

Tug of Rights

Age: 8-17

Time: 30 minutes

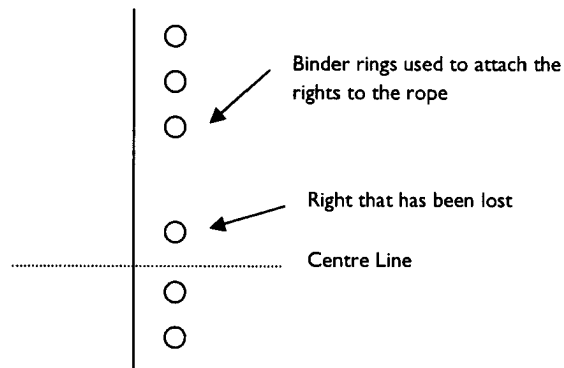
Resources: Long tug of war rope. Two sets of the 10 rights phrases found on the following page: each phrase should be cut out individually and laminated with a hole punched in the top. Two sets of 10 pictures: each picture should correspond with the 10 rights. Each picture should be cut out individually and laminated with a hole punched in the top (UNICEF has useful posters which can be cut up for this purpose). Binder rings with which you can attach the laminated pictures and phrases to the tug of rights rope.

Purpose: This activity introduces children to the UN Convention on the Rights of the Child. Participants are asked to consider why different rights are important, how different rights are interconnected and what happens when children are denied certain rights.

Procedure:

- This game works best with groups of 25 or less.
- Divide the participants into two teams of equal size. Teams should be matched evenly for strength. Get each team to sit in a circle.
- The aim of the first part of this game is to match pictures with the 10 Rights of the Child from page 135.
- In each of the 2 circles pass out the 10 rights and the 10 corresponding pictures. Do this in random order so that they are mixed up.
- Have each child who is holding a right read her slip of paper in a loud voice. Tell the children who are holding pictures to listen carefully so that they can match their picture with the corresponding right when it is read out loud.
- When pictures and rights have been successfully matched, place them in the centre of the circle so that everyone can see them.
- Tell the children they are about to play a *Tug of Rights* with the rope. The object of the game will be to preserve as many rights as they can as a team. Each team will attach their rights to their side of the rope using the binder rings. They will then pull the rope as a team like a tug of war game. Any team that has one of its rights pulled across the centre line by the other team will lose that right.

Tug of Rights Rope



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- Before teams can play the *Tug of Rights*, they must make some important decisions. They will want to protect their most important rights during the tug. To do so, they should place those rights towards the back of the rope. The rights they are most willing to risk should be placed closest to the centre of the rope.
 - Before attaching their rights to the rope, participants must order their 10 rights from most important to least important. Through vote or consensus decision-making, they must decide the order of their rights.
 - To have the participants think critically about the order of their rights, ask questions about each right. Why is the right to freedom of expression so important? What would happen if children were not protected from dangerous work? Why do children need adults to care for them? Can you think of examples of places where children do not have freedom of language, culture or religion?
 - Once groups have ordered their rights, have them attach those rights to the rope using the binder rings.
 - Line up each team on their side of the rope. Mark out the centre line through the middle of the rope. At the beginning of the tug, each team should have all of their rights safely on their side of the rope.
 - Lay the ground rules and then have the participants tug two or three times.
 - As they play, keep track of which rights go across the line.
 - When the game is done, have the participants assemble for a discussion.

Discussion:

- Begin by asking the teams which rights they decided were most/least important and why.
- Talk about the fact that the children just competed for their rights. What happens when people compete or fight for rights?
- Was it hard to put the rights in order from most to least important? Why? Discuss the fact that all the rights are essential.
- Are there places in the world where the order of importance of the rights might be different? How so? (e.g., Children in hot climates might find shelter less important than children in winter countries would).
- How are some of these rights interconnected? (e.g., If children are not protected from work that could hurt them, they often lose the right to education and the right to play as well).
- Pick one or two rights each team lost. Ask the children to discuss what life would be like without these rights.

RIGHTS

EVERY CHILD HAS THE RIGHT TO PLAY.

**EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM
WAR AND VIOLENCE.**

EVERY CHILD HAS THE RIGHT TO FOOD AND WATER.

EVERY CHILD HAS THE RIGHT TO SHELTER.

EVERY CHILD HAS THE RIGHT TO AN EDUCATION.

**EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM
WORK WHICH COULD HARM THEM.**

EVERY CHILD HAS THE RIGHT TO MEDICAL CARE.

**EVERY CHILD HAS THE RIGHT TO HAVE PARENTS OR
OTHER ADULTS TO CARE FOR THEM AND THE RIGHT TO
BE LOVED.**

**EVERY CHILD HAS THE RIGHT TO THEIR OWN CULTURE
AND LANGUAGE AND RELIGION.**

**EVERY CHILD HAS THE RIGHT TO FREEDOM OF
EXPRESSION.**