

Symbols Pack Activities

Your symbols pack shows the rights of the child as laid out in the United Nations Convention on the Rights of the Child [UNCRC]. Below are some suggested activities that will help you use the cards to support young people to think about and understand their rights.

Reveal the right: Introduce young people to their rights using a visual guessing game. Young people can play this in pairs or an adult/young person can play with a group.

- Select one card and cover up the description of the right. Ask a group / partner to discuss what right the picture could represent.
- Reveal the answer. How close were they? You can award points for working out the right.
- Repeat this with other cards. You could see which group can work out the most rights and get the most points.

Rights Hunt: Introduce children and young people to their rights using a finding game.

- Stick some of the cards up around the space, e.g. 5
- Ask the group to find one of the rights by saying the right and either: showing a matching card with that right (if you have two card sets); drawing one of the symbols; or doing an action / miming one of the symbols.
- The group have to find the card they think it is. Then you can repeat with another right.
- Extension: stick the cards in a space related to the right. E.g. put the right to food and clean water by a tap; the right to play in a play area; the right to information by a computer or book; the right to education by a learning resource.
- Extension: ask some children to hide the rights around the space for the rest of the group to find. When they find each right you can discuss the symbol.

What's the most important? Develop an understanding of rights with this game, which can be played to extend learning in the introductory activities.

- Distribute a few cards to each individual / pairs / small group.
- Ask the young people to display their cards in order of importance. They can show this in any way they like. They might like to make a line from top to bottom. They might like to make a diamond. They might choose to put the cards alongside each other or in a circle.
- Ask the group to look at each other's displays. Two displays can pair up and look at each other's and discuss or the whole group could move around the space to see all the ideas. There is no right or wrong answer.
- Extension: you could team up into larger groups and reorganise the cards from both displays into one.



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Freeze-frame: Explore rights using the 'freeze-frame' drama technique (i.e. a still-scene showing the article). Use the Know Your Rights poster alongside the cards in this activity.

- Divide into small groups of around 5. This works well with around 4 – 6 groups in total.
- Each group takes a card at random (they may change if they find it difficult to perform).
- Invite groups to prepare a freeze-frame of their right
- Groups each take a turn to show their right. Other groups use their Know Your Rights poster to work out what the right is. Take the opportunity to discuss their ideas.
- Extension: invite groups to create a sketch where a number of rights are involved. When they get to a right they freeze until the audience guesses which right it is.

Which category? This is a categorisation activity which enables young people to see the breadth of rights.

- Place each of the four category cards of Participation, Protection, Development, Survival onto the table. Ask the group to sort each of the 42 articles into the categories. You might want to give some additional information about the categories as follows:
 - Survival rights: meet a child's basic needs
 - Development rights: enable a child to successfully develop throughout their childhood.
 - Participation rights: enable children to take part in society and be part of decisions that affect them.
 - Protection rights: prevent harm and harmful influence.
- Encourage discussion throughout the activity. Once the cards are sorted, ask which they found the most difficult to place and discuss why. Some cards can touch on more than one area.

Dictator: Develop an understanding of the 'indivisibility' of rights with this game.

- Inform the group that they all live on an island and appoint one person as the Dictator of the island.
- Hand out the rights cards so that everyone else in the group has one and ask them all to stand up and show their right.
- Tell the dictator to remove one of the rights. The person holding this right should sit down. Now ask the rest of the group to look at their own right, will the islanders still be able to get this right if the other one has been removed? If not they should sit down.
- Read out the rights that are being held by the people that have sat down. If these rights are gone does anyone standing think they should sit down too?
- Debrief by discussing what this shows us about rights, and about what happens if rights start to be taken away. You might like to introduce the word 'indivisibility'.