

# 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.



## SUMMARY OF THE TOOLS



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**TOPIC**

Discrimination, Gender equality

**DURATION**

90 min

**GROUP SIZE**

8 - 24 people

**OVERVIEW**

Participants discuss and present their sketches on provocative statements connected with gender roles.

**THE AIM OF THE TOOL**

The tool aims to discuss gender stereotypes and gender equality, promote tolerance, and illustrate how stereotypes create discrimination.

**PREPARATION**

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.

**MATERIALS**

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>	Right to Survival, the Right to Protection, the Right to Development, the Right to Participation.
<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



## TOPIC

**Non-Discrimination**

## DURATION

20 – 30 min

## GROUP SIZE

Suitable for any group size

## OVERVIEW

A game to recognize different voices/sounds, and to identify them.

## THE AIM OF THE TOOL

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).

## PREPARATION

Print the cards with animals, prepare the song for playing.

## MATERIALS

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?

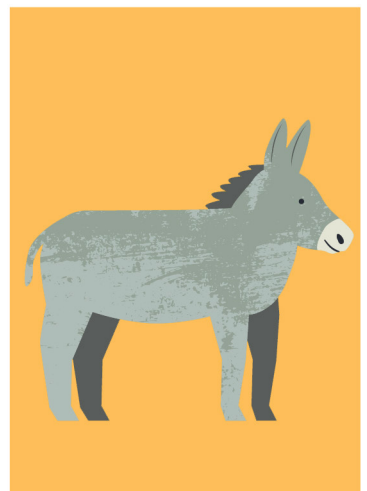
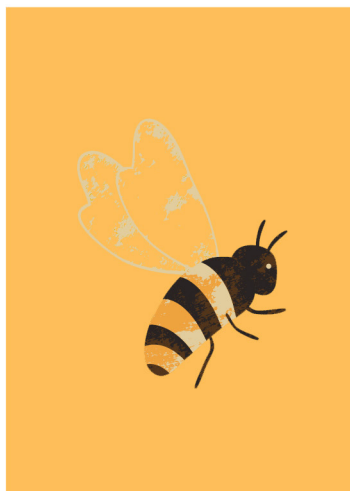
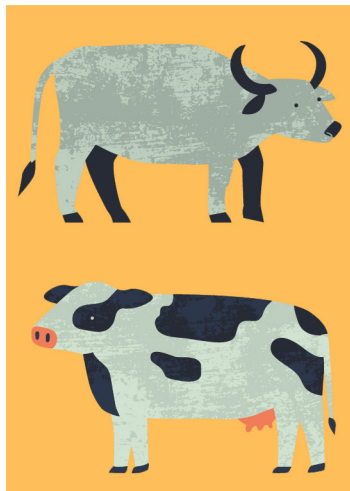
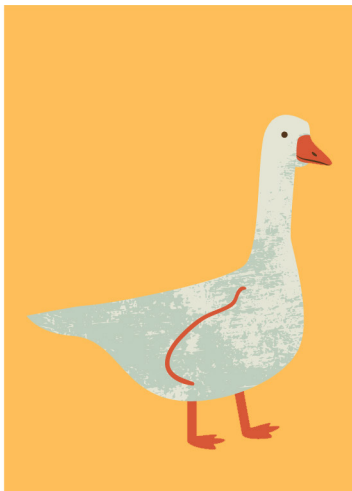
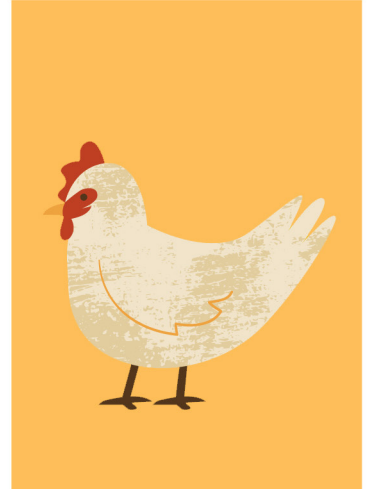
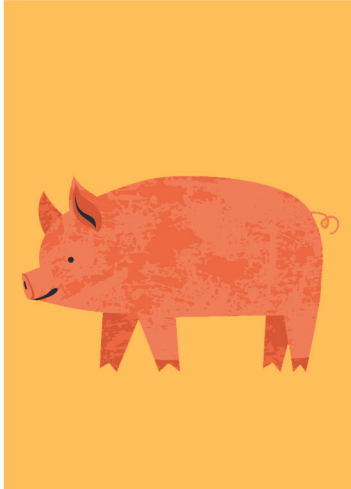
- Can you make a parallel between this situation and real life?

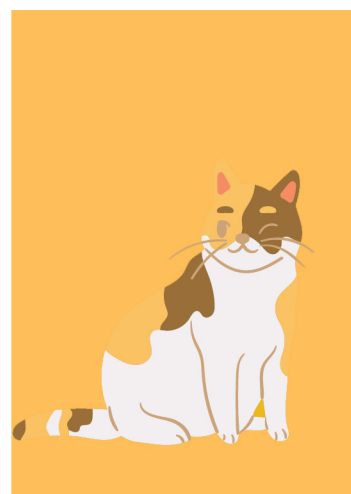
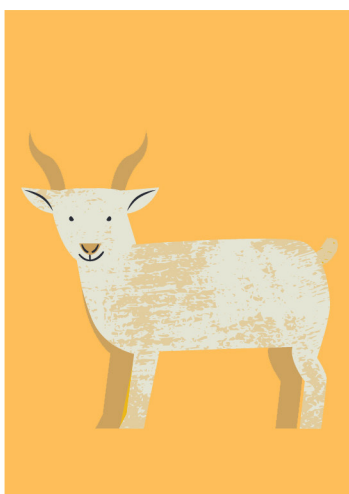
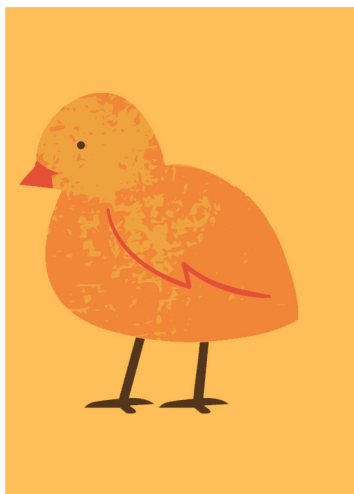
- In real life, is it easier to recognize or connect with people similar to us or with people who are different? Why?

- Do we sometimes unintentionally discriminate against the people who are different from us?

## NOISY FARM

CARDS





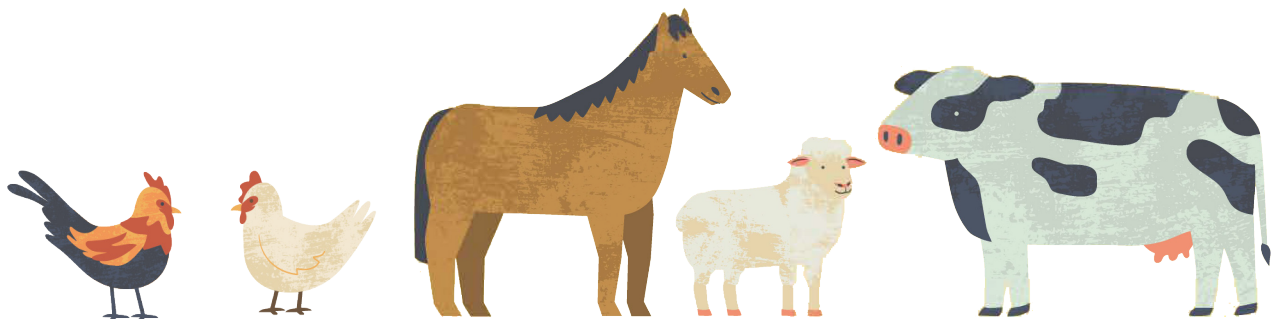
### TIPS & TRICKS:

- 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.

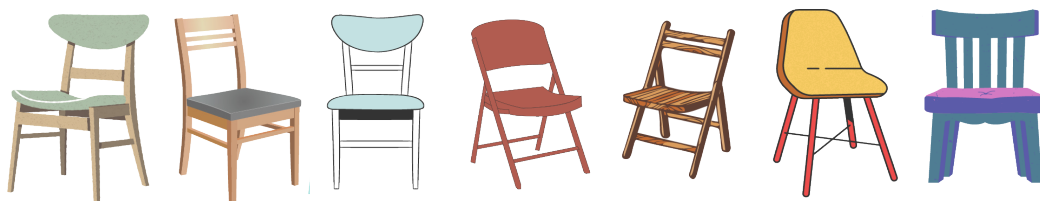
### SONG: CRAZY CHAIR

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



### TOPIC

Cooperation and Development

### DURATION

90 min

### GROUP SIZE

5 - 10 participants per group

### OVERVIEW

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.

### THE AIM OF THE TOOL

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.

### PREPARATION

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.

### MATERIALS

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

100



## 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

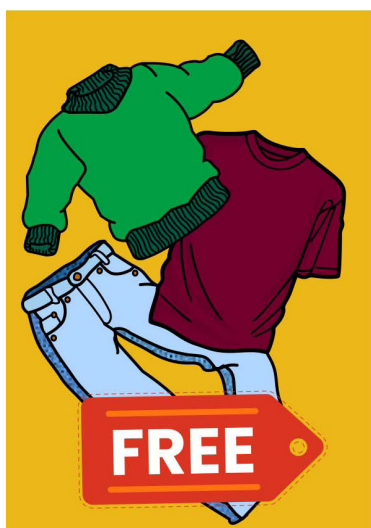
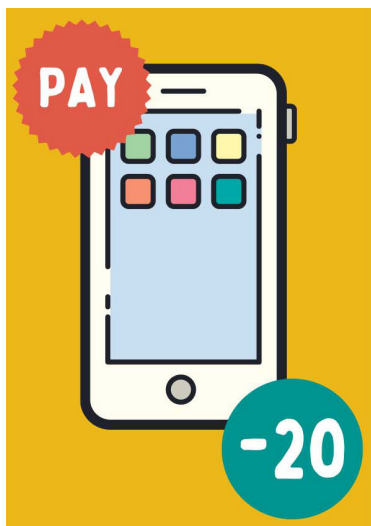


## GAIN CARDS:

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



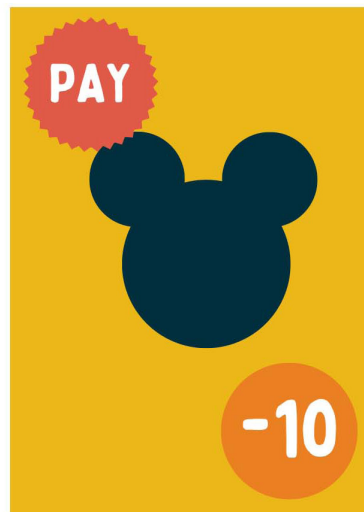
## CARDS GAME







## CARDS GAME



PAY



-20

PAY




-30

PAY



-40


PAY



HIGH SCHOOL

-20


PAY



UNIVERSITY

-30

PAY



MASTER

-40

PAY

NETFLIX

-10

PAY



-30

PAY



INTERNATIONAL AIRLINES

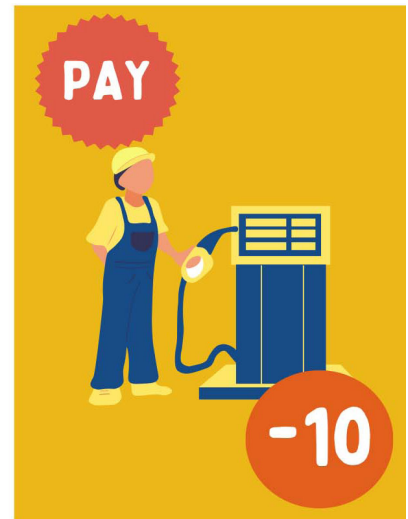
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-40



## CARDS GAME



**ROLE**




250

**ROLE**




150

**ROLE**




180

**ROLE**



180

**ROLE**




120

**ROLE**



150

**ROLE**



100

**ROLE**



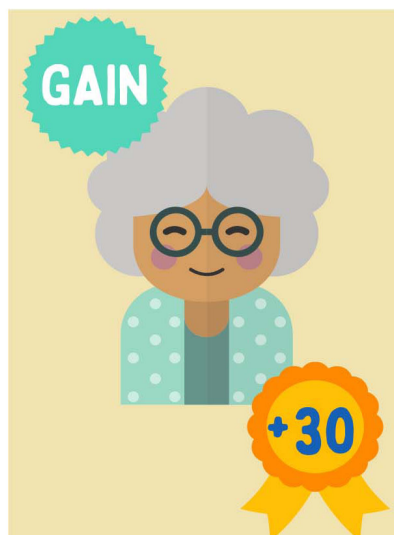
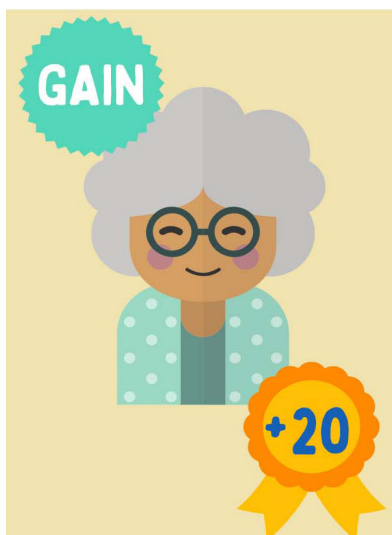
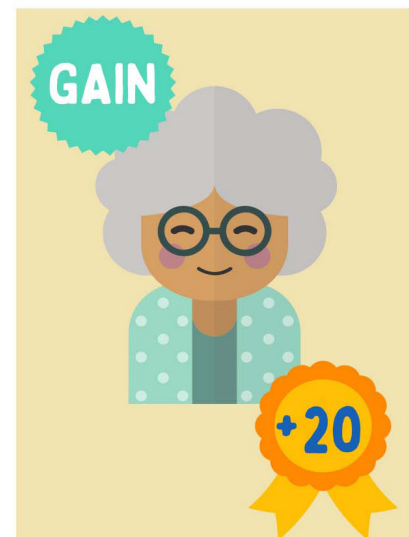
500

**ROLE**



50

## 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

**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

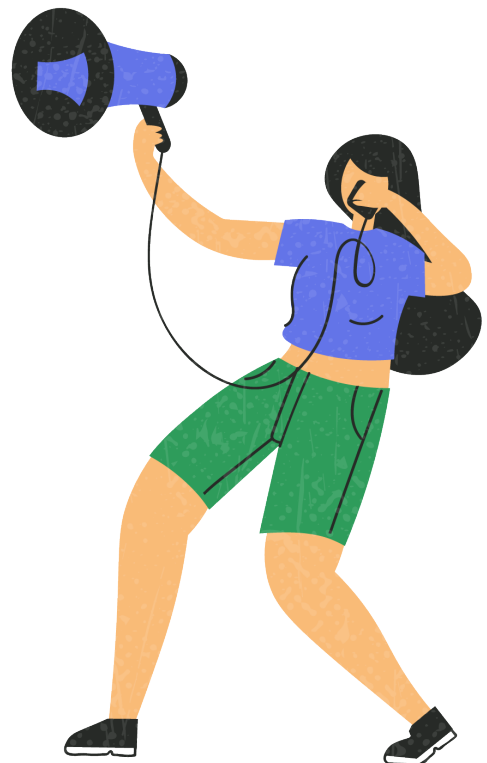


Are we all the same? Born with same rights.  
To live and love, breathe. See with our own sight?  
In a sense, were the same – when you cross out labels.  
I want to live and breathe forever, free of internet and cables!  
All these thoughts, I'm thinking in the visions sinking  
Of a world I'm dreaming, 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)





### 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?

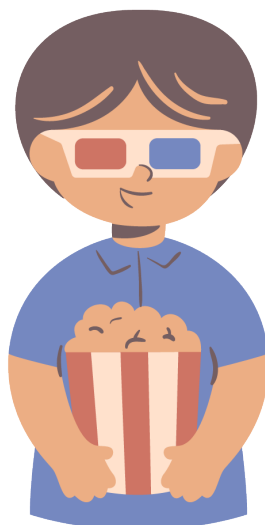
The children's version of The Convention on the Rights of the Child is a great document for this occasion. This document explains each article of The Convention on the Right of the Child in a way that kids can easily understand.

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

