of their impact on the world around them.

Some of the tools presented in this booklet may sound familiar. These are adapted to be used together with the relevant music. Others are totally new.

It's advisable to carefully read the tool you want to use and prepare beforehand. Each tool comes with a list of the material you need. In specific cases, you have to print some extra stuff - playing cards or instructions, as noted.

It is all right if the facilitator adjusts some elements or time frame if needed, depending on group dynamics.



# UNIVERSAL DECLARATION OF

HUMAN

RIGHTS



The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on the 10th December 1948 as a common standard of achievements for all peoples and all nations. It set out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. **Source: un.org**

**Art. 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Art. 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Art. 3:** Everyone has the right to life, liberty and security of person.

**Art. 4:** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Art. 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Art. 6:** Everyone has the right to recognition everywhere as a person before the law.

**Art. 7:** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Art. 8:** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Art. 9:** No one shall be subjected to arbitrary arrest, detention or exile.

**Art. 10:** Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Art. 11:** 1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. 2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Art. 12:** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Art. 13:** 1) Everyone has the right to freedom of movement and residence within the borders of each state. 2) Everyone has the right to leave any country, including his own, and to return to his country.

**Art. 14:** 1) Everyone has the right to seek and to enjoy in other countries asylum from persecution. 2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Art. 15:** 1) Everyone has the right to a nationality. 2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Art. 16:** 1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. 2) Marriage shall be entered into only with the free and full consent of the intending spouses. 3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Art. 17:** 1) Everyone has the right to own property alone as well as in association with others. 2) No one shall be arbitrarily deprived of his property.

**Art. 18:** Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Art. 19:** Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Art. 20:** 1) Everyone has the right to freedom of peaceful assembly and association. 2) No one may be compelled to belong to an association.

**Art. 21:** 1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. 2) Everyone has the right of equal access to public service in his country. 3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Art. 22:** Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.



**Art. 23:** 1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. 2) Everyone, without any discrimination, has the right to equal pay for equal work. 3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. 4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Art. 24:** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Art. 25:** 1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. 2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Art. 26:** 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. 2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. 3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Art. 27:** 1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. 2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Art. 28:** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Art. 29:** 1) Everyone has duties to the community in which alone the free and full development of his personality is possible. 2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. 3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Art. 30:** Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## TOPICS AND ARTICLES

We have chosen topics to focus on for the development of the songs and methodology, following Human Rights divided into three generations. We collected the topics and linked them to the articles of the Universal Declaration of Human Rights (UDHR) and the three generations of Human Rights (HRs):

TOPICS	ARTICLES UDHR	GENERATION HR
CLIMATE JUSTICE	3, 25	3RD
RIGHT TO CULTURE	19, 22, 27	2ND
FREEDOM OF MOVEMENT		
EMIGRATION	3, 13, 14	1ST
GLOBAL MOBILITY		
DIVERSITY OF PEOPLE	2, 7, 18	3RD
FREEDOM OF SPEECH	19	3RD
CULTURAL DIVERSITY	15, 27	2ND
CHILD'S RIGHTS	SPECIAL CATEGORY*	SPECIAL CATEGORY

\*Special category: the topic is related to the "Convention on the Right of the Child"

CLIMATE JUSTICE	<b>ART. 3</b> RIGHT TO LIFE. <b>ART. 25</b> STANDARD OF LIVING, HEALTH.
RIGHT TO CULTURE	<b>ART. 19</b> OPINION, EXPRESSION, INTERFERENCE, INFORMATION, IDEAS, MEDIA, FRONTIERS. <b>ART. 22</b> DIGNITY, REALIZATION, PERSONALITY. <b>ART. 27</b> PARTICIPATE, CULTURAL LIFE.
FREEDOM OF MOVEMENT, EMIGRATION, GLOBAL MOBILITY	<b>ART. 3</b> LIFE LIBERTY, SECURITY. <b>ART. 13</b> MOVEMENT, BORDERS, RESIDENCE LEAVE AND RETURN, HOSPITALITY, REFUGEE. <b>ART. 14</b> ASYLUM, REFUGEE.
DIVERSITY OF PEOPLE	<b>ART. 2</b> RACE, COLOUR, SEX, LANGUAGE, RELIGION, OPINION, NATIONAL ORIGIN, SOCIAL ORIGIN, PROPERTY, BIRTH, TO BELONG. <b>ART. 7</b> EQUAL, EQUAL PROTECTION, EQUALITY. <b>ART. 18</b> THOUGHT, CONSCIENCE, RELIGION, BELIEF, FREEDOM.
FREEDOM OF SPEECH	<b>ART. 19</b> OPINION, EXPRESSION, INTERFERENCE, INFORMATION, IDEAS, MEDIA, FRONTIERS.
CULTURAL DIVERSITY	<b>ART. 15</b> NATIONALITY <b>ART. 27</b> CULTURAL LIFE, COMMUNITY, ARTS, SCIENTIFIC ADVANCEMENT, MORAL AND MATERIAL INTERESTS, SCIENTIFIC, LITERARY OR ARTISTIC PRODUCTION.

## CHRONOLOGICAL APPROACH

In theory, human rights and freedoms are classified in several ways and according to different criteria. One of the possible divisions is referring to the individual or the collective holder of the right. The other possible division is based on the possibility of whether the rights can be achieved through a lawsuit before a court or some other state body, on the plaintiff and the non-plaintiff. For example, the right to work cannot be exercised in court proceedings against the state, its obligation is only to create an economic environment that makes it possible to exercise that right.

Some authors divide human rights into generations, thus classifying them according to the time of their origin, into human rights of the first, second and third generation.

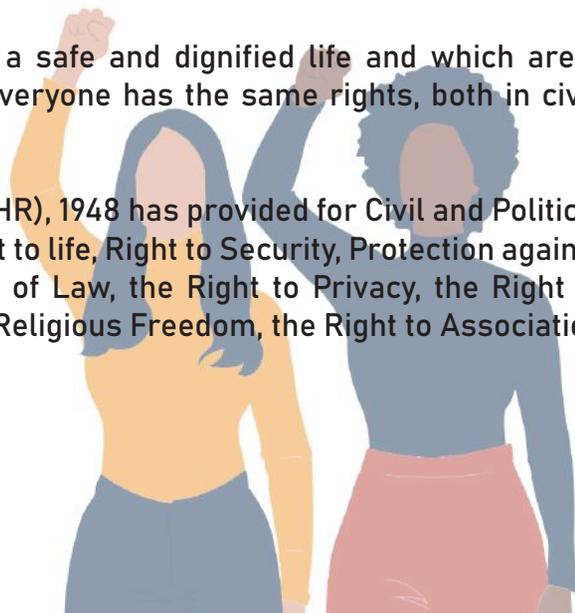
The so-called “Three Generations Theory of Human Rights” is known for dividing human rights into three separate generations based on civil and political rights; economic, social and cultural rights; and collective or solidarity rights. A more detailed exploration of this division is presented here, as it was the one used in our methodology applied to the project.

### FIRST GENERATION OF HR: CIVIL AND POLITICAL RIGHTS

The first generation of human rights began to emerge as a theory during the seventeenth and eighteenth centuries and was based mostly on political concerns. These rights emerged from the American revolution (1776) and the French revolution (1789). These rights correspond largely to the civil and political rights in the International Bill of Rights such as the right to individual freedom, freedom of speech, thought and faith, the right to own property and so on.

These are rights that enable a person to live a safe and dignified life and which are a condition of any democratic system in which everyone has the same rights, both in civic life and in the political sphere.

The Universal Declaration of Human Rights (UDHR), 1948 has provided for Civil and Political Rights under Articles 2 to 21. It includes the Right to life, Right to Security, Protection against Slavery, The Right to the due and fair process of Law, the Right to Privacy, the Right to Liberty of Thought and Expression, the Right to Religious Freedom, the Right to Association and the Right to Property.



## SECOND GENERATION OF HR: ECONOMIC, SOCIAL AND CULTURAL RIGHTS

The second generation of economic, social, and cultural rights, emerged in the 19th century out of the political and economic struggles of the emergent working class and includes the rights created based on the socialist critique of the rights of the first generation. These are the rights that are directly related to economic and social security and are required for the optimal satisfaction of people's needs: the right to participate in the exercise of political power; the right to fixed hours of work, the right to minimum wages, the right to form unions and so on. These rights concern how people live and work together and the necessities of life. They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities.

The Universal Declaration of Human Rights (UDHR), 1948 Article 22 to Article 27 provides for Economic, Social and Cultural Rights which Include the Right to Work, the Right to Social Security, the Right to Protection Against Unemployment, the Right against slavery and exploitation, the Right to Good Living, the Right to Education and the Right to health services.

## THIRD GENERATION OF HR: COLLECTIVE OR SOLIDARITY RIGHTS

The third generation of human rights emerged in the twentieth century through the socio-political turmoil of the two World Wars. These rights are of relatively recent origin. The third generation covers mostly rights and demands for rights that arose after the Second World War, such as the right to development, the right to a healthy environment, the right to food, the right to peace, and the right to communicate. They are concerned with the rights of groups and peoples, rather than of individuals, and include such rights as the right of self-determination and the right to development: the holder of third generation rights is the entire community, making them collective rights. The Declaration on the Right to Development adopted by the UN General Assembly in 1986 is the most important example of these rights.

Article 28 of the Universal Declaration of Human Rights, 1948 says that every person is entitled to a social and international system in which all the rights and freedoms are made available to them fully. This category includes the rights to Power, a Right to Just Distribution of wealth, the Right to Economic and Social Development, the Right to participate in the process of Development, and the Right to peace (solidarity rights).

The most common and most accepted classification is according to the criterion related to the realisation of the goals of those rights in society and the sphere of activities of individuals in society. Then we divide them into civil, political, economic, social, cultural and solidarity rights. This division will be taken into account in the development of the methodology.

## SUMMARY OF THE TOOLS



TOOL	TOPIC	SONG	ART.	PAGE
<b>ONE STEP FORWARD</b>	<b>HUMAN RIGHTS</b>	<b>OBSERVE, RETHINK, ACT!</b>	<b>UDHR</b>	<b>23</b>
<b>CLIMATE CHANGE QUIZ</b>	<b>ENVIRONMENTAL RIGHTS</b>	<b>THE FLOOR IS LAVA</b>	<b>UDHR</b>	<b>29</b>
<b>GALACTIC DEBATE</b>	<b>DIVERSITY OF PEOPLE</b>	<b>DIVERSITY</b>	<b>2, 7, 18</b>	<b>36</b>
<b>REWRITE THE LYRICS</b>	<b>FREEDOM OF SPEECH</b>	<b>IDEA</b>	<b>19</b>	<b>44</b>
<b>MUSIC VIDEOMAKERS</b>	<b>CONVENTION ON THE RIGHTS OF THE CHILD</b>	<b>THEIR SONG</b>	<b>CRC</b>	<b>49</b>
<b>CULTURAL RIGHTS</b>	<b>CULTURAL RIGHTS</b>	<b>WONDER WHO YOU ARE</b>	<b>19, 22, 27</b>	<b>53</b>
<b>TABLEAU VIVANT</b>	<b>FREEDOM OF MOVEMENT</b>	<b>ALL THE ROADS</b>	<b>3, 13, 14</b>	<b>56</b>
<b>CROSSING BORDERS</b>	<b>FREEDOM OF MOVEMENT</b>	<b>RUN RUN</b>	<b>3, 13, 14</b>	<b>59</b>
<b>ENTERTAINMENT ON HUMAN RIGHTS</b>	<b>CULTURAL DIVERSITY</b>	<b>WE CAN PARTY</b>	<b>15, 27</b>	<b>62</b>
<b>VOTE FOR ME!</b>	<b>MIGRATION</b>	<b>DRIVE SLOW</b>	<b>13</b>	<b>64</b>

## ONE STEP FORWARD



<b>TOPIC</b>	<b>Universal Declaration of Human Rights (UDHR)</b>
<b>DURATION</b>	45 min
<b>GROUP SIZE</b>	15 - 30 people
<b>OVERVIEW</b>	We are all equal, but some are more equal than others. In this activity, participants take on roles and move forward depending on their chances and opportunities in life.
<b>THE AIM OF THE TOOL</b>	<p>The main goal: learn about human rights, how they are regulated, and why they are important.</p> <p>Specific goals: raise awareness of how different social statuses can affect human rights.</p>
<b>PREPARATION</b>	Print the song lyrics “Observe rethink act!” and the role cards.
<b>MATERIALS</b>	A list of role cards, a list of situations and events, an open space, the Universal Declaration of Human Rights, a device for playing music (laptop, phone, speakers), the song “Observe rethink act”, the song lyrics.

### INSTRUCTIONS:

#### 1. Introduction (15 minutes)

1.1. Providing the lyrics to the participants.

1.2. Listening to the song “Observe, Rethink, Act”.

1.3. Reflect on what we hear - During reflection the facilitator should encourage participants to speak about moods and emotions that come up from the song.

Questions you can ask: What did we just hear in the song? How do you feel about it? Do you know songs sounding similar to this one? If yes, which one? One part of the song says “for equal opportunity, without discrimination”, do you think it’s possible to make equal opportunity for everybody?\* Why?

\* It’s important to ask this, or any similar question about equality, just to provoke thinking about that during the next steps of this activity.

#### 2. One step forward (15 minutes)

2.1. At the beginning of this step ask participants to stand in a circle.

Explain that this session will explore the links between human rights and equality more.

2.2. Hand out the role cards at random, one to each participant. Instruct participants to read their role cards for themselves, and not to show them to other participants.

2.3. Now ask participants to begin getting into the role. To help, read out the following questions, pausing after each one, to give people time to reflect and build up a picture

## ONE STEP FORWARD

of what their role might involve. (You ask what it 'might' be like because each person's experience or imagination will differ as each person is different). They will silently think about the answers.

Here is the list of questions:

What might your childhood be like? What sort of house might you live in? What kind of games might you play? What sort of work might your parents do? What might your everyday life be like now? What sort of house might you live in? Where might you socialize? How much money might you earn each month? What do you do in your leisure time? What might excite you? What might you be afraid of?

You don't have to ask all the questions. Chose a few that you think will work with the group. Make it clear for participants that all of these questions should be answered from the perspective of the role given to them, and not from their personal perspective.

2.4. Now ask the participants to remain silent as they line up beside each other. Tell the participants you are going to read out a list of situations or events. Every time that a participant can answer 'yes' to a statement, they should take a step forward. Otherwise, they should stay where they are.

2.5. Read out the situations or events one at a time. Pause for a while between each statement to allow people to step forward and look around and take note of their positions in relation to each other. When all the situations have been read out, invite everyone to take note of their final positions and to announce their roles.

2.6. Give the group a couple of minutes to come out of their roles.

### 3. Reflection and Evaluation (15 minutes):

3.1. Ask the group about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learned. You might ask:

- How did people feel about stepping forward, or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- How easy or difficult was it to play the different roles? How did they imagine the character and situation of the person they were playing?
- Does the exercise mirror society in some way? How? Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities of society?
- What can the government do to promote human rights and equality?

## ROLE CARDS



**YOU ARE AN UNEMPLOYED UNIVERSITY GRADUATE WAITING FOR THE FIRST OPPORTUNITY TO WORK.**

**YOU ARE THE PRESIDENT OF A PARTY POLITICAL YOUTH ORGANISATION (WHOSE "MOTHER" PARTY IS NOW IN POWER).**

**YOU ARE THE DAUGHTER OF THE LOCAL BANK MANAGER. YOU STUDY ECONOMICS AT UNIVERSITY.**

**YOU ARE THE SON OF A CHINESE IMMIGRANT WHO RUNS A SUCCESSFUL FAST FOOD BUSINESS.**

**YOU ARE AN ARAB MUSLIM GIRL LIVING WITH YOUR PARENTS WHO ARE DEVOUTLY RELIGIOUS PEOPLE.**

**YOU ARE THE DAUGHTER OF THE AMERICAN AMBASSADOR TO THE COUNTRY WHERE YOU ARE NOW LIVING.**

**YOU ARE A SOLDIER IN ARMY, DOING COMPULSORY MILITARY SERVICE.**

**YOU ARE THE OWNER OF A SUCCESSFUL IMPORT-EXPORT COMPANY.**

**YOU ARE A DISABLED YOUNG MAN WHO CAN ONLY MOVE IN A WHEELCHAIR.**

**YOU ARE A RETIRED WORKER FROM A FACTORY THAT MAKES SHOES.**

**YOU ARE A 17-YEAR-OLD ROMA (GYPSY) GIRL WHO NEVER FINISHED PRIMARY SCHOOL.**

**YOU ARE THE GIRLFRIEND OF A YOUNG ARTIST WHO IS ADDICTED TO HEROIN.**

**YOU ARE AN HIV POSITIVE, MIDDLEAGED PROSTITUTE.**

**YOU ARE A 22-YEAR-OLD LESBIAN.**

**YOU ARE AN UNEMPLOYED SINGLE MOTHER.**

**YOU ARE A FASHION MODEL OF AFRICAN ORIGIN.**

**YOU ARE A 24-YEAR-OLD REFUGEE FROM AFGHANISTAN.**

**YOU ARE A HOMELESS YOUNG MAN, 27 YEARS OLD.**

**YOU ARE AN ILLEGAL IMMIGRANT FROM MALI.**

**YOU ARE THE 19-YEAR-OLD SON OF A FARMER IN A REMOTE VILLAGE IN THE MOUNTAINS.**

### SITUATIONS AND EVENTS



Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion, and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

### TIPS & TRICKS:

Before the session: read the background materials on human rights. Think about how you would explain what human rights and equality have to do with each other and why they are important. This activity sometimes can be very emotional for some participants. Be aware of that and prepare yourself. Be sure to create a safe space where every participant can express their feelings without any judgement.

The activity has been adapted from *Compass - A Manual on Human Rights Education with Young People* (2nd ed) by P Brander et Council of Europe, Strasbourg, 2003. © Council of Europe.

## SONG: OBSERVE, RETHINK, ACT!



It took 1000 years of fighting and negotiations  
end even more fighting between people and nations  
till one day nearly everybody finally agreed  
to accept others' dignity and live in peace without greed

so finally all lived happily ever after?  
except for one problem: see the daily disaster  
if the right for food and shelter is an obligation  
why are thousands of children daily dying of starvation

if there is the right for education if there is freedom of speech  
why are activists arrested for what they believe  
even billions of people aren't able to read  
while technology increases in the 21st century

Chorus (3x):

so get up, move it, never give up  
every day, observe rethink act!

When human rights were signed as a universal declaration  
sensation!! but no new laws in any nation  
lots of documents, conventions, a quarter-century later  
it's still little more than just words on a paper

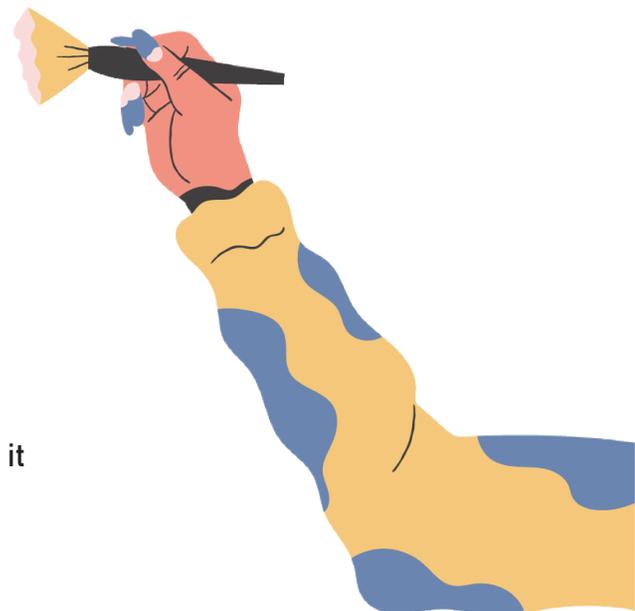
the question is: who will make these words a reality  
Dr King fought 2 decades for racial equality  
Mandela stood up against apathy and poverty  
but will someone fight today?: there is no warranty

no giants or heroes just humans defending each other  
people like you and me all sisters and brothers  
free-thinking individuals refusing to be silent  
realizing: that human rights can't be reached by violence

Chorus (3x):

so get up, move it, never give up  
everyday observe rethink act!

In the end, it is the choices we do every day  
responsible citizens share in several ways  
to respect and help each other to protect those who need it  
on step further although we know we'll never achieve it



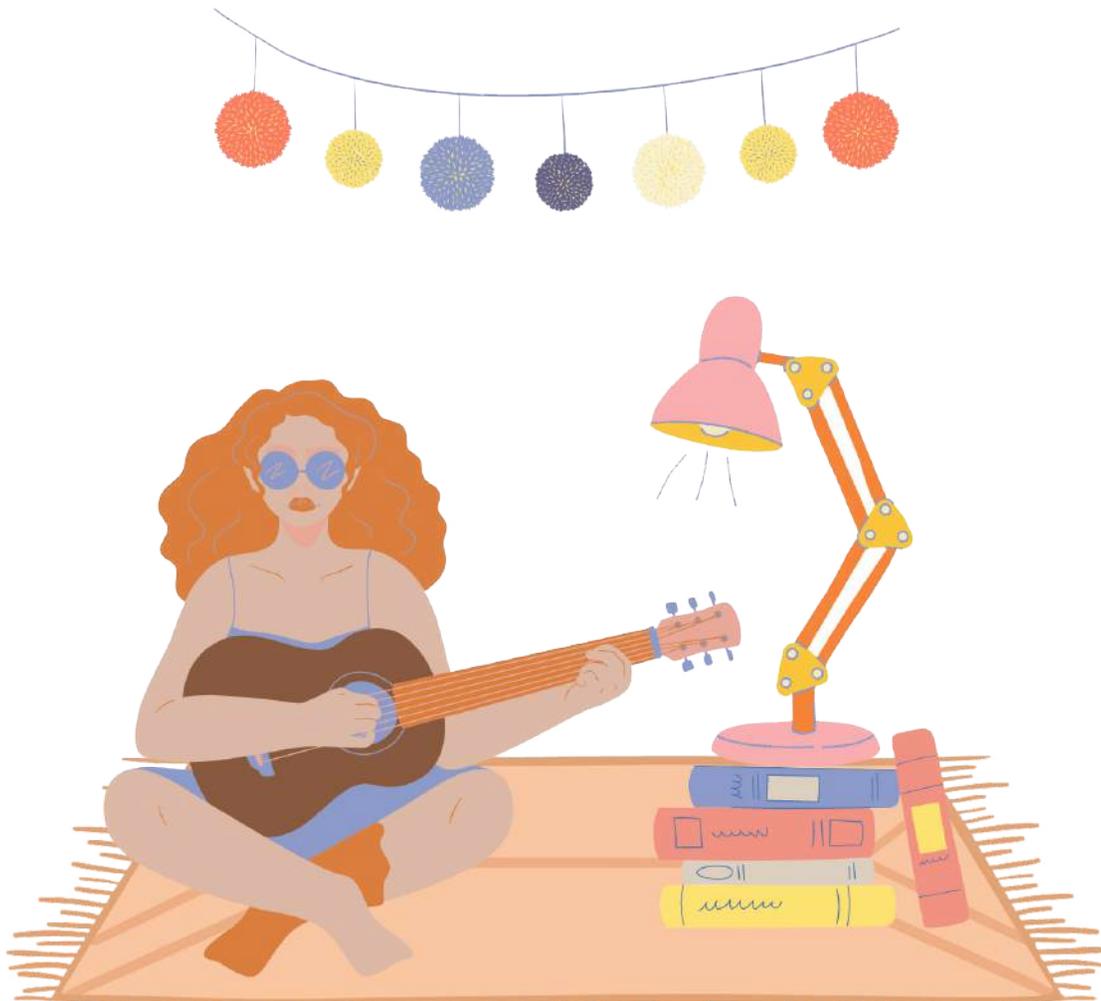
## ONE STEP FORWARD

after all, it begins in small places close to home  
in summer and winter in a group or alone  
so small and so close it often cannot be seen  
live in every mind but they ain't stay a dream

in the neighbourhood, we live, in our local community  
with the power of diversity to find global unity  
for equal opportunities without discrimination  
for everyone's justice we'll fight with all patience

Chorus (3x):

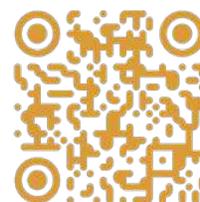
so get up, move it, never give up  
everyday observe rethink act!



## CLIMATE CHANGE QUIZ



<b>TOPIC</b>	Climate Justice
<b>DURATION</b>	60 min
<b>GROUP SIZE</b>	15 - 30 people
<b>OVERVIEW</b>	Activity to open a debate around climate justice and the social impact of climate change. The activity consists of listening to the song and song-related quiz - to learn more about the topic, and discussion at the end.
<b>THE AIM OF THE TOOL</b>	Increasing awareness and learning about environmental rights and climate justice.
<b>PREPARATION</b>	Print the lyrics of the song "The floor is lava" and the quiz.
<b>MATERIALS</b>	List of questions for the quiz, pens, a device for playing music (laptop, phone, speakers), the song "The floor is lava", the song lyrics.
<b>FURTHER INFO</b>	Materials to support the first phase of the activity about the information on environmental rights:



### INSTRUCTIONS:

#### 1. Introduction (10 minutes):

- 1.1. Introduce the activity to the group. Make a short introduction about environmental rights and climate justice to prepare participants for the activity. Additional materials to get into the topic are provided in the section "Further information" (QR-code).
- 2.2. Divide the participants into smaller groups (max. 5 people per group).
- 2.3. Provide the lyrics of the song and the quiz template to all of the participants.
- 2.4. Play the song "The floor is lava". Participants will have 5 minutes to read the lyrics and listen to the song twice. Reading the lyrics can help participants later during the quiz solving phase.

#### 2. Quiz solving (35 minutes):

- 2.1. Instruct the participants to find a place to sit together with their group.
- 2.2. The quiz starts with the facilitator reading the first question. Each group has a total of 40 seconds to answer the question. After time runs out facilitator reads the answer. The list of questions together with the correct answers, and additional information, is provided in the table below.  
After answering the question facilitator has 2 minutes to read additional information and briefly discuss with the participants the answer.
- 2.3. After the first question, repeat the process with the rest of the questions.  
There is a total of 14 questions. We recommend choosing 10 of them to fit into the time frame. But also you can use all of them if you have more time for workshop implementation. It's up to you.

## CLIMATE CHANGE QUIZ

### 3. Reflection: (15 minutes)

3.1. At the end of the activity, the facilitator leads a plenary reflection. The discussion focuses on the new knowledge gained from the quiz. For example:

How do you feel? Why?

What is your key learning? Why is that important to you?

Who are the people affected by the rising temperature?

What can we as individuals do to fight against climate change?

There is also an option to play the song “The floor is lava” again if participants want, or if you think it wouldn’t interrupt the learning discussion flow. If you use the song in this phase you may ask the following questions: What is this song about? Which emotions did you feel?

What does it mean “the floor is lava”?

### QUIZ



#### 1. What does it mean Climate Change?

A) Climate change is the global phenomenon of climate transformation characterized by the changes in the usual climate of the planet (regarding temperature, precipitation, and wind) that are especially caused by human activities.

B) It is related to the earth’s climate which has always changed.

C) Climate change is a problem related to the temperature increase of the earth that will occur in the future.

D) It is a problem related to the warming of the Arctic.

Climate change is a long-term shift in global or regional climate patterns. Often climate change refers specifically to the rise in global temperatures from the mid-20th century to the present. Climate change is the long-term alteration of temperature and typical weather patterns in a place. Climate change could refer to a particular location or the planet as a whole. Climate change may cause weather patterns to be less predictable. These unexpected weather patterns can make it difficult to maintain and grow crops in regions that rely on farming because expected temperature and rainfall levels can no longer be relied on. Climate change has also been connected with other damaging weather events such as more frequent and more intense hurricanes, floods, downpours, and winter storms.

#### 2. Wasting less food is a way to reduce greenhouse gas emissions.

A) True

B) False

More than a third of food produced globally never makes it to the table. Some of this wasted food spoils in transit, while consumers throw some of this food out. Food loss and waste account for around 8.2 percent of the total human-made greenhouse gas emissions.

#### 3. Which of the following is a greenhouse gas?

A) CO<sub>2</sub>

B) CH<sub>4</sub>

C) Water Vapor

D) All of the above

Greenhouse gases may be a result of natural occurrences or human activity. These gases include carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), water vapour, nitrous oxide (N<sub>2</sub>O) and ozone (O<sub>3</sub>). Fluorinated gases are also considered to be greenhouse gases. Greenhouse gases act like a heat-trapping blanket, making the Earth habitable for humans. However, human activities have increased emissions of greenhouse gases into the atmosphere beyond what the Earth can support, resulting in climate change.

#### 4) What is the Greenhouse effect?

- A) The name of climate change legislation that was passed by Congress.
- B) When you paint your house green to become an environmentalist.
- C) When the gases in our atmosphere trap heat and block it from escaping our planet.
- D) When you build a greenhouse.

The Earth receives solar radiation from the sun. Passing through the atmosphere, some radiations are absorbed by the Earth, while some are reflected back to space. When the exchange of incoming and outgoing radiation occurs, some of the radiation becomes trapped by gases in the atmosphere. This creates a “greenhouse” effect and warms the planet.

#### 5) Which of the following are consequences associated with climate change?

- A) The ice sheets are declining, glaciers are in retreat globally, and our oceans are more acidic than ever.
- B) Surface temperatures are setting new heat records each year.
- C) More extreme weather like droughts, heat waves, and hurricanes.
- D) Global sea levels are rising at an alarmingly fast rate – 17 centimetres (6.7 inches) in the last century alone and going higher.
- E) All of the above.

All of these are problems associated with climate change. The majority of scientists agree that many of these effects are caused by human contribution to the greenhouse effect. Extreme weather events, droughts, heat waves and rising sea levels are already having devastating effects on the most vulnerable countries and communities.

#### 6) What can you do to help fight climate change?

- A) Divest from fossil fuel companies.
- B) Engage yourself in the science behind climate change.
- C) Vote for political candidates who will advocate for climate-related legislation and policy improvements.
- D) All of the above.

Along with these important steps, we also suggest adding your voice to the issues surrounding climate change, investing in clean energy companies and taking personal actions to reduce your impact on the planet.

#### 7) The overwhelming majority of scientists agree that climate change is real and caused by humans.

- A) True
- B) False

## CLIMATE CHANGE QUIZ

Studies show that 97 percent (or more) of climate scientists who are actively publishing agree that climate change is likely due to human activity. Most of the prominent scientific organizations across the globe have issued statements that publicly endorse this view.

### 8) Is there an agreement between nations to stop climate change?

A) The United Nations Framework Convention on Climate Change (UNFCCC), agreed in 1992, is the main international treaty on fighting climate change. Its objective is to prevent dangerous man-made interference with the global climate system.

B) The 1997 Kyoto Protocol is an international agreement that called for industrialized nations to reduce their greenhouse gas emissions significantly.

C) All of the above.

D) None of the above.

The EU and its member countries take part in international efforts to fight climate change under the UN climate convention.

### 9) What was agreed to in the “Paris Agreement” that came out of COP-21, held in Paris in 2015?

A) To protect biodiversity and end the deforestation of the world's rainforests.

B) To keep global temperature rise well below 2°C pre-industrial levels and to pursue a path to limit warming to 1.5°C.

C) To limit the sea-level rise to 3 feet above current levels.

D) To pursue a goal of 100% clean, renewable energy.

The Paris Agreement is an international treaty on climate change. It aims to keep the overall increase in global temperatures below 2 degrees Celsius, with the hope of limiting it to 1.5 degrees Celsius. Scientists believe that these are the largest increases in global temperature that we could experience without causing catastrophic change to the Earth's climate.

### 10) Which countries are most affected by the climate crisis?

A) Japan

B) Philippines

C) Germany

D) All of the above

Japan, the Philippines and Germany were the most affected countries in 2018 followed by Madagascar, India and Sri Lanka. The German country ranks in the third position among the most affected countries by climate risk due to the heat wave it suffered in 2018, the hottest year in its history with damages of more than 3,500 million dollars to the agricultural sector. The weather events in Germany caused a total of 1,246 deaths — 1.5 per 100,000 inhabitants — losses of 5,038 million dollars and a decrease in per capita GDP of 0.12%.

### 11) Which of these countries emits the most carbon dioxide?

A) China

B) USA

C) UK

D) Russia

According to the International Energy Agency, China is currently the top emitter of carbon dioxide, accounting for 28% of global carbon emissions. The United States ranks as the second top emitter at 15%.

**12) What percentage of the global greenhouse gas emissions does the transportation sector emit?**

- A) 1%
- B) 14%**
- C) 33%
- D) 70%

The transportation sector emits 14% of global greenhouse gas emissions. Most of this involves fossil fuels burned for road, rail, air and marine transportation. Petroleum-based fuels (i.e., gasoline and diesel) account for almost all of the world's transportation energy.

**13) Globally, which of the following economic sectors emits the largest percentage of greenhouse gas emissions?**

- A) Transportation
- B) Buildings
- C) Industry
- D) Electricity and heat production**

The electricity and heat production sector emit the largest percentage of global greenhouse gas emissions at 25%. The agriculture, forestry and other land-use sector is a close second at 24%.

**14) Which has been the hottest year on record?**

- A) 2016
- B) 2020**
- C) All of the above
- D) None of the above

2020 has effectively tied 2016 as the hottest year on record, with the global average temperature 1.84 degrees Fahrenheit (1.02 degrees Celsius) warmer than the baseline 1951-1980 mean. The last seven years have been the warmest seven years on record.



## SONG: THE FLOOR IS LAVA



Hamster wheel, hustle hard, pockets empty but dreams big,  
Mama says believe in yourself, yes then it will be okay,  
Mama also said, don't bite the hand that makes the food,  
but when I look out into the world, there are people bursting with wealth,  
Others fight for their survival,  
Tell me how can such a thing be, Why are we so comfortable,  
The emperor's new clothes are sewn by children's hands,  
But apparently, it's okay when the wheel keeps turning,  
Grubbing woods, what used to be yours is now mine.  
You can't say anything, got it in black and white,  
A few years ago, we came with ships that traded goods for land,  
Slave trade, Exploitation, Basis of our prosperity.

Economy, economy above all,  
All mine, all mine,  
Yes, the market will take care of it,  
All mine, all mine

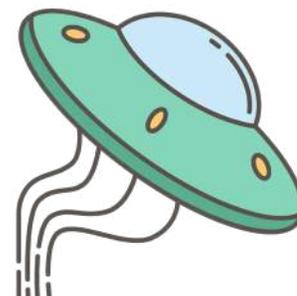
The world is on fire, burn our fingers,  
If no one does something, say where will it lead?  
The seas are full of plastic, the earth has a fever  
the ground is lava say can you feel it  
Say can you feel it,  
Say can you feel it  
The world is on fire, burn our fingers  
Say can you feel it,

Pressure's rising, air's running out, Mama's crying black tears,  
Every day 150 species perish,  
Science has been warning for years,  
there is no planet B, don't understand the question,  
yes, something must happen,  
Biggest crisis of mankind, for many already real,  
Flee from existential fear, Mediterranean Sea becomes mass grave,  
Europe closes the borders and pretends what of human rights,  
First was the word, now it's time to implement it.

World worth living for you and me,  
world worth living for all those who are still to come,  
We've got this last chance, so when if not now,  
shout it loud from the balcony.

The world is on fire, burn our fingers,  
If no one does something, say where will it lead?  
The seas are full of plastic, the earth has a fever  
the ground is lava say can you feel it  
Say can you feel it  
Say can you feel it  
The world is on fire, burn our fingers  
Say can you feel it.





<b>TOPIC</b>	<b>Diversity of people</b>
<b>DURATION</b>	60 min
<b>GROUP SIZE</b>	Up to 30 people
<b>OVERVIEW</b>	<p>The game is based on a debate, using card images and argumentation.</p> <p>A tool that provides participants with narrative (song) reports with a focus on stimulating their imagination of the presented journey.</p>
<b>THE AIM OF THE TOOL</b>	<p>The tool aims to stimulate critical thinking about society, diversity, and cultural differences, to create awareness of the different perspectives of the same experience.</p>
<b>PREPARATION</b>	<p>Print the lyrics of the song “Diversity”, print the cards and make two big circles on the floor with a tape.</p>
<b>MATERIALS</b>	<p>The role cards, the playing cards, a tape, a device for playing music (laptop, phone, speakers), the song “Diversity”, and the song lyrics.</p>

### INSTRUCTIONS:

#### 1. Introduction (15 minutes)

1.1. The facilitator gives an overview of the activity, explaining, in particular, its aim.

1.2. Participants will listen to the song “Galactic debate”. This song represents the alien's journey.

But, before playing the song inform participants that they should write a journey report based on the lyrics. To help, provide them with these questions that should be a guide for writing a journey report:

- Why would it be easy to invade this planet?
- Why would it be difficult to invade this planet? Is it worth it to invade this planet?
- Is it possible to make peace with humans/aliens or to find a compromise?
- What was most interesting from this visit?
- What was the most strange thing/situation that a visitor faced?
- What is culture?
- Why do humans look so different from one another?

1.3. Give the song lyrics to participants and play the song. Participants should listen to the song (and read the lyrics if they want) and think about things they would like to write in the journey report.

1.4. Writing journey report (10 minutes).

## 2. Galactic debate (30 minutes)

2.1. Divide participants into two different groups: aliens and humans. Choose the way to divide the participants, or even let them choose their group.

2.2. Before the activity, you should make two big circles on the floor (as written in the preparation part). One circle represents the Earth, and another one is the alien's planet. Participants should go on their planets.

2.3. Debate - To start a debate, you should use cards. The facilitator explains that there are three card types: one block of cards shows positive examples, one block shows negative examples, and the last one shows examples related to culture and science.

You should give one card to each group. Those cards should be the starting point for a debate. The groups should elaborate on a collective opinion based on the cards (10/15 min). The objective of each group is to use the images as a reference to elaborate an argumentation. The facilitator can help each group better understand the meaning of the cards by providing keywords.

During the debate, both groups should have their starting goals in their mind:

**The role of the aliens:** the role of the aliens is to find reasons to invade earth.

**The role of the humans:** the role of humans is to find reasons not to be invaded by aliens.

The facilitator is the one who decides who will talk during the debate. It's important to take care to give an equal opportunity to both humans and aliens.

The facilitator can give more cards to the groups when seeing the right moment.

## 3. Reflection (15 minutes)

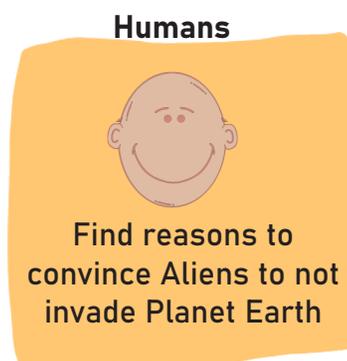
3.1. After the debate, it's time for the final reflection, to better understand the learning process. There are a few ways to start the reflection. Here is the list of questions you can use in this phase: What did you learn? How was it to be in the role of alien/human? Why? What is diversity, and why is it important?

The discussion can start from the song: the facilitator plays the song again, reads the chorus, and parts where the concept of diversity is best expressed, from an alien perspective. Through the lyrics, participants can express what diversity is for them and how they feel in their daily life to welcome it, starting from the real examples.

## TIPS & TRICKS:

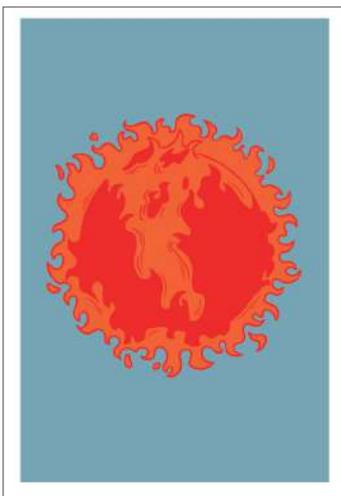
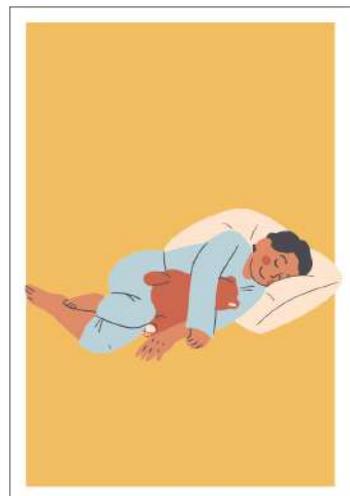
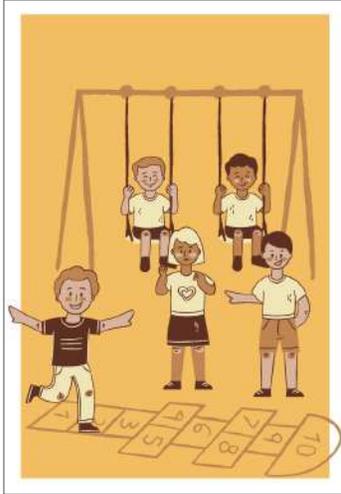
During the debate, pay attention that all participants are given equal opportunities to express their opinion.

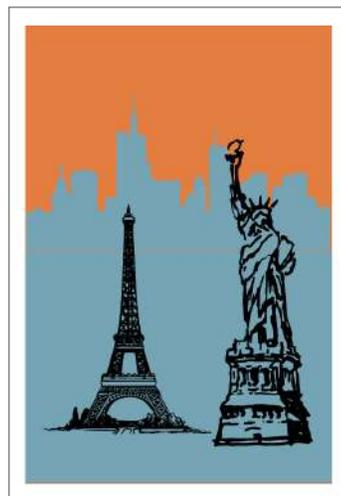
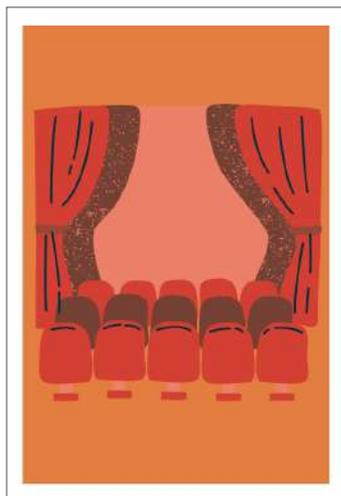
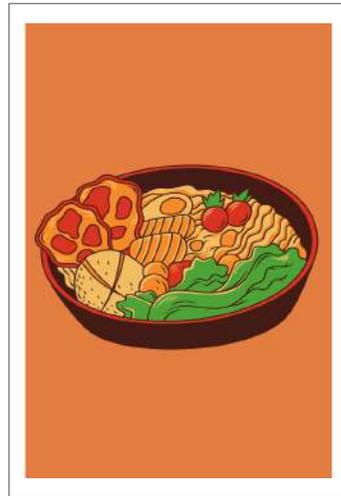
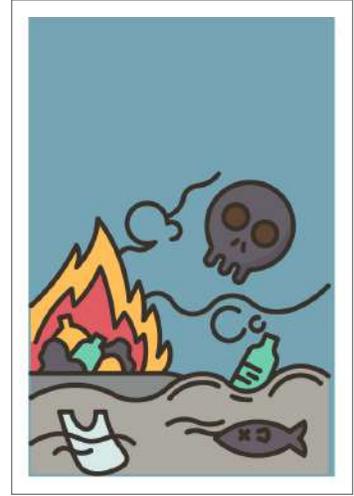
## ROLE CARDS:



# GALACTIC DEBATE

PLAYING CARDS:





## GALACTIC DEBATE



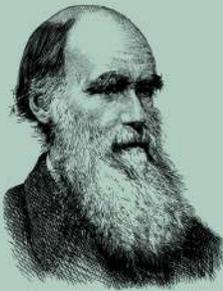
**GALILEO GALILEI**



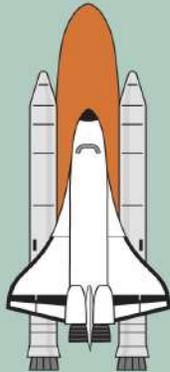
**LEONARDO DA VINCI**



**NEWTON**



**DARWIN**



## SONG: DIVERSITY



They come from a distant galaxy that I can't even say the name of,  
two creatures arrived on Earth  
the purpose of the mission was to take information  
back to their planet,  
their technology allowed them to be invisible  
to any and all humans,  
Just think...  
Did they realize that our race is so diverse?

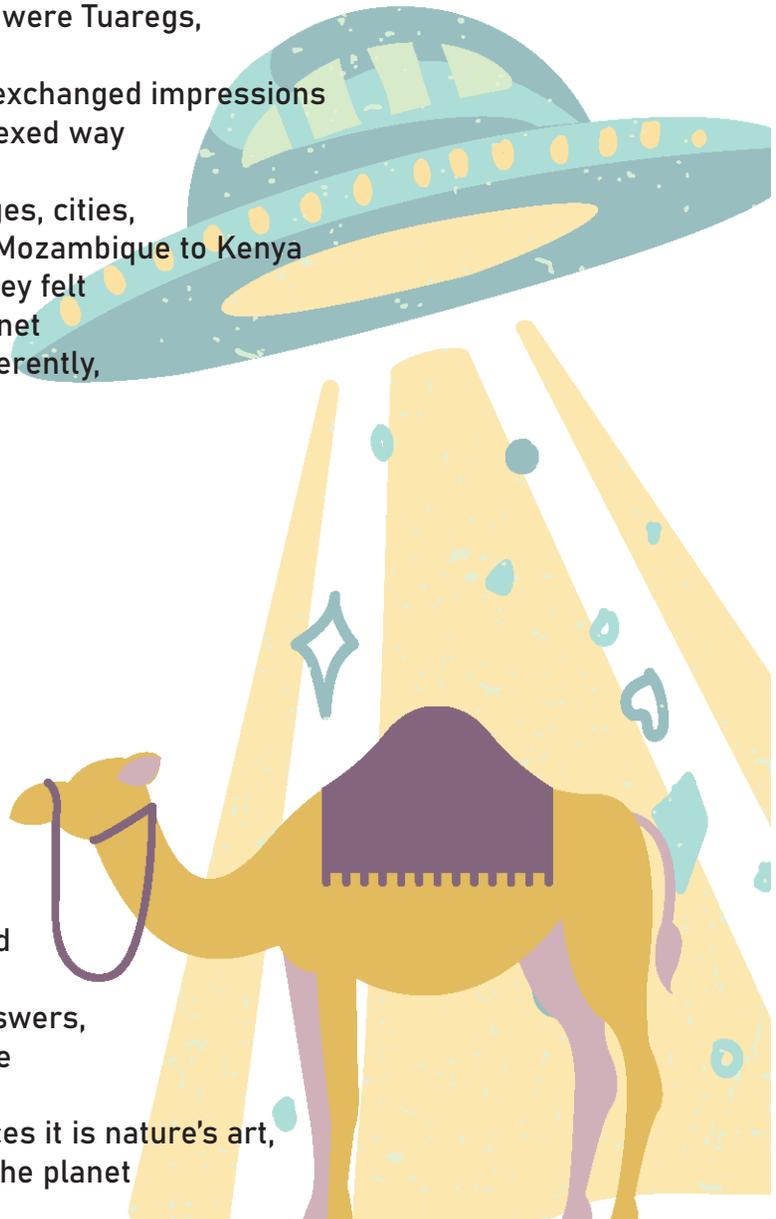
They landed in the Mediterranean Sea between Libya and Greece  
for a strategic reason,  
They headed towards Africa and, crossing the desert  
they felt a poetic peace,  
The first humans they encountered were Tuaregs,  
in a camel caravan headed east,  
in the face of such resilience, they exchanged impressions  
and looked at each other in a perplexed way

They travelled through towns, villages, cities,  
from Nigeria to Mozambique, from Mozambique to Kenya  
they saw people so different that they felt  
to be in a universe and not on a planet  
they spoke, walked, dressed so differently,  
the difference was giant  
even within a village  
where they saw  
that some danced, others laughed  
playing instruments  
that they had no idea

Fascinated  
They headed north,  
along the coast of Eritrea  
In Egypt, they ignored the pyramids  
saw so many tourists  
that it seemed like a whole nation

Some took pictures, others watched  
each in his own way,  
but all seemed to be looking for answers,  
by the way, they admired each stone

Diversity is more than our differences it is nature's art,  
each face each life gives colour to the planet



They crossed the middle east  
and saw so many people,  
finally arriving in India,  
here their features changed  
the professions changed,  
it was a sea of multitudes  
each one with his own life,  
street vendors, gurus, artists,  
from the hardest life to the most relaxed  
they went almost crazy reporting what they saw,  
even today they remember that day,  
in Tibet, they climbed hills and arrived in China  
passing the border guards  
in the rice fields, they saw the peasants,  
working hard,  
doing something you couldn't understand  
and they went on into that continent,  
visiting every town every village,  
they spent years sending reports,  
more and more complex,  
about our way of life

But the journey didn't stop and they reached Latin America  
running through Chile and Argentina,  
In Brazil  
from the hill of rocinha  
to the Paulista Avenue  
flowed with joy,  
and again everything was so different,  
so many faces, so many people,  
then they lost track of time  
like those who live in the moment  
and in everything can find magic

They become businessmen,  
in meetings with partners  
and children played in every corner  
by the beaches life was tranquil  
some played sports to keep in line  
others sunbathing  
in a ritual that revitalizes  
in the periphery, they heard samba, rap and funk  
and in the rhythm of the tambourine, they enjoyed the swing  
and there they disappeared with the breeze

Diversity is more than our differences it is the art of nature,  
each face each life gives colour to the planet





In North America, the trip was far from over  
they got to know urban centres and the rural environment  
for a few years, they walked with few plans  
concentrating on the essential  
Here there was everything  
literally,  
universes  
within universes  
within a continent,  
not bad,  
for someone who had travelled through so much outer space

In New York, they saw so many taxi drivers  
and on every corner, they saw saxophonists,  
every city was like a capital city  
it was out of the ordinary, the streets were endless  
there they followed each other without being noticed,  
but there were so many kinds of people  
each one in his own rush  
that they even asked themselves  
if they really needed to be invisible  
but they didn't risk it  
crossed another ocean  
Welcome to Europe  
where the sun rises in the mountains  
and dies on the cape of the rattle

On park benches  
some cried for love  
some cried for longing  
some cried for revolt,  
and others cried  
for having people crying around them  
but in some other garden  
some laughed for love  
others laughed for something  
and others laughed simply for being able to laugh,  
it doesn't really matter

There they ran from Lisbon to Bosnia  
from Italy to Poland  
and from Serbia to Estonia  
from Germany down to Greece,  
where history had begun

Diversity is more than our differences it is the art of nature,  
each face each life gives colour to the planet

## REWRITE THE LYRICS



<b>TOPIC</b>	Freedom of speech
<b>DURATION</b>	60 min
<b>GROUP SIZE</b>	Up to 30 people
<b>OVERVIEW</b>	The word game. The lyrics of the song have to be adjusted according to the given rules and instructions.
<b>THE AIM OF THE TOOL</b>	<p>Main goal: raise awareness of freedom of expression and active engagement in public life without fear of discrimination and censorship.</p> <p>Specific goals: understand the impact of censorship and how the power of words can change minds, behaviours, and meanings.</p>
<b>PREPARATION</b>	Print the lyrics of the song “Idea”, role cards, list of forbidden words.
<b>MATERIALS</b>	The role cards, the list of forbidden words, pens and paper, a device for playing music (laptop, phone, speakers), the song “Idea”, and the song lyrics.

### INSTRUCTIONS:

#### 1. Introduction (5 minutes)

1.1. Divide the participants into groups. The number of groups depends on the number of participants (4-6 participants per group is recommended).

1.2. Give the participants the context of the tool: in particular, the facilitator can start to explain the article n. 19 of the UDHR, connecting it with the aim of the activity.

#### 2. Rewrite the lyrics (30 minutes)

2.1. Give each group the song lyrics, a role card and the list of forbidden words. The facilitator gives participants a description of the two roles: artist and dictator. The description can be found in the printed cards as well.

2.2. Each group has to rewrite the lyrics in a way that the forbidden words are not used but changed according to their role and the instructions given by the role card.

The forbidden words can be replaced with new words or you can change the whole sentence. Important note: participants shouldn't rewrite the lyrics of the whole song. They should choose a part of the song they want.

At the beginning of this phase, play the song once or twice.

Participants can listen to the song while thinking about their task.

#### 3. Performance (15 minutes)

3.1. In the end, each group presents its modified version of the lyrics.

#### 4. Reflection (10 minutes)

4.1. At the end of the activity, the facilitator leads a plenary reflection. The discussion focuses on the new knowledge gained from the activity and also on difficulties faced during the group work. The facilitator with the help of the following list of questions can close the activity:

- What is the meaning of the new lyrics?
- Questions for the group of artists: Is it easy to create a new text, keep the meaning, and find new words? How high is the risk of giving wrong interpretations by changing the words? An example: a news article is spread over several newspapers, and each newspaper emphasizes a different aspect of the news. Can this create a different meaning and orientation of opinions and viewpoints through the words of the news?
- Questions for the group of dictators: What are the risks of creating new narratives? What are the consequences of censorship? Through the role of having to censor, are you even more aware of the power of words?

#### TIPS & TRICKS:

There are just two roles, so if there are more than two groups, roles will repeat. Pay attention to the time frame. If there are a lot of groups, some parts of the activity, like performances, can last longer than predicted. In that case make the time limit for performances, to be sure to have enough time for the reflection at the end.

#### FORBIDDEN WORDS AND ROLE CARDS:



Idea	Silenced	Peace
Truth	Trapped	Freedom
Head	Think Planet	Energy
Cure	Oppression	Reason
Nature	Mind	Poverty
Hell	Punishment	Evolution
Critic	Music	Suffer

#### Role card: "The artist"

The objective of this group is to keep the meaning of the text but use different words/sentences/expressions.

#### Role card: "The dictator"

In this case, this group has to change the meaning of the words, in order to fit into another narrative.

## SONG: IDEA



This is the story of an idea, yes, a simple idea,  
 that never saw the light of day,  
 where it was born doesn't matter  
 it was in some head,  
 it could be yours, it could be mine  
 all I know is that it lived encased for so long  
 that it ended up forgotten,  
 Like an object in an abandoned house,  
 that nature consumes without pity,  
 she wanted to be words, she wanted to be written,  
 she wanted to travel the planet,  
 but in that mind, other ideas told her  
 that had been beaten so violently,  
 that she preferred to stay only in the silence of a mind,  
 and in that instant, she made a promise,

She promised to stay away from a speech  
 a voice, a paper, a pen,  
 she promised never to see the light of the sun  
 never to be a complaint, a song, a poem  
 a poem,  
 promised to stay away from politics,  
 no matter how critical  
 or had the solution to the problem,  
 she promised never to be on a radio  
 or television,  
 no matter how much reason  
 could make it full  
 is that without freedom  
 of expression,  
 ideas would rather die  
 then live in a cell

I want these ideas to learn from the world  
 and that the world learns from these ideas  
 Freedom of speech  
 is the key to evolution  
 only ideas can kill barriers  
 only ideas can build bridges  
 only ideas can lift minds  
 towards new horizons

Some people have asked,  
 what is this idea after all  
 that was born in a head and stayed there,

---

Some people have asked,  
what is this idea after all  
that was born in a head and stayed there,  
the truth is that I don't know and no one will ever know  
I answered,  
then the world imagined  
maybe it was the cure for the deadliest disease  
that a multinational silenced,  
or the elixir of life, that with a single drop  
prevented my grandfather's death

Or maybe it was a political system  
that freed the human being  
from the oppression of a government  
in fear of reprisals,  
preferred to stay hidden,  
promising only eternal silence,

I heard that it was a time machine,  
and that in the wrong hands it would make  
our world into hell  
we all know that ideas  
in the wrong hands  
are poison,

history has proven it,  
time and time again,  
maybe it was a cry for peace,  
that touched hearts,  
and no one could remain indifferent,  
that would drag crowds and  
all religions  
propagate it  
so that we would finally have peace,

some say that this idea comes from a scientist  
who invented a new form of clean energy,  
through the earth's magnetic field,  
any electrical device,  
generates infinite energy,  
in this way, poverty was eradicated,  
and the earth regenerates,  
at the speed of light,  
children would not study in darkness,  
ideas would light up  
without needing a cross



## REWRITE THE LYRICS

freedom of expression is not just being able to speak,  
it is to say what you think without suffering,  
it comes in many forms,  
and I am free to say what mine is...  
do you agree?

I want these ideas to learn from the world  
and that the world learns from these ideas  
Freedom of speech  
is the key to evolution

only ideas can kill barriers  
only ideas can build bridges  
only ideas can lift minds  
towards new horizons



## MUSIC VIDEOMAKERS



### TOPIC

Children's rights

### DURATION

60 min

### GROUP SIZE

Up to 20 people

### OVERVIEW

After listening to the song about Children's rights participants should create a music video for the song. In that way, they are engaged to analyse the lyrics and understand the song well, so they can present that in a form of a music video.

### THE AIM OF THE TOOL

The main goal: understand what children's rights are, why they exist, and how they are officially regulated.

Specific goals: participants understand in which cases the children's rights are endangered; participants know how and where to find more relevant information about Children's rights.

### PREPARATION

Print the lyrics of the song "Their song".

### MATERIALS

The song "Their song", a device to play music (laptop, phone, speakers), the song lyrics, info cards, a device for recording (phone), a tripod with phone holder (optional), a projector (optional, but would be nice).

## INSTRUCTIONS:

**Setup:** Participants are sitting in a circle.

### 1. The song (10 minutes):

1.1. Provide all the participants with the lyrics of the song "Their song".

1.2. Participants are listening to the song "Their song". At the same time, they can read lyrics if they want (4 minutes).

1.3. After the song ends start group reflection on what we heard. The goal of this part of the tool is to make a basic understanding of children's rights and to provoke a thinking process about the topic. To do that we can ask: What we heard in the song / What is the song about? How do you feel about that? Why do you consider that important? And similar open questions (5 minutes).

### 2. The task - Music Video (30 minutes):

2.1. After the song and reflection, it's time for the task. Participants are getting the instruction for the task. They should make a music video for the song by the following instruction:

## MUSIC VIDEOMAKERS

- The whole group together should create short performances/choreographies that will follow the song and show what the song is talking about.
- Each participant should take part. Suggestion: Facilitators can separate participants into a few groups, and each group can be in charge of one segment of the song.
- Video should be recorded by phone, from one continuous take. Press the record button on the phone, play the song and do the performance.
- Participants don't have to sit in place, they can use the space and all resources in the space.

Why are we doing this way? – To present what the song is about through their performance, participants should analyze the lyrics first and understand the song well. That means that they should think more deeply about this topic and discuss it among the group to make something that makes sense. In that way, they are learning from each other.

2.2. Praise the good work! – After the performance is done it's good to remember to praise their effort.

### 3. Reflection (20 minutes):

When the performance is done and we congratulate and praise the participants we are going back to the circle and reflecting on the process. First, we are watching the video they made, then start the reflection process.

- It would be nice to transfer the video to a laptop and play it on a laptop. If there is a projector, it would be perfect to use it.

### Questions for the reflection:

How do you feel? How was it to work on this music video? Did you have some specific challenges? How did you feel? Why? What did you learn? What do you think, why are children's rights separated from human rights? How are they connected? Who is responsible?

Using these questions, facilitators should help participants to understand their learning process. But, this is also an opportunity to give some additional knowledge about children's rights to them. The facilitator should use info cards for that. How?

Info cards have some important information about children's rights and the Convention on the Rights of the Child. When participants mention something related to information on some card, the facilitator can show that card and read what is written.

### TIPS & TRICKS:

- It's really important to have good speakers.
- Be sure that participants understand what is their task before they start. It is not about the perfect video, it's about the process of critical thinking about the topic and about what they should do.
- Pay attention to including all the participants in the activity. If there are so many participants, maybe they can make 2 or 3 different videos (performances).

### FURTHER INFORMATION:

Questions for the discussion are inspired by the Convention on the Rights of the Child.

## INFO CARDS



### **What is the Convention on the Rights of the Child?**

In 1989 world leaders came together and made a promise to every child to protect and fulfil their rights, by adopting an international legal framework - the United Nations Convention on the Rights of the Child.

They agreed that children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights.

### **Child rights and human rights: the differences.**

Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.

Because children are still developing, both physically and mentally, they aren't considered capable of handling the same rights as mature adults. For instance, children don't have the right to vote, own property, consent to medical treatment, sue or be sued, or enter into certain types of contracts.

### **Who is responsible for protecting child rights?**

The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development. States Parties, following national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly concerning nutrition, clothing and housing.

### **What are the Convention's guiding principles?**

The guiding principles of the Convention are non-discrimination, the best interests of the child as a primary consideration in all actions concerning children, the child's inherent right to life, and State Parties' obligation to ensure to the maximum extent possible the survival and development of the child, and the child's right to express his or her views freely in all matters affecting the child, with those views being given due weight.

### SONG: THEIR SONG



Into the world of restrained desires  
They come alone  
On the palm of us who know everything, They believe in us,  
They can be seen in us

We are the ones who are leaving  
We are the ones who make the decisions About everything, at the same time  
We lead them with a road to the sand tower Home, to our measure,  
But there is no place for

Their voice and their mistakes  
Their “no” and their songs  
Because we know best who they are  
And we don’t even know who we are

They do not serve to be in the first place  
To cover your lie  
And they are not there to make you die better  
To give your life for them

Give them back the key to their door  
And let them know more than you  
Allow them a life without  
Anxiety and fear,  
Give space to everyone to scratch for

Your voice and your mistakes  
His “yes” and his songs  
Their chance to find out who they are  
Or they find out they are the cosmos



<b>TOPIC</b>	<b>Cultural Rights</b>
<b>DURATION</b>	60 - 90 min
<b>GROUP SIZE</b>	Up to 20 people
<b>OVERVIEW</b>	This tool uses a combination of a song (lyrics) and debates to help participants to understand better what the culture is, and what are the cultural rights. Also to let them think and learn about the importance of cultural rights, how they can be endangered, and how to protect them.
<b>THE AIM OF THE TOOL</b>	Participants understand what cultural rights are, why are they important, and how to stand up for their rights.
<b>PREPARATION</b>	Print the lyrics of the song “Wonder who you are”.
<b>MATERIALS</b>	The song about Cultural rights - “Wonder who you are”, a device to play the song (laptop, phone, speakers), printed lyrics of the song “Wonder who you are”.

### INSTRUCTIONS:

#### 1. The song (15 minutes)

1.1. Provide the participants with the lyrics of the song “Wonder who you are”.

1.2. Participants are listening to the song “Wonder who you are”. At the same time, they can read lyrics if they want (4 minutes).

1.3. After the song ends start the short reflections on what we heard (10 minutes).

Questions for reflection: What did you hear/What is the song about? How do you feel about that? Why is that important?

Why are we doing reflection? Because this is the way to open the topic of cultural rights. To provoke the process of thinking about what the culture is and how it affects our lives, why is it important.

#### 2. An Open Debate - instructions (3 minutes)

2.1. Setup the space - Participants are sitting in the circle. In the middle of the circle, there are 2 chairs, facing each other.

2.2. Facilitator asks 2 volunteers to sit on the chairs in the middle.

2.3. Facilitator gives instructions to the participants:

Participants are about to have a debate about the topic given by the facilitator.

The facilitator gives roles to both volunteers, and they should participate in debate from their roles. The roles represent opposing views on a given topic (you can find the list of topics and roles at the end of step by step explanation).

Other participants are sitting in the circle around them and listening to the debate. If one of them wants to join, it is possible. The new debater should choose one of two roles, and take the place of the person who is currently in that role. How to do that? Come close to that

person and tap his/hers shoulder. That's a sign that places should be switched. The debater should stand up and make way for the new debater, who will continue the debate.

Important: Point out that this debate is a roleplay, and opinions that participants will defend are not necessarily their personal opinions.

### 3. An open debate (5-10 minutes)

3.1. Start the debate. The facilitator can finish the debate when enough important points are made.

### 4. Reflection (10-15 minutes)

It's time to reflect on a debate. Reflection starts with questions like: What happened during a debate? What we heard?

With the next questions, the facilitator should try to get participants to make conclusions about what are cultural rights, why they are important, how they are endangered, and how to protect them. (Facilitator can use the Universal Declaration of Human Rights to help participants to understand this better – read Tips & Tricks for more suggestions about this)

### 5. Repeat the process (steps 3 and 4)

After reflection, the facilitator starts a new debate, with a new topic and roles. It's recommended to do 3 different debates, but it depends on the number of participants and the time you have. It's up to the facilitator to decide.

## TOPICS AND ROLES:

#### TOPIC 1: Are culture and art the same?

Role A: Thinks it's the same.

Role B: Thinks it is NOT the same.

Role A: Culture has an impact on us

Role B: We have an impact on culture

#### TOPIC 2: What should be a priority to be financed by the local government?

Role A: Culture should be a priority

Role B: There are more important things

#### TOPIC 4: Does anyone have the right to participate in cultural life?

Role A: Yes

Role B: No (Why? Who are people who don't?)

#### TOPIC 3: Does culture influence us or vice versa?

#### TOPIC 5: Is pop culture a culture?

Role A: Yes

Role B: No

## TIPS & TRICKS:

- It's really important to have good speakers for listening to the song.
- Answers we get from participants during the song reflection phase (1.3.) will help us to choose topics for the next phase.
- It is VERY IMPORTANT to point out that debate is a roleplay, and opinions that participants will defend are not necessarily their personal opinions.
- The role of the facilitator is not to give the answers and his own opinion. The facilitator should just lead the process and encourage participants to participate actively.
- It is possible to use the Universal Declaration of Human Rights (UDHR) as a part of this tool. The facilitator can prepare some articles from the UDHR, and when participants mention something related to those articles, the facilitator can "unlock" that, and read it. Gamification of this part can be a good choice, and it can be adapted to different circumstances.

## SONG: WONDER WHO YOU ARE



When you think you're standing alone  
In who you are, where you belong  
She makes you feel at home  
It connects you with others

And when they think they can  
Stand in her way, that there are no values  
We give it a new light  
Through our change, it also changes

Hers is all human and here we are  
Let's give her a strong voice together  
Make us your own, encourage, encourage  
To see, to create, to change the day

We have a right to it,  
The right to be recognized  
And follow us in all that we are  
To be a story,  
One of many, but equally important

I want to have freedom  
And the certainty of choosing that  
My life will be permeated and guided by it  
I leave a mark with my idea

When you think you're standing alone  
You wonder who you are, where you belong  
The light guides you on occasion  
To create

Because, really, who we are and what we are  
When we don't know that  
We have the power to grow without borders

No one will take that from us  
We are beyond all their lies  
We progress in mind and spirit  
We imagined where we would end up  
There are so many possibilities  
And the space is endless  
For each of us to share  
What makes it his own

I want to have freedom  
And the certainty of choosing that  
My life will be permeated and guided by it  
I leave a mark with my idea



## TABLEAU VIVANT

<b>TOPIC</b>	Freedom of movement
<b>DURATION</b>	60 min
<b>GROUP SIZE</b>	Suitable for any group size
<b>OVERVIEW</b>	Short theatrical improvisation guided by music.
<b>THE AIM OF THE TOOL</b>	The aim is to stimulate youth to think about rights related to freedom of movement.
<b>PREPARATION</b>	Print the lyrics of the song "All the roads".
<b>MATERIALS</b>	Markers, papers, a device for playing music (laptop, phone, speakers), the song "All the roads", the song lyrics, miscellaneous props - flashlights, different fabrics, sunglasses, face makeup (optional).



### INSTRUCTIONS:

#### 1. Introduction (2 minutes)

1.1. Divide the participants into groups (minimum 3, maximum 6 people per group).

1.2. Provide each group with:

- lyrics of a specific part of the song "All the roads" (divide the song into approximately equal parts in advance according to the expected number of groups);
- blank paper and markers for brainstorming;
- optional: place the box with props in a visible place and explain to the group that they can freely use these.

#### 2. Tableau Vivant (43 minutes)

2.1. Instruct the group that they should prepare a short performance or Tableau vivant based on the assigned lyrics.

Explain to the participants the meaning of Tableau vivant – it is a kind of acting snapshot where participants create a still scene/image with body language, facial expressions, and perhaps some simple props.

The participants freeze/hold the same pose for several seconds and then move to the next one.

The point is to physicalize the key parts/words of the song.

A series of these will form the performance.

When performing groups should remain silent.

2.2. The participants have 20 minutes to prepare for their performance.

2.3. After the preparation is done, the groups perform one by one. The facilitator plays the song.

The order of performance: The group who has the first part of the song goes first, and so on. The group should remain silent when performing.

2.4. When all the groups are done, praise them, and make a round of applause.

### 3. Reflection (15 minutes)

3.1. Prepare the group for the reflection by asking them to sit in a circle.

3.2. Open the evaluation by asking:

- How do you feel now? How did you feel during the performance, during the group work? Why?

- Did some specific challenges appear?

- Was it difficult to present the song with movement and other non-verbal ways of communication? Why?

- What is the song about?

Add more questions connected to the topic of freedom of movement, and UDHR article 13.

### TIPS & TRICKS:

Make sure that:

- all the participants understand what their task is before they start;

- everyone is included in the performance;

- the personal space boundaries are respected and if someone is not feeling comfortable, it is okay;

- each group has enough space to prepare the performance.



SONG: ALL THE ROADS



All the roads you will see  
All the roads you will be  
A furrow a path now  
In the darkness of the world

All the roads you don't have  
Roads lost to you  
A rut a path now  
In the darkness of the world you know

Coming to the border a light down there  
To the south where there is no cold  
Coming to the border a light over there  
In the sea the border where is it?

Where will you be  
how will I be  
what will you see  
where you will be

This voice calls me but I don't know from where or how  
I hug my mother who is touched  
My father outside holds his heart in his hands but it's only dust  
I close the front door and start running

This voice is a siren's song that alienates me  
This land a chain that holds me back I go to the sea  
Incite the sky is the limit to cross  
I close my eyes and dream that I know how to fly

The sound of the sun sounds like a fire  
Night whispers alternating with screams of silence again  
I feel my wrists tighten we are too involved  
The night is so dark and does not remember faces

My face emerges from the sand on a beach I have a new stop  
Boundaries ink marks on a map  
This mark is just a dream with a rude awakening  
Sometimes you don't wake up again like in Bodrum Aylan Kurds

Arriving at the border a light over there  
To the south where the cold is not there  
Arriving at the border a light over there  
In the sea the border is not there

Where you will be  
how will I be  
what will you see  
where you will be

Where I will be  
How you will be  
Where you will be  
When I get lost

All the roads will be  
Bitter memory for us  
So many seasons will see





<b>TOPIC</b>	<b>Freedom of movement</b>
<b>DURATION</b>	45 min
<b>GROUP SIZE</b>	20 - 30 people
<b>OVERVIEW</b>	A simulation in which you gain experience about crossing a border and rights of movement, trying to identify with each other.
<b>THE AIM OF THE TOOL</b>	The activity aims to show that, although the world is full of migrations, we do not all have the same rights and opportunities to cross borders.
<b>PREPARATION</b>	Print the lyrics of the song "Run run".
<b>MATERIALS</b>	A device for playing music (laptop, phone, speakers), the song "Run run", the song lyrics, table, food for the table, red, yellow and blue cards.

### INSTRUCTIONS:

#### Setup:

The room is divided into two parts by a borderline. Create a borderline using tapes, chairs, or tables. Make border checkpoints on the borderline. The border checkpoint is the place where you can enter the other half of the room. The number of border checkpoints depends on the number of border controllers.

At the end of the room, there is a table full of food and sweets. The participants have to cross the room to reach the table.

#### 1. Introduction (5 minutes)

1.1. Ask all participants to go to a part of the room opposite the one with a table with sweets.

1.2. Introduce the activity to the group:

Participants are in one country (their half of the room). But, there is a country with more opportunities (table with sweets for example). All participants want to reach the other country to take a part in sharing the sweets. This role play is a simulation of five days. Each day will last 3 minutes. The facilitator is a timekeeper during the exercise.

1.3. Split participants into two different groups, one will play the role of border controller (maximum 3 people) and the others as travellers.

1.4. Travelers will be given cards (passports) of three different colours: blue, red, and yellow. Suggested card distribution: 20% of the participants will have a blue card, 30% a red one, and 50% a yellow one. Each card is associated with rights and limitations regarding the traveller's mobility. No traveller is aware of this information, which is instead given to the controllers. Participants can imagine their reasons why they need to pass the border and should negotiate with border control to cross the border.

1.5. Give border controllers more detailed instructions concerning who can pass the border and when. **IMPORTANT:** Other participants should not hear this information.

The border controllers behave differently depending on the colour of the card the traveller holds:

- people with blue cards have no restrictions on movement. They can cross the border freely, with no limitation;
- people with the red card are sent back twice before they can reach the table;
- yellow card holders will never reach the table.

### **2. Crossing borders (20 minutes)**

2.1. When the facilitator starts the game, participants can begin to cross the room. Each participant can try to cross the borderline once per day.

2.2. The activity ends after 5 “days” (3 minutes each).

### **3. Reflection (20 minutes)**

3.1. All participants will be asked for a first reflection on the activity just done. This feedback is important to hear how each participant felt in their role.

The characteristics of the cards will be revealed and participants will be asked to reflect on what topic will be addressed.

3.2. At some point in the discussion facilitator will play the song “Run Run”. Listen to the song and tell participants to put focus on the lyrics and to find a connection between the activity and the song.

### **TIPS & TRICKS:**

- Explain to the border controllers that they should get into the role. They should act very polite to people with blue cards but show no empathy to the people with yellow cards.
- Travelers shouldn't be aware of the meaning of their cards.
- In case the facilitator feels free it's possible to make groups feel privileged according to their card colours.
- Instead of sweets, as a reward that participants should reach, you can put fruits, juices, or anything you find proper for the group you are working with.

## SONG: RUN RUN



This story has a vermilion background I hear a whisper  
Behind the closet door that has been my hiding place for a few days  
heavy footsteps I arch my eyebrow  
Shoulders to the wall eyes fixed on the handle flashback me hugging my son  
Fear tears at me like a claw

Resentment calls honour, honour calls dishonour, dishonour calls affront, affront calls who is right  
Reason calls anger, anger calls vengeance, vengeance calls blood and blood calls blood  
One tells the other the place is clean I stand motionless granite statue  
I hear them leave and only after they are gone do I sit on the ground stunned

I would like to be on a beach in Tijuana drinking margaritas waiting for Nirvana  
Instead I have one foot in the coffin the only way out is the resistance calling to me  
One for money two for resources because of an asshole my life now  
Is to reckon with death I bottom out the supplies I barricade the doors the convoy  
crossing the bridge

Pendejo strong he comes toward me  
He has the look I will find you Taken 3 Liam Neeson  
A drop of sweat runs down his face finding no reason  
I go outside and we make Saigon the story ends Taken bright red

When will wars end, stop with the fighting,  
When will we understand, forget about "hide"  
thinking of money, Start caring for live  
Our world is slowly dying, so let's bring out the light





### TOPIC

Cultural Diversity

### DURATION

60 min

### GROUP SIZE

20 - 30 people

### OVERVIEW

The activity combines music with media tools, but only as a simulation. No specific media equipment is needed. Participants should use a song as a base to prepare front page short reportage, show or report for radio, TV, newspapers, and other kinds of media.

### THE AIM OF THE TOOL

To raise awareness about the importance of cultural diversity.

### PREPARATION

Print the lyrics of the song "We can party".

### MATERIALS

Paper A4, text of the song for each group, pens, markers, sticky notes, flip chart, device for playing music (laptop, phone, speakers), the song "We can party", the song lyrics.

## INSTRUCTIONS:

### 1. Warm-up (recommended) (10 minutes)

1.1. Before this activity, the facilitator can make brainstorming exercises on what cultural diversity means for the participants. You can do this in any way you find suitable.

### 2. Introduction to the activity (5 minutes)

2.1. Divide participants into smaller groups, more or less with an equal number of participants in each group.

2.2. Explain the activity: each group gets one "media" as a tool which they will use to prepare a reportage or short show based on the song. Media tools can be TV news, TV shows, radio shows, or newspaper-front pages. No real equipment is needed. This is role play/simulation. The base for reportage/show is the song "We can party". Groups will be provided with lyrics. They can use it to underline words in the song which are important for them to create reportage/show. Reportage/show preparation time is 20 minutes.

### 3. Preparation phase (25 minutes)

3.1. The facilitator let participants listen to the song on cultural diversity - "We can party".

3.2. Assign a media tool to each group.

3.3. Preparation phase. Participants can use different props they find to enhance their presentation.

### 4. Presentation (20 minutes)

The last step is the group work presentation. The duration of each presentation should be a maximum of 5 minutes.

## TIPS & TRICKS:

The activity can also be used for different topics, depending on the theme of the song. You can use any song of your choice, not just the ones included in this booklet.

## SONG: WE CAN PARTY



What unites us all when you walk, when you sit, when you dream,  
When do you go to bed?  
Culture!  
And what unites us and separates us and makes your will rule for itself  
Freedom! And good fun.  
Good fun...  
Enough with the bummers now  
We know how to have fun , I realize that there are all kinds of us  
It is Culture  
Differences are everything I write, we celebrate it all like holidays  
You will understand, it is Freedom!  
And of course, good fun.

(Chorus)

I dance freely in the colours of all,  
I laugh out loud, you should do so,  
Live your life, you need it yo  
Nobody has anything to do with that, bro

Live by your own, I live by my own,  
It's a good tone, don't be a clone.  
... good joke

(Humorous conversation in English)



<b>TOPIC</b>	<b>Migration</b>
<b>DURATION</b>	90 min
<b>GROUP SIZE</b>	20 - 30 people
<b>OVERVIEW</b>	<p>This activity is a simulation of the election process. Through this workshop participants will be introduced to the active participation of youth and raise awareness about migration. Also, participants will be invited to be active listeners and to use their critical thinking skills in order to choose options which will contribute to a better future.</p>
<b>THE AIM OF THE TOOL</b>	<p>Main goal:            Advocate for Human Rights and raise awareness about migration, and issues of migrants.            Specific goals:            Understanding Linguistic competencies, and Critical thinking as a way to create a deep correlation between musical expression and social topics, underlining the importance of active participation in youth and civil duty (voting).</p>
<b>PREPARATION</b>	<p>Print the lyrics of the song "Drive slow". Prepare the profiles for political candidates and their parties.</p>
<b>MATERIALS</b>	<p>The song "Drive slow", the song lyrics for each group, paper A4, pens, markers, sticky notes, flip chart paper, a device for playing music (laptop, phone, speakers).</p>

## INSTRUCTIONS:

### 1. Introduction (5 minutes)

1.1. Prepare participants for the activity. In this phase explain that this activity is a role play. That means that they will be in some roles, and they should represent the aditudes connected with the role they got. For some of them it will be easier, for others it will be challenging a bit, but don't forget that this is a role play and everything they say is not necessarily what they actually think.

1.2. Give the context.

We just created a new community here. Selection of the right president who will lead us is crucial for the future of this community. In this new society, demonstrations are taking place that focus on the theme of migration. When there is a new society that looks promising a lot of migrants want to come. Not everybody has an idea how to welcome the newcomers.

### 2. Preparation for the activity (5 minutes)

2.1. Split participants in different groups:

- **Presidential candidates** - There should be 2-3 political candidates. With the rest of their teams, they will try to win the elections. At least one one political group should conservative.

- **Political supporters** - At least one supporter for each presidential candidate. Supporters are part of political parties teams, and they have roles of advisors, PRs, etc. Pay attention to having an equal number of supporters for each presidential candidate.
- **Election committee** - 2-4 participants (depending on the group size) should be in charge of the election process, voting and counting of the votes. Their responsibilities are to prepare the voting booth, ballot box, ballots, documents, to ensure fair voting, to count ballots, and to report results of the election Facilitator can adopt the local context.
- **Citizens / activists** - All other participants will be citizens and activists for human rights. They are the biggest group.

\* How to split participants into different roles?

**Option A.** Facilitator can randomly give cards with rolls.

**Option B.** Ask for a volunteer for a presidential candidate. When someone shows interest, ask the whole group to vote if they agree or not. If more than 50% agrees, you have the first candidate. Repeat the process for the other candidates and election committee.

\*\* Info about presidential candidates.

You can prepare different political parties that presidential candidates will represent. It would be ideal for them to have opposing views. One of them should be a more conservative one, the other should be more liberal. If you have a third one, create their profile depending on the political context in your country.

### **3. Political campaign (35 minutes)**

3.1. Give a new context:

"We are in the middle of the campaign for election, and all candidates have more-less equal chances to win. At one point, a famous band published a new song named "Drive slow". The song is about migration, which is a big problem in our community. And now everybody talks about it - migrations are the most important topic. Candidates see this as an ideal opportunity to gain more voters."

3.2. Presidential candidates have 20 minutes to prepare speeches based on the song provided by the facilitator. Song should be a base that should be elaborated not just read by candidates. Therefore, each candidate, together with their supporters, should prepare a speech.

3.3. In the meanwhile, citizens and activists should prepare demonstrations, creating transparent/banners with messages taken from the song. They don't trust politicians too much, so this is their opportunity to address the important topics and questions, to see how the candidates will react.

3.4. After this, the demonstration should be simulated.

3.5. After 20 minutes political candidates present their speeches to the voters.

### **4. Elections (30 minutes)**

4.1. Voters have 10 minutes individually to decide for whom they will vote.

Meanwhile, the election committee can prepare the space for voting.

4.2. Voting process - the election committee will explain the rules for voting, and all participants should vote (including the presidential candidates and the election committee members). This shouldn't be longer than 15 minutes.

4.3. Counting of votes and declaring the winner.

### **5. Reflection (15 minutes)**

5.1. First, we are going to sit in a circle, so we can all see each other. It is important to let the group get out of their roles. Ask participants to close their eyes and remain silent for 1

minute, trying to go out of their previous roles.

5.2. To reflect the process, and point out key learnings, you can use these questions: How did you feel in your roles? Could you relate? Do you think the best candidate is chosen? How do you choose your candidate? Do you think this society is on its way to a positive future? What were your ideas of solutions?

### TIPS & TRICKS:

This activity can be used for different topics as well, if you use different songs, on topic different than migrations.

### SONG: DRIVE SLOW



Last night I packed my bags  
In case I'm reminded again.  
We count on running away from ourselves?  
Or we really need a change  
Along the way, the signs light up like radium  
We're changing stations, but not on the radio  
Which way, my mind is constantly working  
Wherever I go, I know, work and effort will serve me  
I'm following the path  
But I don't know if that's the way to go  
And then every time I am reconsidering it all  
New images are now popping up  
I want to see everything  
Borders are just lines  
Time seems to be running out  
But new opportunities will come

Chorus: And I may have to leave you  
But you know I love this stench, so drive slowly  
So drive slowly

If I don't turn around, it's because I'm not strong  
And maybe I need a chance, so drive slow  
So drive slowly

If I pack my bags and get out of here  
It will be because I want to expand the scope  
Not because they tell us so  
And there will be problems both outside and at home, that's the game  
So I look to work and fight  
Success is here, I will not let you distract me now  
I drink at a slow pace, so the thought carries me  
Music is an invitation for good moments  
Because I'm really relaxed  
Pour us a cocktail now, ice and a couple of plants  
Settle nicely in the shade, Portugal we're coming there.



MF  
HR



EDUCATIONAL MUSIC TOOLS  
FOR YOUNGSTERS



SONGS & METHODS  
COLLECTION

In the following chapter of the booklet, we will present tools designed primarily for youngsters between the ages of 10 and 15 that predominantly deal with the Convention on the Rights of the Child.

During this age, children form their compass of values, which will guide them for the rest of their lives. They no longer learn only from their parents but from peers, and social contexts as well.

On the other hand, the topic of children's rights is not given enough attention. Youth should be empowered and educated to be aware of their rights.

The tools presented in this booklet are created to be understandable for children. We have tried to avoid complicated words and ambiguities.

The music is also designed to be catchy for youngsters. The tools have been created to encourage the youngsters to participate actively and with interest. But be flexible, and give the youngsters the space they need. Many tools could be adjusted and used for even younger participants if needed.



CONVENTION ON THE

RIGHTS

OF THE

CHILD



The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children. **Source: Unicef**

**Art. 1: Definition of a child.** A child is any person under the age of 18.

**Art. 2: No discrimination.** All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

**Art. 3: Best interest of the child.** When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

**Art. 4: Making rights real.** Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

**Art. 5: Family guidance as children develop.** Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

**Art. 6: Life, survival and development.** Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

**Art. 7: Name and nationality.** Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

**Art. 8: Identity.** Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

**Art. 9: Keeping families together.** Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

**Art. 10: Contact with parents across countries.** If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

**Art. 11: Protection from kidnapping.** Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

**Art. 12: Respect for children’s view.** Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

**Art. 13: Sharing thoughts freely.** Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

**Art. 14: Freedom of thought and religion.** Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

**Art. 15: Setting up or joining groups.** Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

**Art. 16: Protection of privacy.** Every child has the right to privacy. The law must protect children’s privacy, family, home, communications and reputation (or good name) from any attack.

**Art. 17: Access to information.** Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

**Art. 18: Responsibility of parents.** Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a “guardian”. Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

**Art. 19: Protection from violence.** Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

**Art. 20: Children without families.** Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child’s religion, culture, language and other aspects of their life.

**Art. 21: Children who are adopted.** When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



**Art. 22: Refugee children.** Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

**Art. 23: Children with disabilities.** Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

**Art. 24: Health, water, food, environment.** Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

**Art. 25: Review of a child's placement.** Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

**Art. 26: Social and economic help.** Governments should provide money or other support to help children from poor families.

**Art. 27: Food, clothing, a safe home.** Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

**Art. 28: Access to education.** Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

**Art. 29: Aims of education.** Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

**Art. 30: Minority culture, language and religion.** Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.

**Art. 31: Rest, play, culture, arts.** Every child has the right to rest, relax, play and to take part in cultural and creative activities.

**Art. 32: Protection from harmful work.** Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

**Art. 33: Protection from harmful drugs.** Governments must protect children from taking, making, carrying or selling harmful drugs.

**Art. 34: Protection from sexual abuse.** The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

**Art. 35: Prevention of sale and trafficking.** Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

**Art. 36: Protection from exploitation.** Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

**Art. 37: Children in detention.** Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

**Art. 38: Protection in war.** Children have the right to be protected during war. No child under 15 can join the army or take part in war.

**Art. 39: Recovery and reintegration.** Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

**Art. 40: Children who break the law.** Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

**Art. 41: Best law for children applies.** If the laws of a country protect children's rights better than this Convention, then those laws should be used.

**Art. 42: Everyone must know children's rights.** Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

**Art. 43–54: How the convention works.** These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

## WHAT HAS THE CONVENTION ACHIEVED?

In 1989 something incredible happened. Against the backdrop of a changing world order world leaders came together and made a historic commitment to the world's children. They made a promise to every child to protect and fulfil their rights, by adopting an international legal framework – the United Nations Convention on the Rights of the Child.

Contained in this treaty is a profound idea: that children are not just objects who belong to their parents and for whom decisions are made, or adults in training. Rather, they are human beings and individuals with their own rights. The Convention says childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity. The Convention went on to become the most widely ratified human rights treaty in history and has helped transform children's lives.

The Convention is the most widely ratified human rights treaty in history. It has inspired governments to change laws and policies and make investments so that more children finally get the health care and nutrition they need to survive and develop, and there are stronger safeguards in place to protect children from violence and exploitation. It has also enabled more children to have their voices heard and participate in their societies.

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

## TOPICS AND ARTICLES

We have chosen topics to focus on for the development of the songs and methodology, in accordance with the Convention on the Rights of the Child. We collected the topics and linked them to the articles of the Convention (CRC).

TOPICS	ARTICLES
FREEDOM OF MOVEMENT	ART. 22
GENDER EQUALITY	ART. 12, 13
THE RIGHT TO PARTICIPATION, THE VIEW OF THE CHILD, HEALTHY LIFESTYLES	ART. 31
THE RIGHT TO PARTICIPATION	ART. 12, 13, 14, 15
NON DISCRIMINATION	ART. 8
THE RIGHT TO SURVIVAL, PROTECTION, DEVELOPMENT	CRC DOCUMENT
DEVELOPMENT	ART. 27, 28
COOPERATION AND DEVELOPMENT	ART. 18

## KEYWORDS OF ARTICLES

### FREEDOM OF MOVEMENT

**ART. 22** MOVEMENT, REFUGEE, COUNTRY, HELP, PROTECTION, CHILDREN, SAFE.

### THE RIGHT TO PARTICIPATION

**ART. 12** OPINIONS, LISTEN, TAKE CHILDREN SERIOUSLY

**ART. 13** SHARE, LEARN, THINK, FEEL, TALK, DRAW, WRITE.

**ART. 14** THOUGHTS, OPINION, RELIGION, GUIDE.

**ART. 15** MEET, GROUP, ORGANISATIONS.

### THE RIGHT TO PARTICIPATION / THE VIEW OF THE CHILD / HEALTHY LIFESTYLES

**ART. 31** RIGHT TO REST AND LEISURE, TO ENGAGE IN PLAY, RECREATIONAL ACTIVITIES, TO PARTICIPATE FREELY IN CULTURAL LIFE AND ARTS, EQUAL OPPORTUNITIES FOR CULTURAL, ARTISTIC RECREATIONAL AND LEISURE ACTIVITIES.

### GENDER EQUALITY

**ART. 12** OPINIONS, LISTEN, TAKE CHILDREN SERIOUSLY

**ART. 13** SHARE, LEARN, THINK, FEEL, TALK, DRAW, WRITE.

### NON DISCRIMINATION

**ART. 8** OWN IDENTITY, NAME, NATIONALITY, FAMILY RELATIONS, OFFICIAL RECORD.

### COOPERATION AND DEVELOPMENT

**ART. 18** BRINGING UP THE CHILD, PARENTS, PEOPLE RESPONSIBLE, THE BEST FOR THE CHILD.

### THE RIGHTS OF THE DEVELOPMENT OF THE CHILD

**ART. 27** FOOD, CLOTHING, SAFE PLACE.

**ART. 28** EDUCATION, FREE, AVAILABLE TO EVERY CHILD, ENCOURAGING, NEVER USE VIOLENCE.

## SUMMARY OF THE TOOLS



TOOL	TOPIC	SONG	ART.	PAGE
<b>BOYS DON'T CRY</b>	<b>DISCRIMINATION, GENEDEER EQUALITY</b>	<b>WHY NOT?</b>	<b>12, 13</b>	<b>79</b>
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<b>NOISY FARM</b>	<b>NON DISCRIMINATION</b>	<b>NOISY FARM</b>	<b>8</b>	<b>91</b>
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<b>CARDS GAME</b>	<b>THE RIGHT OF DEVELOPMENT</b>	<b>DIFFERENTS WAYS</b>	<b>27, 28</b>	<b>97</b>
<b>CROSSING BORDERS 2.0</b>	<b>FREEDOM OF MOVEMENT</b>	<b>NO BORDERS</b>	<b>22</b>	<b>108</b>
<b>RAISE YOUR VOICE</b>	<b>HUMAN RIGHTS</b>	<b>WITHOUT LABELS</b>	<b>CRC</b>	<b>111</b>
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<b>TOPIC</b>	Discrimination, Gender equality
<b>DURATION</b>	90 min
<b>GROUP SIZE</b>	8 - 24 people
<b>OVERVIEW</b>	Participants discuss and present their sketches on provocative statements connected with gender roles.
<b>THE AIM OF THE TOOL</b>	The tool aims to discuss gender stereotypes and gender equality, promote tolerance, and illustrate how stereotypes create discrimination.
<b>PREPARATION</b>	Choose three statements from the list or create new ones. Prepare four signs: I agree - I don't know - I am still thinking - I disagree. Place each in the corners of the room. Choose additional statements to use for the sketch and write them out on separate slips of paper. Print the lyrics of the song.
<b>MATERIALS</b>	Papers for signs, slips of paper for statements, the song "Boys don't cry", the song lyrics, a device to play the song (laptop, phone, speakers).

## INSTRUCTIONS:

### 1. The song (5 minutes)

1.1. Provide the lyrics to the participants, and listen to the song "Boys don't cry".

### 2. Taking a Position (15 minutes)

2.1. Explain the first part of the activity:

The room has been divided into four corners. Each corner is marked with a chart:

I agree - I don't know - I am still thinking - I disagree. The facilitator will read out three different statements, one by one. The participants take a position in a corner according to whether they agree, disagree, have no opinion, or need more time to think.

2.2. Read out the first statement and wait till the participants have chosen a position. Then ask participants why they choose this particular position. Invite children to change positions if they change their minds after hearing others' reasons.

2.3. Repeat this process for all three statements.

2.4. Bring participants back into one group and discuss this part of the activity:

Did anything about this activity surprise you? Why do you think people had different opinions about these statements? Did anyone's reasons lead you to change your position? Why? How can we know which position is 'right'?

### 3. Acting out a Position (50 minutes)

3.1. Divide the participants into small groups of no more than five and give each group a different statement. Explain that each group has about fifteen minutes to read their

statement, discuss it, and create a short sketch (a mini play) that gives a message about this statement.

3.2. Ask each group to present their sketch. After each presentation, ask the audience what message they think the presentation was intended to give. Then ask the presenting group what message they wanted to make.

### 4. Debriefing and Evaluation (20 minutes)

4.1. Discuss the effects of gender stereotypes, asking questions such as these:

What was similar about these statements? Do you know of other statements like these?

Are there different rules and expectations for boys or girls in this group? In the classroom or school? In the family? Does this make sense?

Can you think of other ideas about how boys or girls are supposed to be or what they are supposed to do? Do similar ideas exist in other parts of our country? Of Europe? Of the world?

What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently? Have you ever been in a situation like that? How did you feel? What did you do?

Do ideas about how males and females are expected to affect adults as well as children?

4.2. Relate gender stereotypes to discrimination, asking questions such as these:

How do these ideas about males and females limit our choices? Can you give some examples?

How do these limitations affect our human rights?

What can we do in the future so that boys and girls can act more freely the way they want to?

### TIPS & TRICKS:

- Be careful not to reinforce the stereotypes this activity seeks to address. Be aware of your own prejudices and stereotypes relating to gender and how you may convey them to children as a facilitator for the group.
- Choose statements that show how, although girls and boys are physically different, they have equal rights. Choose statements controversial enough to elicit differences of opinions.
- Avoid polarising girls and boys. Depending on the group, you might create single-sex groups or sex-balanced groups for the sketches.
- Parents' attitudes strongly influence those of children. You may hear both positive and negative reactions from parents about this activity.

### STATEMENTS:

Puppets are only for girls.

Boys don't cry.

Boys don't wear skirts.

A girl cannot be the boss.

Only boys play football.

Girls are weak and boys are strong.

Girls help their mothers. Boys help their fathers.

It is better to be a girl than a boy.

When something goes wrong, boys are always blamed first.

Boys can say 'dirty words', but girls can't.

Girls are smarter than boys.

Girls win in fights because they fight 'dirty'.

It is OK for boys to hit each other, but not for girls.

Boys are lazier than girls.

Girls are better liars than boys.

Only girls should take care of the house.

Boys don't like flowers.

Boys and girls can't be friends.

## SONG: WHY NOT?



Boys don't cry, Boys are strong!  
Girls have puppets to carry on.  
Boys are lazy, don't take care of house  
Girls like flowers and are scared of mouse  
It's for boys to have major rights  
Girls play dirty that's why they win fights  
Boys with fathers, they say dirty words  
Girls with mothers, this is how it works

### Chorus:

Be just a human,  
you can eat what you want  
can look like you want,  
feel free to be whatever you want to be.  
'cause we are just humans,  
you can do what you want  
you can love who you want  
be free to feel who you are

Girls do not play with cars  
Only boys look good with scars  
Girls are not about to have muscles  
Only boys go out and hustle  
Girls are not supposed to fart  
boys got less emotions and cold hearts  
Only girls know how to dance  
Boys and girls can not be friends

### Chorus

### Bridge:

(spoken with attitude)

You know what? Puppets are not only for the girls and boys can also wear skirts! A Girl can be the boss and boys should take care of the house too! Girls can be strong, smart and lazy! While Boys like flowers and have fun colouring their fingernails... You know what?! Boys and girls can be friends (Why not?) > with brass

Girls don't work they just clean and cook  
Boys don't care about how they look  
only make up, makes girls look pretty,  
boys can fight without feeling guilty  
Girls are talking all the time  
Only boys are committing crimes  
All the Girls think the same  
Only Boys are playing video games



## WHO SHOULD DECIDE



### TOPIC

Right to participation

### DURATION

60 min

### GROUP SIZE

4 - 24 people

### OVERVIEW

Participants respond to a list of questions on who should make a decision in each situation. After each question, the participants move toward the symbol on the ground to show their response.

### THE AIM OF THE TOOL

The main goal: to create awareness around the principle of participation and respect for the child's opinion.

Specific goals: to reflect on decision making processes in life, to discuss child participation in life, to introduce the concept of evolving capacities.

### PREPARATION

Prepare the questions to be read. Prepare a set of three different symbols to be placed on the ground of the activity space. Print the lyrics of the song "Hitting different".

### MATERIALS

3 symbols to be put on the ground (green, yellow, orange), printed article 12 of the CRC (simplify version), the song "Hitting different" and lyrics of the song, a device to play the song (laptop, phone, speakers).

## INSTRUCTIONS:

### 1. Warming up with the song (10 minutes)

1.1. Provide the lyrics of the song to the participants.

1.2. Listen to the song

1.3. Ask the group to reflect on what they're wearing and ask them to discuss with a person sitting next to them who decided what they would wear that day. Was it a decision made only by adults? Was it themselves? Was it a joint decision made by adults and children together? Explain that this activity is about making decisions.

### 2. Who should decide? (20 minutes)

2.1. Explain the activity:

The facilitator will read out a list of questions that represent decisions that should be made. After each question, the participants should think about who should make that decision, and position themselves next to the symbol according to their opinion.

Green symbol - If you think that the adults (parents, guardians or others) should make the decision,

Yellow symbol - If you think the child should make the decision,

Orange symbol - If you think the child and the parent/s or guardians should make the

decision together.

2.2. Read out the questions one by one, and after each question wait until everyone in the group has moved next to a symbol.

It's important to notice that during this phase, participants shouldn't comment and discuss the responses from the rest of the group. The discussion will happen after this, so encourage the participants to look around and pay attention to the responses from the rest of the group after each question.

### **3. Reflection & debrief (30 minutes)**

3.1. After the activity, ask the participants to sit in a circle and discuss what happened. How did they feel? Do they feel that someone is listening to them? Is their opinion considered important? Are they included in the decision-making process (at home, at school, etc)?

#### **Debrief the activity by asking questions such as these:**

How did you like this activity?

Was it difficult to respond to some of the questions? Why?

Which ones were easier to respond to and which ones were more difficult? Why?

Why did some people have different answers?

Is there a right answer or a wrong answer to the questions?

Does the age of a child make a difference in the role they should have in making decisions concerning themselves? Why or why not?

Introduce the phrase 'evolving capacities' and explain that it means that children have more decision-making opportunities and responsibilities in personal matters as they mature. For older children, you can refer specifically to Articles 5 and 14 of the CRC and discuss this concept further.

#### **Ask questions such as these about the children's role in decision-making.**

Are you involved in making decisions in your family? Which decisions are they?

Are there some things that you can decide for yourself? What decisions are they?

Are there some things that you need help and guidance from your parent/s to make decisions about? What things are they?

What are some ways you can ask for more guidance from your parent/s?

Is it important for you and your parent/s to participate in your family life? Why or why not?

What are some ways you can participate more in your family life?

Do you like the way decisions are made in your family? Are there some decisions you would like to participate in that you do not? What are some things you could do to have a greater role in decision-making?

#### **Relate the activity to human rights by asking questions such as these:**

Why do you think some human rights concern children and their families?

Why do you think participation in decisions that concern them is one of every child's human rights? Who else makes decisions about children's lives besides themselves and their parents? Why is this important?

### TIPS & TRICKS:

- Be sure to know the family situations of the children in the group you are working with. Some children may not live with a parent or parents and may live with a guardian. That's why it is important to include guardian/s along with parent/s in the activity.
- Based on the space they have (in/outdoor) the facilitator can decide to use cards to define the answer of the participants (green, yellow, and orange cards).
- If you want active participation, you could also decide to turn it into a sports activity.

### QUESTIONS:



- Who should decide whether you can stay at home on your own when your family goes shopping?
- If your parents are separated, who should decide whether you can stay in touch with both of them?
- Who should decide whether you can join the military service?
- Who should decide whether you should wear a raincoat when going out in the rain?
- Who should decide whether you should be a vegetarian or not?
- Who should decide whether you can smoke cigarettes?
- Who should decide whether you can stay up until midnight?
- Who should decide whether you can use the Internet without supervision?
- Who should decide whether you can choose your own religion?
- Who should decide whether you can stop attending school?
- Who should decide whether you can join the local choir group?
- Who should decide whether you can have your own mobile phone?
- Who should decide whether you should be put in foster care?
- Who should decide which sport/s activities you do?
- Who should decide whether you should play an instrument?
- Who should decide which instrument you play?
- Who should decide which kind of book you should read?
- Who should decide which game you play?
- Who should decide which film you should watch?
- Who should decide whether you should use your phone?
- Who should decide what you do in your free time?
- Who should decide what you are going to eat?
- Who should decide with whom you hang out?

## SONG: HITTING DIFFERENT



Up in space, or here on planet earth,  
we hit different, since the day of our birth!  
We are surprised, don't know why, we're the future, we'll survive.  
Only good vibes, till the aliens arrive!  
Let them arrive and we'll say „Hi!“  
Learned from the past granny-style good bye, Hey!

Get out the way!  
We hit different we are kids,  
changing the world every day!  
Get out the way!  
We've got everything we need,  
We hit different every day!

Let them talk, we listened for too long.  
Time to fight, our weapon is the song.  
Whatever they expect, lean back and relax.  
This is our future, be aware and respect!

Get out the way!  
We hit different we are kids,  
changing the world every day!  
Get out the way!  
We've got everything we need.



**TOPIC**

Right to Participation, Healthy lifestyles

**DURATION**

70 min

**GROUP SIZE**

30 people max

**OVERVIEW**

This activity should open discussions about the right to leisure time and play. Through pantomime and drawing, participants should develop creative solutions and links about ideal ways to realize leisure time and the right to play.

**THE AIM OF THE TOOL**

To empower children and young people to advocate for leisure time and the right to play and to participate in the decision-making process when their leisure time and right to play is concerned.

**PREPARATION**

Chairs in the space should be in a circle. The facilitator should listen to the song and prepare article 31 from CRC. Prepare all the materials needed (from the “Materials” section). The facilitator should prepare verses of the song for smaller working groups. Print the lyrics of the song “Fit in”.

**MATERIALS**

Flipchart, flipchart paper, felt pens and markers of different colours, a device to play the song (laptop, phone, speakers), the song “Fit in”, keywords from the lyrics of the song or verse different for each group.

**INSTRUCTIONS:**

Participants should sit in a circle. The facilitator should have a flip chart with paper and markers to write the brainstorming comments.

**1. Get into the topic - leisure time and play (15-20 minutes)**

- 1.1. First step is to make brainstorming with participants on what is the meaning of leisure time and the right to play for them.
- 1.2. Brainstorming where they can realize their rights in leisure time and to play now in their surrounding.
- 1.3. Brainstorming on ideal ways and facilities for leisure time and play.

**2. Create small groups (2min)**

2.1 Divide participants into smaller groups (if possible, each group should have a max of 4-5 members). Each group should receive some verses of the song

**3. Give instruction to the groups** that the next step is a pantomime game and that each group should be in a position to “show” their verse. This means they should use their bodies and expressions to “act out” the verse without speaking. Other groups should be drawing

what they think “showing group” is acting out. At the end all the groups “act out” and should guess what is the right order of the verses (putting group numbers on papers to have the whole song in drawing versions).

#### 4. Pantomime game: Terms in this set (40 min)

Rules:

- Make the scene clear;
- Exaggerate facial expressions;
- Keep each motion precise;
- Keep scenes entertaining;
- Don't Talk!

4.1 Each group should receive a different verse of the song;

4.2 Groups should have at least 15 minutes to prepare for “acting out”;

4.3 Each group has 10 minutes to “act out” the verse and others to draw it;

4.4 Each drawing/guessing group should receive at least two flipchart papers to draw;

4.5 Each group should pass the roles of “acting out”;

4.6 After all groups pass all the steps a big exhibition of drawings should be done in a way to put whole song verses in the right order (5 minutes);

4.7 To end the dynamic facilitator can ask are participants satisfied with the results, are drawings close to their ideal space for leisure time.

#### TIPS & TRICKS:

If possible, the facilitator can make a connection between drawings and brainstorming from the beginning. In case the groups didn't put the “final picture” in the right order, the facilitator should underline how much article 31 is important for the active participation of children in the decision-making process.



### SONG: FIT IN



You can be part of this  
And just smile for this,  
So you can shine, don't be shy, you have the right to this,  
Just try  
Fly high  
You have the right to this, just try  
Fly high  
Fly high

You got the right to do what you want now  
And you can't be wrong now  
It won't take long now  
So you just slow down  
Just slow down  
Just slow down  
Let me show how  
Let me show how

CHORUS: I have a right to be  
an equal part of everything  
Life gives it to me  
I have all the rights  
to fit in

Let's go and have fun all the day  
Everything with my friend, I like it this way  
I want to discover the world around me  
I don't want to be scared  
I want to save the world  
But I don't want to be quiet  
My life is an adventure  
Let's share our story at the campfire

## MATCHING RIGHTS

<b>TOPIC</b>	<b>Right to Survival, the Right to Protection, the Right to Development, the Right to Participation.</b>
<b>DURATION</b>	60 min max
<b>GROUP SIZE</b>	30 people max
<b>OVERVIEW</b>	The idea of this activity is to have an introduction to Child Rights Convention. Participants will have the opportunity to think “out of the box” and to recognize the keywords on Child rights in texts and lyrics.
<b>THE AIM OF THE TOOL</b>	To introduce CRC and to stimulate creativity and communication among the youngsters in a group.
<b>PREPARATION</b>	Print the lyrics of all songs from the album dedicated to CRC. Printed Child Rights Convention for each group, Child Rights articles on cards, and titles of the songs. The facilitator should organize the chairs for participants in a circle.
<b>MATERIALS</b>	Papers A4 (in different colours), a device to play the song (laptop, phone, speakers), pens, markers, glip chart & flip chart paper, sticky notes, scissors, cards with CRC articles, cards with titles of the songs.

### INSTRUCTIONS:

1. Participants should be sitting in circles and the facilitator should give a short introduction about the songs and album and the process of music for human rights (5 min).
2. Participants should be separated into small working groups (2 min).
3. All groups should get the lyrics of the songs and CRC, in case it is possible to provide the child-friendly versions of CRC (2 min).
4. Each group should read lyrics and CRC articles and match rights with songs. For this step are important cards with CRC articles and titles of the songs. Group members should combine songs with the rights they feel are best suited. There are no wrong and correct answers. This part should last a minimum of 20 minutes.
5. Groups should prepare their “matches” on the flipchart paper. They can be as much as creative as they want.
6. While the groups are conducting their task the Music for Human Rights songs, an album dedicated to children should be in the back as the soundtrack. To make the atmosphere relaxed and inspiring.
7. After the groups finished each group should do a presentation no longer than 10 minutes.
8. When all presentations are finished, the facilitator should compare the results of the groups. During this facilitator should not make comments is it wrong or not because there is NO right or wrong.
9. While the facilitator compares work done, also participants should be included to start a discussion (15 min).
10. Discussion can start also with questions “What do you think about the music?”, Was is it easy to make matching?, What do you think about CRC? Does it represent the basic rights of children?

## SONG: SWIMMING



## Chorus:

I feel like falling down  
 I can't hear a sound  
 But I keep swimming on  
 I keep swimming on  
 I just hit the ground  
 feel it pulling down  
 But I keep swimming on  
 I keep swimming on

Lost in the cause to protect us  
 Right with the choice felt so helpless  
 So many times, I've been tested  
 So many fights, that I had bested  
 Trying to survive, people still stay reckless  
 Wanting to breathe, but felt so breathless  
 Asking for help, but (i) won't get it  
 Asking for help, but they can't help it

Even with glasses, still have no vision  
 I've been trying, on my mission  
 All the support, I feel it missing  
 Life, like a cloth, I feel it ripping  
 Can't join in, not my decision  
 Going further, avoid collisions  
 I tried to speak, but they won't listen  
 I tried to speak, but they won't listen

Can't move on, I'm stuck in place  
 Keep on going, like a race  
 I'm so numb, can't feel my face  
 Heart keeps beating, a different pace  
 Acting nice, but with no grace  
 "Don't complain", the same old phrase  
 But I need help I'm not okay  
 I need help I'm not okay



<b>TOPIC</b>	<b>Non-Discrimination</b>
<b>DURATION</b>	20 - 30 min
<b>GROUP SIZE</b>	Suitable for any group size
<b>OVERVIEW</b>	A game to recognize different voices/sounds, and to identify them.
<b>THE AIM OF THE TOOL</b>	Each individual has his own identity and role in society, and this game stimulates the ability to express, listen and recognise the different voices (the animal sounds in the farm).
<b>PREPARATION</b>	Print the cards with animals, prepare the song for playing.
<b>MATERIALS</b>	Cards with farm animals, a device for playing the song (laptop, phone, speakers), the song "Noisy farm".

### INSTRUCTIONS:

#### 1. Preparation

- 1.1. The participants can form a circle, or be spread in space.
- 1.2. Each participant receives a card with an animal. The cards must be seen only by the participant that receives them. Each one should think about the sound of the animal in silence.

#### 2. The song

- 2.1. The song starts, and the participants should imitate the animal sounds, following the instructions given by the lyrics until the music ends.
  - 2.2. When the song ends, the facilitator asks the participants to identify the different animals they heard. This comes as a surprise because the participants were not aware that they would have to pay attention to the other sounds.
  - 2.3. Repeat the process, to make the participants pay attention to the others.
- Difficulty can be increased by: changing the animal cards; moving participants to another position; participants can be moving or dancing around the place.

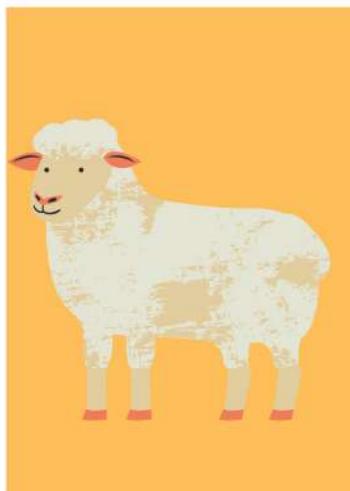
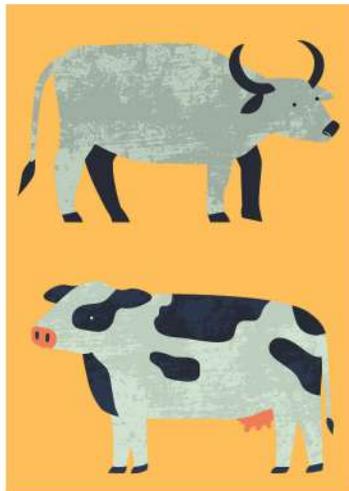
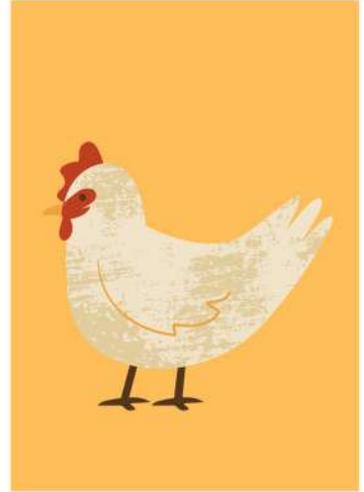
#### 3. Reflection (5-10 minutes)

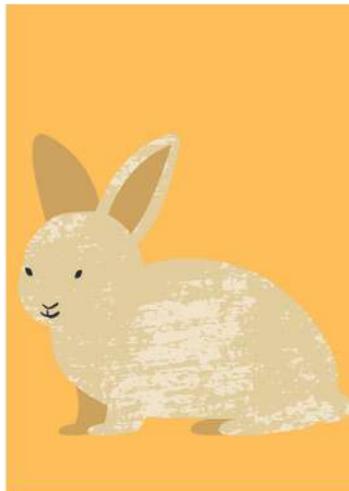
Reflection is important to connect the previous part of the activity with the topic of discrimination and to encourage the learning process about it.

- Ask participants if it was difficult to identify all the sounds they were hearing while reproducing their sounds?
- Which voices were easier or more difficult to identify?
- Can you make a parallel between this situation and real life?
- In real life, is it easier to recognize or connect with people similar to us or with people who are different? Why?
- Do we sometimes unintentionally discriminate against the people who are different from us?

# NOISY FARM

CARDS





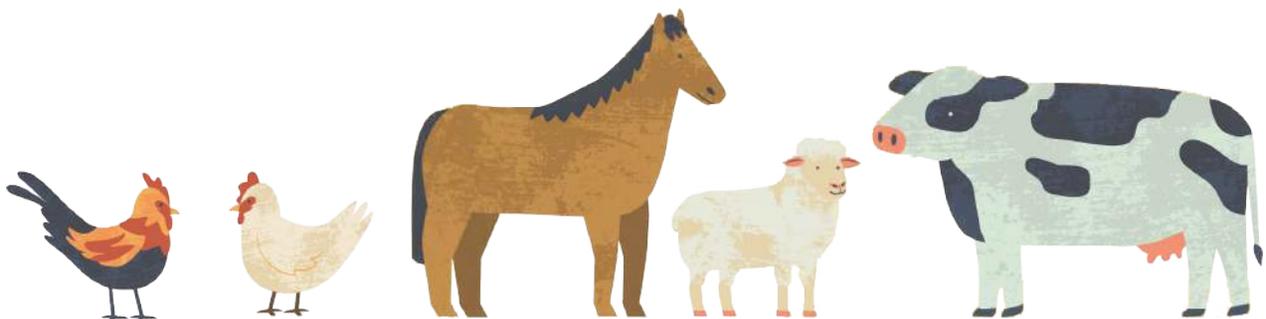
### TIPS & TRICKS:

- Facilitator should not explain that the main goal will be to identify the different animals and who did the imitation.
- Participants should know from the start, that they can't show the cards to others, or make the animal sounds before the song starts.
- If the group is too large, you can repeat the animal cards, but in a way that you have more or less the same number of each animal.

### SONG: NOISY FARM



These are the animals of the farm:  
Ducks, dogs, cats, frogs, they all give  
the alarm!  
The hills are alive with the sound of  
them all,  
Sheep, cows, chickens, mouse, they're  
big and they're small.  
Bees, bunny, pigs are funny, the swans  
are nerds!  
Horses, donkeys, the lamb and the  
birds...  
There is a big bull, his name is Brian,  
I'm so glad there is not a Lion!!!



## CRAZY CHAIR



<b>TOPIC</b>	Cooperation and Development
<b>DURATION</b>	20 - 25 min
<b>GROUP SIZE</b>	minimum of 4 people
<b>OVERVIEW</b>	The game uses and stimulates cooperation between the participants to achieve the final goal.
<b>THE AIM OF THE TOOL</b>	The game aims to encourage cooperation and develop the understanding of combining efforts to complete the task.
<b>PREPARATION</b>	Prepare a device to play the song and the song "Crazy chair".
<b>MATERIALS</b>	The song "Crazy chair", a device for playing the song (laptop, phone, speakers).

### INSTRUCTIONS:

#### Instruction and warm-up (10 minutes)

1.1. Give instructions to the participants:

At the beginning of the music, the group starts to move / dance in the same direction following the rhythm/tempo, and the instructions are given by the song. When the music stops, the group should sit on each other's laps, forming a circle without falling. The tempo will change (speed up) the tempo with time. To do this successfully the whole group should collaborate - so point out how collaboration is important.

1.2. Explain the movement of sitting in a circle, and let participants practice it a little bit before the music starts.

#### 2. Play the song (5 minutes)

2.1. Start the song, and participants should start moving/dancing in the circle, in the direction they agree before. During this part, they just should follow the instruction from the song.

#### 3. Reflection (5-10 minutes)

It's important to reflect on the process so participants can point out some key learnings.

In the beginning start with questions like:

How it was? How did you feel?

What was the biggest challenge?

How did you manage to overcome that?

Then you can ask a question that will help the participants understand how cooperation is important.

## CRAZY CHAIR

### TIPS & TRICKS:

Tell the participants to take care of each other. It would be great if there is a soft floor in the room.

### SONG: CRAZY CHAIR

Everybody girls and boys make a circle,  
arms forward on your friend's shoulders.  
So when the music stops, you seat on the back person's lap  
Know the rules let us play one more time

(Don't stop don't stop till you hear no sound don't stop don't stop everybody play around)

Chorus

(Don't stop don't stop till you hear no sound don't stop don't stop everybody play around)



## CARDS GAME



<b>TOPIC</b>	Cooperation and Development
<b>DURATION</b>	90 min
<b>GROUP SIZE</b>	5 - 10 participants per group
<b>OVERVIEW</b>	A game in which through cards, participants will reflect on what is the accessibility of a good education, a safe place to live, food and clothes.
<b>THE AIM OF THE TOOL</b>	This game is meant to make people experience firsthand what social inequalities are and the difficulty in accessing services that should be basic rights such as the right to have the right to food, clothing and a safe place to live.
<b>PREPARATION</b>	Print all the materials, prepare a device for playing music, prepare the song "Different Ways" and the song lyrics, and prepare the table with the chairs around.
<b>MATERIALS</b>	Printable money provided or Monopoly money are needed. A device to listen to the song (laptop, phone, speakers), Character cards, Game cards: a) Event cards, b) Gain cards.

### INSTRUCTIONS:

#### 1. Introduction

1.1. Participants sit around a table in groups of 5-10 people.

(For the group bigger than 10 people you can separate them into 2 or 3 different groups and print double/triple materials.)

1.2. Give instructions to the participants, and introduce playing materials (cards, money) to them:

- There are 2 decks of cards - the ROLE deck and the EVENT deck.

- An event deck consists of:

- a) **Pay cards** - all cards in which the participant will have to pay for something.

- b) **Gain cards** - random events that will earn you some money.

- Each player must pick a card from the role deck. Each role corresponds to some amount of money.

- The game begins with one player drawing an event card. The player should do what is written on the card (pay money, earn money...)

- After the player finishes his turn, it is the next player's turn to draw an event card. The direction of the game is clockwise.

- When "pay" cards are played, keep the card in front of you, so that everyone can see it.

When "gain" cards are played, take the amount of money written on the card.

## CARDS GAME

- If a player has no money, he skips his turn and put one of the previously bought cards back into the event deck.
- The game ends when all event cards have been used.

### 2. Play the game

- 2.1. Play the game by the rules written above.
- 2.2. At the end of the game some participants will have more cards than others. This is a great starting point for the discussion.

### 3. Reflection

3.1. The reflection aims to encourage participants to understand how different social roles and other things, affect our development opportunities. First, you can start with the questions connected to the game they just played, and then connect situations from the game with the situations from real life. Topics for the reflection:

- What did you feel during the game?
- Did you have a chance to change your social position? If not, why?
- Who had more chances in the game? Why?
- What are the primary goods that should be free and accessible to all?
- Why some characters were advantaged from the beginning?
- Can you see the connection between this game and reality? Can you explain?

3.2. At some point, during the reflection, provide lyrics of the song to all the participants and listen to the song "Different ways". Continue reflection in the way to make the connection between the song, the game, and real-life situations.

### TIPS & TRICKS:

The game can also be stopped before the end of the cards in the deck. The important thing is that the participants understood that those who had more money, had a great advantage over those who had less. If you have a big group of people, divide them into a smaller groups, print the cards two times and let them play simultaneously at different tables.

### ROLE CARDS:

Single Mum 100  
Doctor 350  
Banker 500  
Teacher 200  
Musician 90  
Waiter 100  
Working Students 70  
Chef 180 - 250  
Painter 120  
Cleaning Person 90  
Secretary 150  
Bartender 100  
Clerk 180  
Courier 150



## PLAYING CARDS

1. Buy a PlayStation PAY 20
2. Buy a computer PAY 30
3. Buy a musical instrument PAY 40
4. Buy books for school PAY 10
5. Go to high school PAY 20
6. Go to university PAY 30
7. Go to a university master's program PAY 40
8. Go on vacation to Hawaii PAY 40
9. Go on vacation to the nearest beach PAY 10
10. Go to a sushi restaurant PAY 30
11. Go to eat a pizza PAY 10
12. Make a Netflix account PAY 10
13. Make a Disney+ account PAY 10
14. Rent of your flat PAY 50
15. Buy a house PAY 100
16. Buy a new mountain bike PAY 30
17. Go to the cinema PAY 20
18. Go to the theatre PAY 25
19. Go to a concert PAY 30
20. You are injured, go to the hospital PAY 10
21. Go to the Supermarket PAY 20
22. Go to a private clinic PAY 40
23. Enroll in soccer school PAY 30
24. Join pool PAY 20
25. Go play in oratory FREE
26. Go play ball in the park for FREE

27. Go get an ice cream PAY 10
28. Eat a kebab PAY 20
29. Go to the shopping centre PAY 25
30. Your phone broke, buy a new one PAY 40
31. Your phone broke, buy it used PAY 20
32. Buy new shoes PAY 30
33. Buy a pair of fashionable new shoes PAY 40
34. Borrow clothes from your siblings for FREE
35. Go to the mall to buy new clothes PAY 30
36. Put gasoline into your car PAY 10
37. Bills PAY 20
38. Go to the dentist PAY 40
39. You need a Washing machine PAY 40

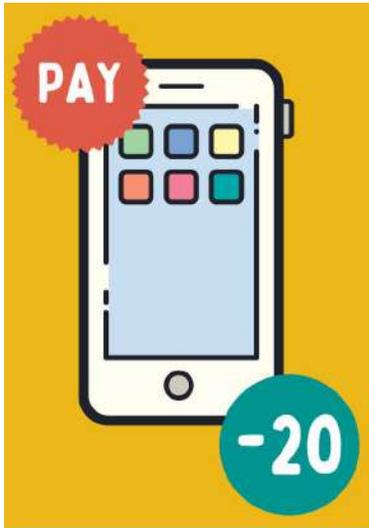


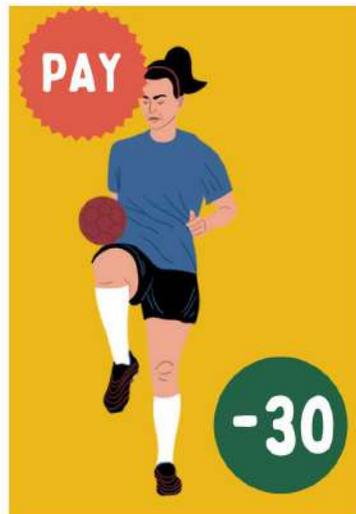
## GAIN CARDS:

- You win the lottery, EARN 50  
Grandma, EARN 20 or 30  
Summer job, EARN 10, 20 or 30

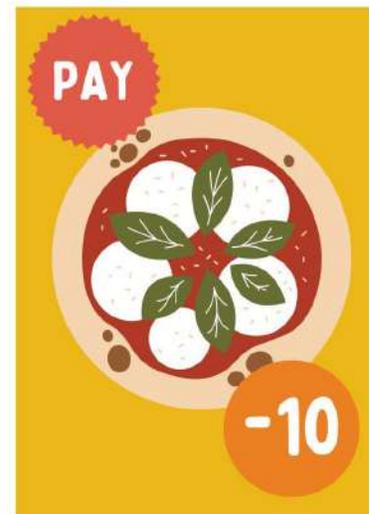
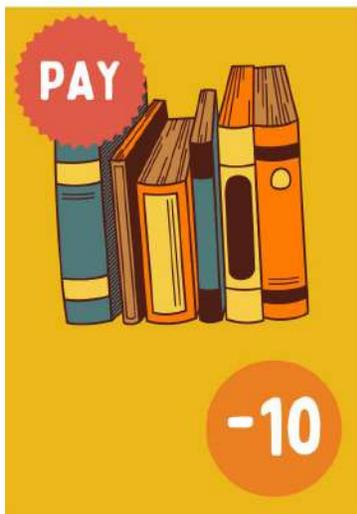
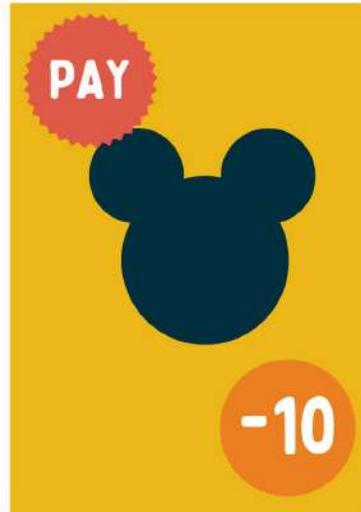


CARDS GAME





CARDS GAME



**PAY**



**-20**

**PAY**



**-30**

**PAY**



**-40**

**PAY**



**HIGH SCHOOL**

**-20**

**PAY**



**UNIVERSITY**

**-30**

**PAY**



**MASTER**

**-40**

**PAY**

**NETFLIX**

**-10**

**PAY**



**-30**

**PAY**

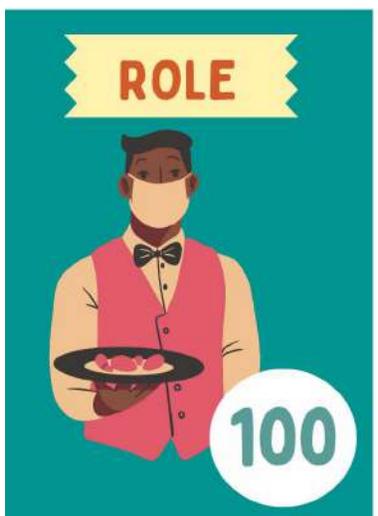


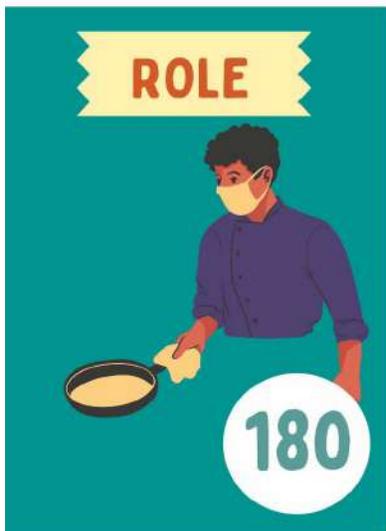
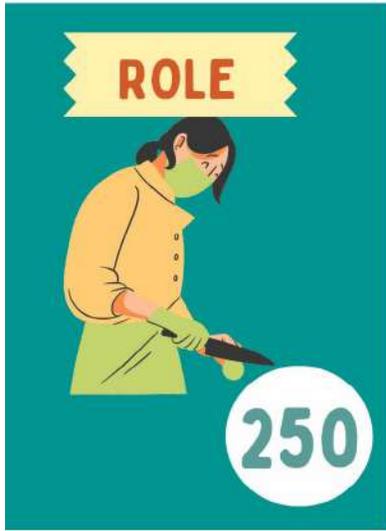
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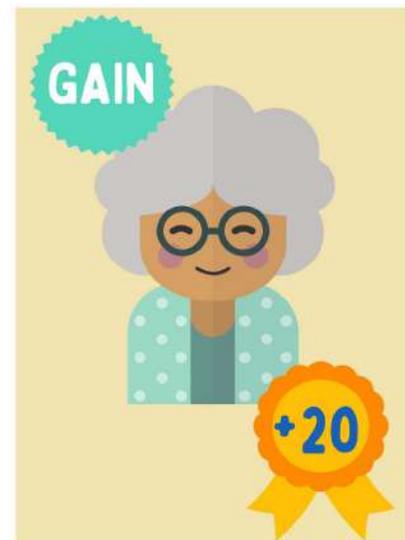
**-40**

## CARDS GAME





## CARDS GAME



## SONG: DIFFERENT WAYS



You just wait, wait, wait  
There's a mystery behind this little card  
You can pray pray pray  
That the next one will be better than the last

See I could have been a doctor  
Or the latest movie star  
I would not be here still playing my guitar x2

### Chorus

We are all the same, but we've got a different start  
It is just a game but you'll need much more than luck  
We are all the same but somebody's gonna stop  
When you get so down that you can not get up

You can play play play  
But not everybody follows the same rule  
You've got the best grades  
While somebody couldn't even go to school

Well sometimes you find a treasure  
And sometimes you get a fine

You will never know, boy, if you never try  
You will never know, boy, if you never try

### Chorus

We are all the same, but we've got a different start  
It is just a game but you'll need much more than luck  
We are all the same but somebody's gonna stop  
When you get so down that you can not get

## CROSSING BORDERS 2.0

### TOPIC

Freedom of movement

### DURATION

60 min

### GROUP SIZE

20 - 30 people

### OVERVIEW

A game in which you gain experience about crossing a border and rights of movement, trying to identify with each other.

This activity is a bit simplified version of “Crossing borders”, adjusted for the younger participants.

### THE AIM OF THE TOOL

The activity aims to show that, although the world is full of migrations, we do not all have the same rights and opportunities to cross borders.

### PREPARATION

Print the lyrics of the song “No borders”.

Prepare the space for the activity:

- Divide the room into two parts by a borderline. Create a borderline using tapes, chairs, or tables.
- Make border checkpoints on the borderline. The border checkpoint is the place where participants can enter the other half of the room. The number of border checkpoints depends on the number of border controllers.
- At the end of the room, there is a table full of food and sweets. The participants have to cross the room to reach the table.

### MATERIALS

A device for playing music (laptop, phone, speakers), the song “No border”, lyrics of the song, a table, food for the table, red, yellow and blue cards.



## INSTRUCTIONS:

### 1. Introduction (5 minutes)

1.1. Ask all participants to go to a part of the room opposite the one with a table with sweets.

1.2. Introduce the activity to the group:

If you would like to go to the other part of the room and enjoy all the goods you can find there, you need to cross the border first. To cross the border you will need your passports (cards), and your imagination to negotiate with the border controllers. You will have 15 minutes.

1.3. Split participants into two different groups, one will play the role of border controller (maximum 3 people) and the others as travellers.

1.4. Travelers will be given cards (passports) of three different colours: red, green and

yellow.

Suggested card distribution: 20% of the participants will have a green card, 30% a yellow one, and 50% a red one. Each card is associated with rights and limitations regarding the traveller's mobility. No traveller is aware of this information, which is instead given to the controllers. Participants can imagine their reasons why they need to pass the border and should negotiate with border control to cross the border.

1.5. Give border controllers more detailed instructions concerning who can pass the border and when. **IMPORTANT:** Other participants should not hear this information.

The border controllers behave differently depending on the colour of the card the traveller holds:

- people with green cards have no restrictions on movement. They can cross the border freely, with no limitation;
- people with the yellow card are sent back twice before they can reach the table;
- red card holders will never reach the table.

## 2. Crossing borders (15 minutes)

2.1. When the facilitator starts the game, participants can begin to cross the room.

2.2. The activity ends after 15 minutes.

## 3. Reflection (20 minutes)

3.1. All participants will be asked for a first reflection on the activity just done. This feedback is important to hear how each participant felt in their role.

The characteristics of the cards will be revealed and participants will be asked to reflect on what topic will be addressed.

3.2. At some point in the discussion facilitator will play the song "No border", and share the song lyrics with the participants. Listen to the song and tell participants to put focus on the lyrics and to find a connection between the activity and the song.

## TIPS & TRICKS:

- If the group is very young, and there are 2 facilitators or more, the facilitators can take the role of border controllers.
- Instead of sweets, as a reward that participants should reach, you can put fruits, juices, or anything you find proper for the group you are working with.
- Besides the food and sweets, as a reward, you can also put some toys (balls, puzzle games, etc) and other things that might be interesting to participants.
- Travelers shouldn't be aware of the meaning of their cards.



### SONG: NO BORDERS



You're much more than a paper in the wind  
With your name on and a picture of your skin  
Who gets to decide what you're really worth within  
When you just wanted somewhere to begin

#### Chorus

Things might change if you'll let them, if you'll let them  
Things might change they won't always be the same  
Things might change if you'll let them, if you'll let them  
Things might change, they won't always be the same

Did you run from all your problems  
But instead you end up running with no shoes  
And it hurts so much you forget what you're after  
And there's nothing that can take away that Blue

#### Chorus

Things might change if you'll let them, if you'll let them  
Things might change they won't always be the same  
Things might change if you'll let them, if you'll let them  
Things might change, they won't always be the same

No borders No borders No borders, Discrimination  
One people one people one people, one only nation  
No borders no borders no borders, discrimination  
one people one people one people, one only nation

#### Chorus

Things might change if you'll let them, if you'll let them  
Things might change they won't always be the same  
Things might change if you'll let them, if you'll let them  
Things might change, they won't always be the same



## RAISE YOUR VOICE



### TOPIC

Human rights in general

### DURATION

60 min

### GROUP SIZE

Suitable for any group size

### OVERVIEW

Music is an important part of popular culture, it entertains us, and so it is a great platform for discussions on social issues. Participants will listen to a song about human rights, think about human rights and at the end create their own song, sending the message that is important to them.

### THE AIM OF THE TOOL

Encourage participants to think critically about human rights, about how important human rights are for them personally, and for the whole society.

### PREPARATION

Print the lyrics of the song. Connect laptop with good speakers  
Put the chairs in the circle. Prepare all materials you need.

### MATERIALS

The song "Without labels", a device to play music (laptop, phone and good speakers), the song lyrics, papers and pens (or laptops) for writing lyrics, markers, and highlighters. Downloaded beat for performance.

## INSTRUCTIONS:

**Setup:** Participants are sitting in a circle.

### 1. The song (10 minutes)

1.1 Provide all the participants with the lyrics of the song

1.2 Participants are listening to the song "Without labels". At the same time, they can read lyrics if they want.

1.3 After the song ends participants have 5 minutes to think about the parts/words/sentences of the lyrics they find the most important. Participants should highlight those parts.

### 2. Reflection (15 minutes)

2.1 We are doing reflection on what we hear.

The main goal of this part is to encourage participants to start thinking about human rights in general and why human rights are important for them. This is important to prepare participants for the next activities.

Questions for the reflection:

What did you understand/feel by listening/reading the text? What particularly caught your attention? Why?

What is the song about?

How did you feel while listening?

What parts did you underline? Why is this important to you?  
Why do you think human rights are important?

### 3. Your song – 30 minutes

3.1 It's time for participants to make their own rap song.

But first, divide participants into several smaller groups (4-5 participants per group).

3.2 Give clear instructions to participants.

Instructions:

Each group writes their own stanza (strophe) together.

For everybody to be active in this activity, each participant should write exactly 4 lines, like in an example:

"We are evolving, as this beautiful humankind,  
We learnt from our mistakes, take action, it's the change you'll find.  
For the people, for the planet, love and no divide,  
For the world without hate, put discrimination aside!"

Inside the group, participants should help each other with this task.

- In the end, participants will perform the song.

- When writing their own song the parts of the text of the song "Without labels" they underlined before can serve as inspiration for the topic.

- It is important to mention to the participants that they are not expected to make the song sound professional. The most important thing is for each of them to think about this topic and use this opportunity to say through the song what is important to them.

### 4. Performance – 5 minutes

4.1 When their own song is done participants should perform it.

They have 2 options:

a) do it without instrumental in the background;

b) if everybody feels comfortable, use the same beat/instrumental as in the "Without labels" song. The instrumental is available for download [HERE](#).

4.2 It is important to praise participants for their efforts

### 5. Reflection (optional)

5.1 The facilitator can finish the workshop after the performance and leave the participants to gather impressions among themselves through informal chat.

Or, there is another option – reflection – if the facilitator recognizes that the reflection of certain parts of the song would be important for the learning process of the whole group.

## TIPS & TRICKS:

It's really important to have good speakers. Be sure that participants understand what is their task before they start. It is not about a perfect song, it's about the process of critical thinking about human rights. Pay attention to including all the participants in the activity. If you notice that some participants are particularly struggling with writing lyrics, encourage the rest of the group to help.

## SONG: WITHOUT LABELS

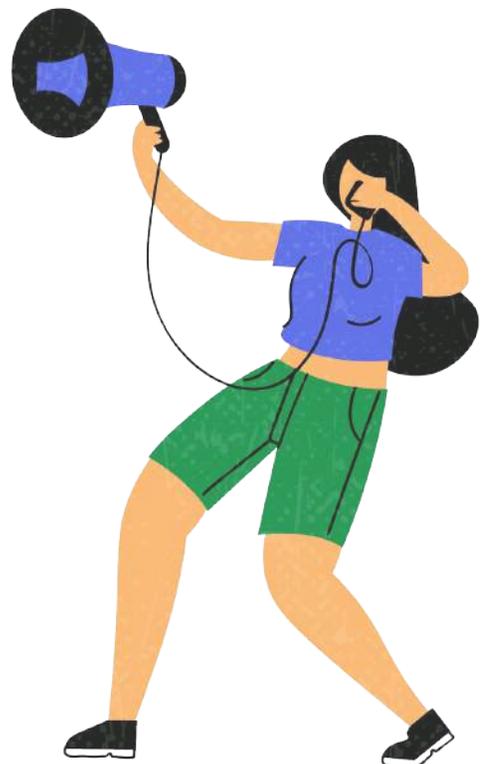


Are we all the same? Born with same rights.  
To live and love, breathe. See with our own sight?  
In a sense, were the same – when you cross out labels.  
I want to live and breathe forever, free of internet and cables!  
All these thoughts, I'm thinking in the visions sinking  
Of a world I'm dreaming, with no pain and screaming  
Where you get help when you need it  
Problems in the morning, solutions by the evening!  
We are evolving, as this humankind,  
We learn from our mistakes and take action, it's the change you'll find.  
For the people, for our planet, love and no divide,  
For the world without hate, discrimination is blind!

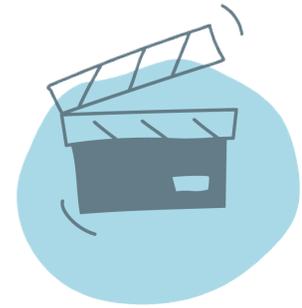
(Chorus x2)

It's my world and I'll fight for it!  
I want to breathe the air, and easily control it.  
I want to live free, and don't just barely exist.  
I need to do my thing with my people, I insist!  
It's my world, with its beauty and might!  
I want a righteous system, I want a chance to fight.  
Equality can make world a better place,  
Where I could do what I love, with all the people, all of us are great!  
All the time they test me, ask me, why do you bother  
But I feel like we need to care for each other  
And raise awareness of what our rights are,  
Responsibility can remove every scar  
Let them hear the roar against every manipulation  
Cruelty, homophobia, discrimination!  
Against every form of hate, Nazism, fascism  
Against media censorship, let's change the rhythm!  
I'm against the war, don't try to change my mind  
Tryin to realize why we can't leave that behind  
That's why I chose this fight! It is never late  
To show importance of dignity – let's fight the hate!

(Chorus)



## MUSIC VIDEOMAKERS 2.0



### TOPIC

Children rights

### DURATION

60 min

### GROUP SIZE

12 - 20 people (recommended)

### OVERVIEW

After listening to the song about Children's rights, participants should create a music video for the song. If done this way, the participants will be extra engaged in the analysis and understanding of the lyrics.

### THE AIM OF THE TOOL

Main goal:

Participants understand what the Children's rights are, why they exist and how they are officially regulated.

Specific goals:

Participants understand in which cases the children's rights are violated.

Participants understand who are the ones responsible for protecting the Children's rights.

Participants know how and where to find more relevant information about Children's rights.

### PREPARATION

Print the lyrics of the song. Connect laptop with good speakers. Put the chairs in the circle. Prepare all equipment you need (phone/camera, tripod). Print The children's version of The Convention on the Rights of the Child (recommended).

### MATERIALS

The song "Children's rights", a device to play music (laptop, phone and good speakers), the song lyrics, a device to record video - mobile phone with a quality camera or DSLR/mirrorless camera (depends on what do you have and what makes you feel more comfortable) + tripod. The children's version of The Convention on the Rights of the Child - printed (recommended).

## INSTRUCTIONS:

**Setup:** Participants are sitting in a circle.

### 1. The song (10 minutes)

1.1 Provide the participants with the lyrics of the song.

1.2 Participants are listening to the song about Children's rights. At the same time, they can read lyrics if they want. (4 minutes)

1.3 After the song ends, we are doing reflection on what we hear.



This part of the tool aims to make a basic understanding of children's rights and to provoke a thinking process about the topic.

To do so, we can ask: What we heard in the song? What is the song about? How do you feel about that? Why do you consider that important? And similar open questions (5 minutes).

## **2. The task - Music Video (35 minute)**

2.1. After the song and reflection, it's time for the task. Participants are getting the instruction for the task. Instructions:

Task: Make a music video for the song. Follow these guides:

- The whole group should create short performance/choreography that will follow the song and show what the song is about.

You can do this through dance, any movement or imaginary scenes that you will act out. It's up to you.

- Each participant should take a part. Suggestion: the facilitator can separate participants into a few groups, and each group can be in charge of one segment of the song, for example: group 1 - verse 1, group 2 - verse 2, group 3 - chorus, intro...

- Facilitator will record the video. If a participant wants to do that instead, it's also a possibility. The video should be recorded by phone, from one continuous take (if you have a camera it's also an option, but the phone is ok because it's easy to find one with a nice camera).

- Press the record button on the phone, play the song and do the performance.

- You don't have to sit in place, use the space and all resources available there.

Participants have 25 minutes to create a video script and 10 minutes to record their video or performance.

Why are we doing this way? – To present what the song is about through their performance, participants should analyze the lyrics first and understand the song well. That means that they should think thoroughly about this topic and discuss it within the group, to make something that makes sense. In that way, they are learning from each other.

2.2. Praise the good work! – After the performance is done, don't forget to praise their effort.

## **3. Reflection (15 minutes)**

When the performance is done and we congratulate and praise the participants we are going back to the circle and reflecting on the process.

First, we are watching the video they made, then start the reflection process.

“We do not learn from experience we learn from reflecting on experience.”

John Dewey

### **Questions for the reflection:**

- How do you feel?

- How was it to work on this music video?

- Did you have some specific challenges?

- How did you feel? Why?

- What did you learn?
- What do you think about why are children's rights separated from human rights?
- How are they connected?
- Who is responsible?
- How the rights of the child can be compromised?

Using these questions facilitator should help participants to understand their learning process. But, this is also an opportunity to give some additional knowledge about children's rights. The facilitator should use info cards for that. How?

The children's version of The Convention on the Rights of the Child is a great document for this occasion. This document explains each article of The Convention on the Right of the Child in a way that kids can easily understand.

So, when participants, during the reflection phase, ask a question or give their opinion related to some articles of The Convention, the facilitator can read the explanation from The children's version of this document.

It's also recommended to print this document because it is a great visual representation of each article and looks kids friendly.

### TIPS & TRICKS:

- It's really important to have good speakers.
- Be sure that participants understand what is their task before they start. It is not about the perfect video, it's about the process of thinking about what they should do.
- Pay attention to including all the participants in the activity. If there are too many participants, maybe they can make 2 or 3 different videos (performances).



## SONG: CHILDREN'S RIGHTS

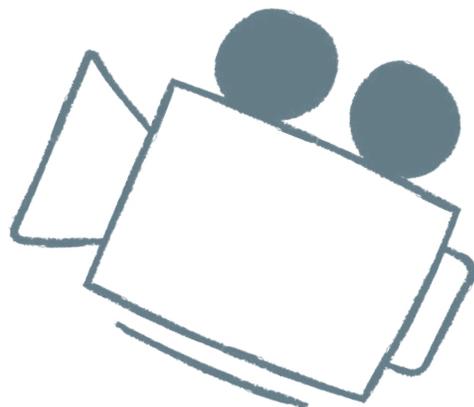


Well a life was given  
She gave it her best  
But as fate would have it  
She had to earn to get by  
Only seventeen, she's just a child  
She's just a child

Chorus:  
Sometimes we fall out  
And forget the ones that need a chance to fly  
Something just feel to hard  
so we just don't want to try, just don't want to try

In life we fall and then we rise.  
We can do everything,we're all so strong  
And if you feel you are alone, you're not special  
Were all here in one boat

She woke up so tired in the morning  
Without food in her stomach  
With 17 years old she go To sewing clothes  
otherwise she will missing the money for food  
she would like to insist on a better life  
But the bosses don't take seriously her  
And when she doesn't to what there say  
There get A whip and punch her anyway  
opportunities? She doesn't have  
And she doesn't have anybody when she starts to cry  
A live so alone and desperate  
And she starts to decide the wrong things  
she loses her faith and starts to smoke again  
She starts to Build joints per joint  
It's hard to believe  
But click-clack her dream war's ending



# ADDITIONAL TOOLS



In the following pages, we will introduce warm-ups, energizers, and teambuilding activities. With ten years of experience working on various musical youth projects, we had a chance to use all the different tools. We adjusted some of them by adding a little bit of musical twist.

The purpose of energizers and warm-ups is to make participants more active and alert but to mentally and physically prepare them for upcoming tasks too. On the other hand, teambuilding activities aim to create trust and make people more comfortable around each other and thus more motivated to work together.





### TOPIC

Team building empowering creativity

### DURATION

120 - 180 min

### GROUP SIZE

Small groups of 10 - 15 people

### OVERVIEW

Slavas kitchen was developed during training for the project "Music for human rights". Idea was to create an activity, which works as team-building and at the same time as an introduction to the music project. The activity takes participants out of their boxes and their comfort zone.

### THE AIM OF THE TOOL

Motivate participants to cooperate creatively.

To take them out of their musical boxes, the meaning, that they should forget for a moment their own instruments and find out that there are always other opportunities.

To investigate, try out, and discuss in a common process.

### PREPARATION

It is not a lot of preparation needed. Just to take care, that project environment is not too clean and you have permission to use stuff that is laying around.

### MATERIALS

No special material is needed. Everything you find in your surroundings could be used (buckets, glasses, bottles, pipes...) Original idea was to use everything you find in the kitchen, but also other surroundings are suitable.

## INSTRUCTIONS:

### 1. Introduce the activity:

1.1 Make a small story around (i.e. you lost all instruments but need to perform tonight)

1.2 Explain to them that many tools and devices can create tones, sometimes you can modify tones (change the length of pipes, touch things in different areas, sing saw), sometimes you can use different devices to create different tones (differently filled glasses or bottles, cut woods). Or things can be used to make percussion (washboard, suitcase, forks, pots, buckets...)

1.3 If you have a beamer available you can show samples.

1.4 Ask the group for further examples

1.5 Give a time frame, and tell that it will be presented to the big group after.

1.6 Provide rules: no music instruments, forbidden area (to agree with the host)

1.7 The time frame is 90 to 120 minutes

## 2. Start the activity!

Maybe you need to support the beginning of the process of discussion.

## 3. Collect participants and ask them to present their results.

## 4. Debriefing

4.1 How was the discussion?

4.2 Did they have many ideas?

4.3 How hard was it to implement ideas?

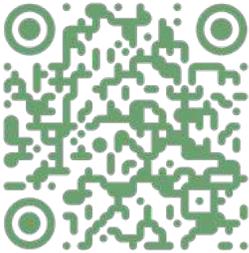
4.4 Did it help to cooperate better?

4.5 Something they can use for future music creativity?

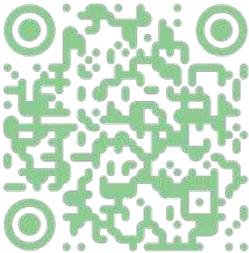
## TIPS & TRICKS:

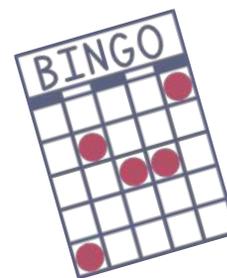
- Help to overcome the perplexity! Give examples!

- Youtube example n.1 :



- Youtube example n.2:





## TOPIC

Get to know each other

## DURATION

30 - 60 min

## GROUP SIZE

20 - 50 people

## OVERVIEW

The participants interact with each other with a bingo slip in hand to find out to whom the statements on the bingo slip apply. The first person to correctly match all the people wins.

## THE AIM OF THE TOOL

Main goal:  
The participants get to know each other better. They memorize the names of the participants and learn specific details about them. In addition, the game is great for breaking the initial shyness.

## PREPARATION

Human Bingo Slip printed for each participant should be prepared in advance.  
Each Slip should have a matching number of statements. The number of statements depends on the number of participants (one statement, one statement).

## MATERIALS

Human Bingo Slip printed for each participant, pens or pencils, the prize for the winner (perhaps something that can be shared among all participants).

## INSTRUCTIONS:

**Setup: Participants are sitting or standing in the circle.**

### 1. Game rules

1.1. Explain the objective of the game and the rules:

Each participant will get one bingo slip with 40 statements (In the case of 40 Participants. The number can vary depending on the number of participants.).

The winner is the first one to collect signatures for all the listed statements and shout "BINGO!"

Participants should freely wander around the room and ask for signatures from other participants.

How to collect signatures:

For each statement participants should find a fitting person and ask for a signature. Take care that each person can give you only one or two signatures per one Bingo slip.

A statement may fit more than one person, but one person fits only one or two statements. But no more than two!

## 2. Start the Human bingo

- 2.1. Give the Bingo slips to each participant.
- 2.2. Give a sign to start the game by saying "Start"!
- 2.3. During the game take care of the rules.

## 3. Ending the game

- 3.1. The game ends when someone shouts "BINGO!"
- 3.2. Each time when someone shouts "Bingo" we need to check if all the signatures are correct. How to do that?

Check each statement one by one. Do it in an entertaining style. For example, if someone signed the statement that they know to sing, ask them to demonstrate to validate the signature. It wouldn't be possible to do this for all of the statements and signatures, but for the ones that can be demonstrated, ask for that.

If the statement is true, feel free to ask for background and specifics. This can be a nice way for participants to get to know each other better.

In case a mistake appears, continue the game.

In case the Bingo is complete, give the winner the honour and applause!

## TIPS & TRICKS:

- TIP: Don't make it too easy!
- Be sure that participants understand what their task is before they start.
- Take your time to explain it and make it as entertaining and informative as possible.
- After the game is a good moment for informal interaction. So can be placed before a break.
- Take care that you have one statement for each participant. However, one statement may describe more than one participant.

## BINGO:

This is Bingo. Please take the paper and find to each question a fitting Person. Remark, no person should appear more than twice in your paper! Maybe a question fits only to you. Find...

Someone who joined the project more than 5 times	Someone who likes pineapple on pizza	Someone who knows martial arts
Someone who met a celebrity	Someone who loves roller coasters	Someone who attended a concert this year. Which?
Someone who never got the Evil C	Someone with same birth month as you	Someone who collects something. What?

## HUMAN BINGO



Someone who has a nickname	Someone who visited 3+ continents	Someone who plays didgeridoo.
Someone who worked on a cruise ship.	Someone who drinks 3+ cups coffee a day	Someone who don't like coffee
Someone who don't like chocolate	Someone who works in electronics	Someone who saw more than 5 videos done during MFHR
Someone who is videographer	Someone who is rapping	Someone who plays more than 3 instruments
Someone who lives in a village / Country side	Someone who was in MFHR media team before	Someone who is or was in European Solidarity Corps
Someone who plays Akkordeon	Someone who plays in at least two bands	Someone who passed 2 borders to reach airport.
Someone who plays Trumpet	Someone who plays Saxophone	Someone who plays Flute
Someone who plays Violins	Someone who plays Drums	Someone who has older sibling(s)
Someone who has younger sibling(s)	Someone who has more than two siblings	Someone who used to be history teacher
Someone who never touched a weapon	Someone who was born in the city where he currently lives	Someone who has lived in more than 2 countries

**TOPIC****Teambuilding****DURATION**

During an entire length of the event/project/activity

**GROUP SIZE**

Suitable for any group size

**OVERVIEW**

Each participant has the task until the end of the event to prove to another participant, at least once a day, that he is the biggest fan.

**THE AIM OF THE TOOL**

The goal is to create a positive and cooperative atmosphere during the event, promote getting to know each other, and bring the group closer together.

**PREPARATION**

On the first day of the event, raffle tickets with the names of all participants will be made and put into a bag, bowl, or something similar. A table with materials (posters, markers, glue, paper, construction paper, etc) will be provided for implementation during the overall activity.

**MATERIALS**

Raffle tickets with names, posters, markers, glue, paper, construction paper.

**INSTRUCTIONS:**

**Setup: Participants are sitting or standing in the circle.**

1. Explain the rules:

Introduce the activity with a little bit of storytelling:

“Every musician needs a fan. A fan who shows his love by doing favours, sending fan letters, asking for autographs, taking pictures and displaying them. Sometimes fans also start giving small gifts. Or they start stalking their idol and collecting information and making them into a poster. All this is the task of the participants.

But be careful, the activity is called Secret Fan for a reason. All the love-making and stalking activities should be done in secret. So try to hide when the posters are made. Hide the small gifts and crafts so that they will be found, but you will not be caught. With all the fan love, don't spend too much money! Rather, use the materials and let your creativity run wild. The table with the materials is always ready for you. The activity starts after everyone has drawn their raffle ticket.

2. Provide the raffle ticket with the names to the participants.

3. Start the Game!

## SECRET FAN

4. Throughout the activity, until the end of the project, participants should be reminded of the game daily.

5. One by one, each player is blindfolded and placed on a chair in the centre of the room. Now do her/him her secret friend one last time. Now he or she can guess who it is. The secret is revealed.

### TIPS & TRICKS:

- You can also combine the game with a small competition. Whoever is the best fan, i.e. has made the most beautiful gifts and the most creative posters, will get a prize
- There can also be a small exhibition of the posters and crafts
- The facilitator may take part as well - It is the best way to be a good example!



## NAME AND RYTHM



<b>TOPIC</b>	Knowing each other
<b>DURATION</b>	30 min
<b>GROUP SIZE</b>	15 - 50 people
<b>OVERVIEW</b>	This is a name game in which participants should remember each others' names by connecting the names with the rhythm.
<b>THE AIM OF THE TOOL</b>	The aim of the activity is to learn the names of each other.
<b>PREPARATION</b>	No preparation is needed

### INSTRUCTIONS:

1. Participants are standing in a circle.
2. Each participant should tell their name and make a sound, lasting just a few seconds. The sound should be a short rhythm or melody.
3. The first one starts with saying their own name and making the sound.
4. The second one is repeating the name and the sound of the first one and adding their own.
5. The third one is repeating the first and second names and the sounds and adding their own.
6. The same logic repeats until the last person in the circle.

### TIPS & TRICKS:

- It's okay for the group to help if some of the participants need it.
- You can simplify this activity, i.e. if the group is quite big - instead of the sound use a gesture that represents their favourite instrument.



<b>TOPIC</b>	Get to know each other, energizer
<b>DURATION</b>	15 - 30 min
<b>GROUP SIZE</b>	20 - 50 people
<b>OVERVIEW</b>	Game with singing and dancing
<b>THE AIM OF THE TOOL</b>	This game aims to increase energy and alertness and prepare the group for the next activity. At the same time, to make participants more comfortable interacting with each other.
<b>PREPARATION</b>	Optional: You can explore the history of the song and the origin of the verses „Do you know the Muffin Man, the Muffin Man, the Muffin Man? Do you know the Muffin Man who lives on Drury Lane?“ and tell it to the participants.

### INSTRUCTIONS:

**Setup: Participants are standing in the circle.**

This activity has a few very simple steps:

1. Ask if everyone knows the Muffin Man game. (If somebody knows, they may help you explain to the other participants.)
2. All participants stand in a circle, and one is in the center. (You can ask for a volunteer.)
3. The one in the center starts the game by singing the lyrics following lyrics while walking in a circle:

**“Do you know the Muffin Man, the Muffin Man, the Muffin Man?  
Do you know the Muffin Man who lives on Drury Lane?”**

4. When the singing is over the central participant who sang it chooses one person from the circle who continues the song with these words:

**“Yes, I know the Muffin Man,  
the Muffin Man, the Muffin Man.  
Yes, I know the Muffin Man  
who lives on Drury Lane.”**

5. Now it is two of them.

They both start the next cycle by going in a circle independently of each other next to the other participants and repeating the verse:

**“Do you know the Muffin Man,  
the Muffin Man, the Muffin Man?  
Do you know the Muffin Man  
who lives on Drury Lane?”**

6. At the end of the verse, they choose two new participants who match them with the verse:

“Yes, I know the Muffin Man, the Muffin Man, the Muffin Man.

Yes, I know the Muffin Man who lives on Drury Lane.”

Now there are 4 people in the middle of the circle.

7. The four of them continue the game according to the same pattern (independently of each other), then eight of them, and so on until all participants are selected.

### TIPS & TRICKS:

- Make sure everyone is selected by the end of the game
- If you have enough time you can repeat the whole activity (depends also on the atmosphere/ mood of the group)
- You can explore the history of the song and the game Muffin Man and tell it to the participants. It's a funny story!







This methodological toolkit was created under the leadership of the five partner organisations

**COMALA, FARRA FANFARRA, NARANDŽASTI, "ROTER BAUM" BERLIN AND ZDRAVO DA STE.**

Many people were involved in the creation of the tools and related songs. Each of them was important for the success of this handbook. We, therefore, list all the people involved:

**ALISA OLENIKOVA, ALESSIA DE SIMON, ALESSIO BOSCHIAZZO, ANA CATARINA, ANA PATRÍCIA, ANDRÉ FREIRE DE LIZ COVAS LOURENÇO, ANDRÉ PIMENTA, ANGELA MILKOVSKI, ANGELA SUMANAC, ANTONIO DUBRAU, ANTONIO PANARIELLO, ARNE LORENZ, ARTUR JORGE CORREIA MOTA, ARIANNA GIOFFREDO, BRANIMIR KOLOCKA, BRANISLAV RISTIĆ, BRANISLAVA BOMEŠTAR, CARLO FELTRO, CARLOTA ARAÚJO RIBEIRO MAGALHÃES LOPES, CAROLINA TONCO, CHIARA MAGGI, DANA DEORDICA, DAVIDE STEFANI, DIOGO JOÃO GANHÃO BERNARDES, ELENA GABRI, FABIO COSIMO PEZZAROSSA, FABRIZIO LISTELLO, FEDERICO MUSSANO, FRANCESCA RU, FRANCISCO RODRIGUES AMORIM, GIULIA IMPACHE, GUSTAV SYMANN, HELENA FERNÁNDEZ SÁNCHEZ, ISIDORA KNEZEVIC, IVA TOJČIĆ, JOÃO AIBÉO, JOÃO GUERRA, JOVAN SAMOILOV, KALONGA, LIZA MEDVEDEVA, LIZA BLIAHER, LUCA COSTANZO, LUIS TOJAL BARROCCAS, MARIANA AMARO DE MAGALHAES CORREA MONTEIRO SCHOU, MARK RAMICH, MARKO MACANOVIĆ, MARTIN KLEINFELDER, MATEJA OBERKNEŽEV, MAURIZIO MALANO, MICHAEL MELNIKOV, MILICA DUŽDEVIĆ, MILKICA MARJANOVIĆ, MILOS VUKOVIĆ, MILUTIN MAKSIĆ, MISHEL BORODINSKY, MYKYTA SIEDOV, NATALIJA STOJANOVIĆ, NEMANJA MALUSIĆ, NIKOLA GROZDANIĆ, NIKOLA IGNJATIĆ, NIKOLA VELJKOVIĆ, NINOSLAV TIKI DOBRIJEVIĆ, OGNJEN TADIĆ, PAOLO VACCARO, PAUL HAGENAAR, PAUL NEUMANN, PENTHÉSILÉA CLAUDIA ROUSSIES, PETAR ŠUČUR, RAFAEL MARTINS, RUI MIGUEL CEROL MACHADO, SAMOILOV MILICA, SANDRO MANUEL FÉLIX PAULO, SANDRO RADULJ, SARAH LITFIN, SLOBODAN REKOVIĆ, SONIA NISMAN, STEFANO BOTTAI, STEVEN JAHNS, TEODORA KNEZEVIĆ, TEODORA PAVLOVIĆ, TIGRAN PARUN FILIPOV, TOBIAS HÜNIG, VALENTINA BOSIO, VERONICA CORAPI, VIKTOR BUCHALLIK, VLADIMIR TARASENKO, VOLODYMYR TUMASIANETS, YUVAL BERNSHTEIN.**

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Berlin, July 2022





Здраво да сте  
Hi Neighbour



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