

Training of Youthworkers on Human Rights



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1. Introduction and Guidance

Welcome to the Training of Youth Workers on Human Rights Toolkit!

The aim of this toolkit, which was developed by organizations working with youth, from 8 countries, is to introduce and guide you through some aspects of the *Training of Youth Workers on Human Rights project* that took place in Larnaca (Cyprus), from 28th of September, until 8th of October 2021 and it was funded by Erasmus+.

The purpose of this project was to train our youthworkers how to identify violation or lack of Human Rights in individuals and large groups, to approach the case, to design practice and work for this with the aim to support the diverse groups. We intended to achieve training of our youthworkers to turn into empathetic and competent youth trainers to approach in an attractive way and train the youngsters who are not aware of their own rights. To achieve the project aims the following methods have been used:

- Team building games
- Role plays and simulations, as theater tools
- Reflection and Debriefing
- Social event in public place in Larnaca
- A session in Refugee Center

Organizations: Network for European Citizenship and Identity Cyprus, Network for European Citizenship and Identity HELLAS Greece, Association of Ruse in help for society and young people Bulgaria, Union CB Czech Republic, Asociatia MasterPeace Ro Romania, Central European Trainers Platform Poland, Youthfully Yours SK Slovakia.

1.1 Introduction to the Human Rights

“All human beings are born free and equal in dignity and rights.” (Universal Declaration of Human Rights, 1945, Article 1.

1.2 What are Human Rights?

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.

(United Nations, <https://www.un.org/en/global-issues/human-rights>)

1.3 Why are they important?

Human Rights are significant because they are the fundamental aspects for our social, political, economical and personal well-being. This is why people should not only be aware of them, but also well informed and actively involved in the promotion and the compliance of them. A bright future depends highly on our ability and willingness to fight for human rights!

1.4 What are the most fundamental human rights?

- Article 1 Right to Equality
- Article 2 Freedom from Discrimination
- Article 3 Right to Life, Liberty, Personal Security
- Article 4 Freedom from Slavery
- Article 5 Freedom from Torture and Degrading Treatment

From the Universal Declaration of Human Rights, 1948



2. Icebreakers and Team-Buildings

2.1 Two Truths, one lie

Aim of the activity: get to know each other in a creative and entertaining way

Number of participants: 20 people

Duration: 20 minutes

Tools: 1 paper, 1 pen /for each participant/

Instructions:

- take a piece of paper and a pen
- write down 3 information - 2 true, 1 false
- put the paper on your T-shirt
- move around the class and try to approach others
- let other participants guess, which one is the false one, and move to another person

2.2 Number sheet

Aim of the activity: learn how to cooperate with each other as a whole group and improve team work

Number of participants: 20 people

Duration: 20 minutes

Tools: sheet with a holes and numbers, 1 tennis ball

Instructions:

- take a sheet, spread it, so that all of the participant hold a certain piece
- put the tennis ball on number 1 that is drawn on the sheet and start slowly reaching numbers from 1 to 23 without letting the ball fall into the holes

2.3 Toilet paper

Aim of the activity: let the participants reveal more information about themselves and encourage them to get acquainted with lives of the others

Number of participants: 20 people

Duration: 20 minutes

Tools: 1 toilet paper

Instructions:

- the first participant can take a toilet paper and tear off a piece of it - the approximate amount he/she uses every day
- then this person calculates number of squares and according to this tells as many information as the exact amount of squares he torn

3. Energizers

3.1 LAMA

Time: 5 minutes

Number of participants: no limit

Instructions: The llama is made by putting up your baby finger and pointer finger only and holding your other two fingers down with your thumb.

7 steps:

- Happy lama
- Sad lama
- Really really mad lama
- Super lama
- Drama lama
- Don't forget the Dalai Lama
- Moose

After each round, the tempo is increasing .

3.2 STORY TELLING

Time: 5 minutes

Number of participants: no limit

Instructions: The participants will receive a starting sentence (ex: Once upon a time...). Every person has to continue the story with one line in order to create a funny story.

3.3 SHARE THE CHAIR

Time: 5 minutes

Number of participants: no limit

Resources: chairs, music

Instructions: This energizer is similar to the game “Musical chairs”, but each time the music stops and one chair is removed, the participants must share the chairs, until only one chair is left and everybody must share it.

3.4 WINKING GAME

Time: 5 minutes

Number of participants: no limit (odd number)

Resources: chairs

Instructions: For example, we have 15 participants. For that, there will be needed 8 chairs: 2 lines of 4 chairs, facing each other. 7 participants must sit on the chairs and the rest of them must stand behind the chairs. One of the chairs is left without a participant, so the person who stays behind it must wink to someone sitting on the chair, so that the person can sit on their chair. The participants who stand behind the chair must pay attention in order to stop the person in front of them leave, with a quick

tap on the shoulder. Also, the ones who stand behind the chairs must hold their hands behind their back.

3.5 ALELE

Time: 5 minutes

Number of participants: no limit (odd number)

Instructions: shorturl.at/bgjDI

4. Key- Competences

How to introduce and work with Youthpass Key Competences:

For your own study and preparation, read the document uploaded in the same [Google Disk file](#).

You may also check this [video](#). More videos related to Youthpass are [here](#).

Activity for the participants:

Opening:

Play for them the video mentioned above (introducing Youthpass competences).

Main activity:

According to the number of the participants, make group of 2-3 people. Provide each participant with the document above (can be done via digital sharing) and to each smaller group, dedicate 1 (or more, if not enough people) competence. Ask them to study the competence for about 10 minutes and then give them 2-3 minutes to explain in their own words the competence to the rest of the group. Ask the rest of the group why the specific competence means for them and why it is important.

Debrief:

Discuss with the whole group why certificates such as Youthpass are important. (A common recognition in EU education and employment, participants development).

5. Sessions

5.1 OXFORD DEBATE

How does an Oxford debate work?

A winner is declared in an Oxford-Style debate either by the majority or by which team has swayed more audience members between the two votes. Oxford-style debates follow a formal structure that begins with audience members casting a pre-debate vote on the motion that is either for, against, or undecided.

Ask participants if anybody has ever participated in an Oxford Debate before

Briefly explain how an Oxford Debate works

Give out roles for each participant (DON'T LET THEM SHARE THEIR ROLES WITH EACH OTHER)

Give them some time to prepare for their roles

Begin the debate

Let the best debater win!!

This exercise is very useful for the participants as it helps them develop their listening skills, public speaking skills, empathy (stepping into other people's shoes), and debating skills

5.2 Saudi Arabia Embassy

Arrange the room so that there are two rows of chairs, facing the side wall of the room

Make it very clear to them through your behaviour that this is a very strict environment, and loudly repeat that they are not allowed to talk or laugh with every chance you get

One of the trainers is acting as a security guard keeping the order, one acts as the application forms examiner and if there is another trainer in the room they can help with the application examination

The participants are given two pieces of paper. One of them is a Visa Application Form, and one of them is an instruction sheet for the application. But here's the catch!!! One row gets the papers in Arabic, while the other row gets them in both Arabic and English. Here's another catch!!! None of the participants know of this advantage/disadvantage they have been given.

As soon as the Application Examiner starts calling people to get their Form examined, you will notice some frustration as the disadvantaged people will be wondering why they are not getting approved for their Visas.

You can throw some curveballs in your Role Play, like for example have some people one step before getting approved and then changing your mind over something minor. Another example is to also approve people over minute personal reasons like for example you like their country or village of origin. Ask people if they are willing to change their beliefs and/or names to get into the country. Take a break in the middle of an Application Examination. Abruptly

announce that next application will be the last one you will be examining for the day, even though it's still not time to close and many people are eagerly awaiting in the room.

As soon as the exercise is done, ask people how they felt, and what they found difficult or confusing. You will notice the surprise and/or frustration of the disadvantaged people as they soon realise what was happening this whole time.

This is a very good exercise as it can look very exaggerated as a situation to the participants, but unfortunately this is an everyday phenomenon that some people have to go through, even multiple times in their lives. It can also emphasize the fact that some people don't always get the same chances/rights, either due to their ethnicity, their gender, or just pure luck.

Putting the participants through such an intense process can remind them in a very creative way that it is not fair and right to be put into such position. All human beings should inherently have the same rights!

5.3 Wheel of Life

Hand out a sheet of paper containing a Comprehensive List of Values (it can even be 160 Values!)

Ask the participants to quietly sit with their own thoughts and locate 10 Values of their choosing.

After that, hand out a “Wheel of Life” circle chart, and ask them to limit their 10 Values to only 8, and to colour-in how much they live their life by that value or how important it is to them.

Then, ask the people to turn to their left or their right, and to try to find 6 common values with the person sitting next to them

Then, make it even deeper by asking 4 people to blend and also try to find 6 common values between them.

On the last stage, you will ask 8 people to blend and try to see if they can agree on some common values, and if they have any of those common values on their “Wheel of Life”

Ask the people how many found at least 6, at least 5, 4, 3, 2, 1 value that they had on their wheel, or even none! Ask the participants how they felt for these outcomes.

6. Refugee Camp

From the very beginning most of the people were surprised by the look of the camp. The expectations concerning the look of the camp of the major part of the participants were completely different from the actual image. The buildings next to the entrance were colorful, there were common areas such as study room, library, conference room or gym.

The director of the camp explained to us the process that refugees have to go through from the moment they arrive on the island to the moment they are accepted as immigrants. He also informed us about the reality of daily life in the camp. Camp provides accommodation that consists of containers (mobile/ temporary structures) with the rooms designed to accommodate 2-4 people. In overall we were pleasantly surprised by the look of the camp but what is more important we were astonished by the people, those who work there and refugees themselves.

We were surprised by the fact that people that we met there were willing to interact with us, in some cases it was just a small talk but also we had an opportunity to hear their stories. The stories included the reason that they decided to emigrate and also described the process of moving. All of us were introduced to the story of a man from Somalia who used to be a teacher back in his country and we met him at the moment he was giving an English lesson to other refugees to pay back for what he was given in the camp. Only because he was perceived as a minority he was physically abused by the majority that rules above the minority.

The experience from the camp influenced us in many different ways, for each person meant something else. Something that we can all relate to is the fact that this visit brought the project to life. That experience helped us to understand better the importance, objectives of the project and the relevance of daily activities. Before the visit while working on cases of abuse of human rights it seemed only like numbers, random stories which are terrible but in fact did not bother us. Since then the stories of asylum seekers were not just numbers. It is easy to talk about it without seeing faces and knowing the real history of the people that have to leave their country. Regarding the activities during our project.

it was the most meaningful moment that affected our mindsets, not only for the rest of our stay but also the way we think about human rights. This experience helped us to understand better the needs and problems that asylum seekers have to face and changed the way we perceive them.

7. Workshops

Name	Be Active, Be Together!
Human Right	Social Inclusion
Date	04/10/2021
Reason this HR is important	Integration of asylum seeker children with local community, need of feeling of belonging, connection of the communities

Step	Concept	Description
1	<p>Specific</p> <p>Exactly what is it you want to achieve with the activity? A good goal statement explains what, why, who, where and when of a goal. If your goal statement is vague, you will find it hard to achieve because it will be difficult to define success.</p>	-Integration of immigrant teenagers with local children/community, improve their language skills, create intercultural atmosphere, connection of communities
2	<p>Measurable</p> <p>You must be able to track progress and measure the result of your goal. A good goal statement answers the question, how much or how many. How will I know when I have achieved my goal?</p>	Language test, observation: the dynamics in the group, their communications, interview with the children conducted by psychologist
3	<p>Agreed</p> <p>Your goal must be relevant to your stakeholders(target group) and agreed with them. Examples of people to agree your goal with are your manager, employees and customers(target group).</p>	Learn English, learn about other cultures, making friends, social inclusion
4	<p>Realistic</p> <p>Your goal should be stretching, but realistic and relevant to you and your organization. Make sure the actions you need to take to achieve your goal are things within your control. Is your goal achievable?</p>	YES

5	<p><u>Time-Bound</u> Goals must have a deadline. A good goal statement will answer the question, when will I achieve my goal? Without time limits, it's easy to put goals off and leave them to die. As well as a deadline, it's a good idea to set some short-term milestones along the way to help you measure progress.</p>	The workshops will take place once a week and it will be 1:30 hours long
6	<p><u>Ethical</u> Goals must sit comfortably within your moral compass. Most people resist acting unethically. Set goals that meet a high ethical standard.</p>	YES
7	<p><u>Recorded</u> Always write down your goal before you start working towards it. Written goals are visible and have a greater chance of success. The recording is necessary for the planning, monitoring, and reviewing of progress.</p>	Evaluation for the children – what did you like about the workshops today, have you learned something new today Evaluation for the trainers – what was good/bad, on what shall we focus next time, what activity shall we repeat, did children participate

President of NGO : Thalia Vasiliou

Trainer / Youthworker : Thalia Vasiliou

Project Manager : Ula Drozd

Financial Manager : Ula Drozd

Trainee : Pavel

Duration : 1:30h

- (5 mins) Ice Breaker : Take a Small Step Forward

Resources : None

- (10 mins) Team Building : Picturito

Resources : Card/Cardstock

- (10mins) Energiser : Follow the Leader (dancing) / Find the Difference

Resources : None

- (20 mins) Game : Jigsaw of Human Rights (1st session only, to introduce them to their basic human rights)

Resources : Card/Cardboard / Paint / Markers / Cutter

- (30 mins) Board Game Session: (Free to choose)

Resources : Board Games

- (3-5 mins) Educational Session : Share with your heart

Resources : None

- (10 mins) Evaluation : What did you like? Did you learn something new? How do you Feel?

Resources : None

Activity Break-down

Take a Small Step Forward

- Facilitators have participants stand on a line next to each other.
- Facilitators ask a series of questions that get more “serious” in nature as the game goes on.
- Participants step forward if the statement applies to them.
- After a few questions, the game is over.

Picturito Game

- Prepare 3 kinds of cards : One type will be with illustrations, one with the illustration word in English, and one with it in the local language. Keep in mind that not every time the participants number will be a multiple of 3, so in that case you should have ready some "wild cards" to throw in, with the word in one of the refugees mother tongue.
- Give out the cards and instruct people with the illustrations on their cards to go on one side of the room.
- Instruct the rest of the participants to take a look at the cards they are holding and share if they know what that word means. If they do, they explain it to the rest of the group. If they don't , a discussion ensues and more learning is happening between the group!
- The activity is over when every participant with a word on their card has found their corresponding illustration card

Follow the Leader

- One volunteer is chosen to step out of the room for a few moments, while the rest of the participants secretly choose a leader.
- The volunteer then steps inside the room again and begins their attempt at guessing who the Leader is
- One player, the Leader, sneakely begins moving around with actions that the rest of the players must mimic. Anything — including wildly flailing his hands or furiously scratching his head — what the leader does, the others must follow.

The movements and the changing of them has to happen discretely so that it is harder for the Volunteer to guess the leader

- As soon as the Volunteer correctly guesses who the Leader is, a new Volunteer is then chosen to step outside and a new Leader is also chosen

This game can also be changed to Find the Difference, where the participants inside the room gather in groups based on one similarity of them (wearing glasses for example), and the Volunteer attempts to find what that similarity/difference between each group is

Jigsaw of Human Rights

Step by step description of preparation:

- Paint one side of the cardboard (or wood) in a different colour than the other
- Make a drawing or painting of a person or a group of persons on this side. Draw jigsaw pieces (approximate the number of participants and draw the same or approximate amount of pieces) over the painting and cut up the painting
- Turn all pieces around and write one article (simplified if necessary) of the universal declaration of the human rights on each piece.

The activity:

- When the participants enter the room, give each of them a piece of the puzzle. Some might receive two or more, depending on the group size. Explain that all

of them have received one (or more) human right, but that you need all of them to be a 'complete' person.

- Ask the participants one by one to read out what's on their piece, and explain what they think this Right means (or ask someone else to explain if they don't want to/can't).
- When all pieces are read, invite the participants to make a whole person out of these articles by turning the pieces around and putting all pieces together to complete the jigsaw.
- When the jigsaw is finished, discuss why human rights are important, and what they mean in practice

Reflection and evaluation:

- Did you understand the 'human right' on your piece?
- What do you think it means to you in practice?
- Do you think human rights are important? why (not)?
- Have you ever had the feeling your rights were being violated? - if one right is violated or is inaccessible for an individual what would be the effect on the individuals other rights?- over the long-term, what would be the consequences of living without one or some of your human rights being met?

Educational Session : Share with your Heart

One volunteer is chosen to share something with the group, anything they want, during next week's session. It can be something they love doing, their habits, something from their culture, their religion, their country

Board Game Session

Already established board games will be available for the children to play during this time.

Be prepared to mediate in a pedagogical way if problems like exclusion of some children arise

Evaluation

This is your chance to ask questions to the children and find out if your activity was successful in terms of if the children liked it, if they felt bored at any point, if they learnt something new during the session, how they feel.

Make sure they understand this is a safe space and they can share opinions and even suggestions without judgement!

Rights Bingo!

Instructions

1. Hand out the quiz sheets and pencils
2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.
3. The pairs then split and find others to pair up with.
4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
5. Whoever gets an answer in every box first shouts out "Bingo!" They win.
6. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage
7. When the chart is complete, go back and discuss the answers in each box more fully.

Debriefing and evaluation

- Were all the questions related to human rights? Which rights?
- Which questions were the hardest to answer? Why?
- Which questions were the most controversial? Why are rights controversial?
- How did people know about human rights and human rights violations? Do they trust the sources of the information?

8. Campaign

Why we went for a Campaign?

Campaigns can engage more people and make them more aware for the reason they were created. We chose thus activities for the campaign, so that people can be educated in a more interactive way. We list below our ideas for an online campaign and also our on site campaign. Apart from all that, far more people could be involved since the knowledge that they will gather would be shared in a more informal way through games.

8.1 Online Campaigns

Online Campaigns we wanted to implement

First we created some posters to share them on social media and then we also created an online quiz. The quiz's goal is to help children learn more about human rights in general in an informal way by letting them take part on the quiz. Our goal was to visit classrooms with children aged between 10-13 and explain to them first what human rights are and how someone can strive for them. After that we'd give them the quiz so that they will learn by playing. The questions that we chose for this goal are the following;

1.Human rights are something that only some people have. (False)

2.All people are equal in dignity and rights. (True)

3.What is the Document Children's right called ? (The Convention on the Rights of the Child)

4. What Right states that every child's life should be protected? (The right to Life)
5. Children don't have a Right to live in a Clean and Safe Environment. (False)
6. Minorities have the Right to Quality Education as well. (True)
7. All the children in the world have enough healthy food for strong and healthy bodies. (False)
8. Children have the Right to have an Opinion. (True)
9. The adults should respect children's opinions. (True)
10. How old do you have to be to have Rights, Respect and Dignity? (Any age)
11. Only boys have the Right to play Football. (False)
12. All children have the Right to be treated fairly by everyone. (True)

8.2 Offline Campaigns

On site Campaign we wanted to implement

We thought of an engaging activity that could offer people the chance to learn about some human rights through a game. Basically, the game is a version of beer pong with water instead of beer. We wanted to put a table full of glasses of water in the center of the city and offer people water in a sunny day. People would have to pick a ping pong ball and try to put it inside a glass of water.

The glass that they manage to throw the ball into is also the glass of water that we would offer them. Upon drinking that glass of water though the person would notice a human right written in the bottom of the glass. After this activity we would also offer them a poster with a qr code on it, that once scanned would give them access to the online quiz that we mentioned beforehand.

9. Reflection and Debriefing

Ernesto Yturralde, experiential trainer and researcher, explains: "In the field of experiential learning methodology, the debriefing is a semi-structured process by which the facilitator, once a certain activity is accomplished, makes a series of progressive questions in this session, with an adequate sequence that let the participants reflect what happened, giving important insights with the aim of that project towards the future, linking the challenge with the actions and the future."

The importance of the debriefing stage cannot be overstated. Without adequate time to discuss people's responses and explicitly make a link to human rights, an activity is at best just a game, a period of fun that can be quickly forgotten. At worst, it can reinforce negative attitudes and stereotypes, mislead or confuse people, or even arouse and not deal with painful emotions. If you do not have time for a thorough debriefing, do not run an activity. The trainers should keep in mind to help the participants make the connection between the way they gained knowledge or skills and what happens when someone does not have access to such places, institutions, people or situations.

Debriefs should not only be effective but must be efficient as well. Teams can also easily get into the weeds and spend valuable time discussing topics that can be taken offline or tabled for a later discussion. Spending too much time covering topics that do not add value to the project can discourage future participation in debriefs.

Conclusion

Human rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality and respect. They are an important means of protection for us all, especially those who may face abuse, neglect and isolation. Most importantly, these rights give us power and enable us to speak up and to challenge poor treatment from a public authority.

Our goal was

The project aimed at providing training for 26 youth workers to increase awareness, competences and capacity on the topic of human rights.

What we did

During the Training of Youth Workers on Human Rights project that took place in Larnaca, Cyprus, from 28th of September, until 8th of October 2021, to achieve the project aims we have used during the training course the following methods: Team-building games that will help for future good cooperation, role plays and simulations as enhancers for social inclusion, reflection and debriefing “work with the learning diary-LAB” on the base of 8 key competences and a session in refugees center to apply with them new skills and practices on theater as a tool for social inclusion.

The outcome was

During the project's duration we have trained our youth workers on how to identify violation or lack of human rights in individuals or in large groups, to approach the case, to design practice and work for this with the aim to support the diverse groups. This toolkit is a combination of what we have trained, debated and discussed during the project. It's aim was to introduce and guide you through some aspects of the training course.

The Content of the Booklet has been edited by the participants of the project. This was the result of a cooperation in accordance to the guidance of the trainers and facilitators. Each participant contributed to the extend she/he could and supported the editing in a way that the final result represents the whole group.

Disclaimer:

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- HumanBeing Turkey,
- Central European Trainers Platform Poland,
- Youthfully Yours SK Slovakia

PHOTO ALBUM

















