

Child Rights Cards

ACTIVITY BOOKLET



Children have rights too!

Fun Games and Activities towards Understanding
the Rights of the Child

Republic of the Philippines
COUNCIL FOR THE WELFARE OF CHILDREN
and the
UNITED NATIONS CHILDREN'S FUND

FOREWORD

This set of Child Rights Cards is a creative response to the popularization and understanding of the provisions and principles of the UN Convention on the Rights of the Child (CRC). It is an attempt to make the rights of the children widely known through active means.

The Child Rights Cards take cognizance of adults and children's enjoyment of games. The cards were designed for meaningful exercises and games, for schools, for CRC orientations, seminars and training and as energizers.

The cards help actualize people's sense of adventure and experiential learning. Each game serves as a prelude to or part of a discussion of issues and questions on the rights of children to survival, development, protection and participation.

Enjoy using the Child Rights Cards in helping others appreciate and develop a deeper understanding of the Convention.

**SOME ACTIVITIES AND GAMES USING
THE CONVENTION OF THE RIGHTS
OF THE CHILD (CRC) CARDS**

INTRODUCTION

On July 26, 1990, the Philippines ratified the Convention on the Rights of the Child (CRC). The CRC is an international agreement that spells out the range of rights that children everywhere are entitled to. It set basic standards for upholding children's well-being at different stages of their development.

The convention is a special agreement because children's rights are set out in a treaty which is binding for those States that ratify it. Under the Convention, children have their own rights and are supposed to be active in exercising them in accordance with their growth and evolving capacities.

The Convention applies to all persons below 18 years of age. Its provisions are based on the principle of non-discrimination. They apply to all children regardless of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

The convention differs from other comparable human rights treaties in a variety of ways. One of the most important is its emphasis upon the need for more flexible and innovative

approaches to implementation than thus far characterized approaches to the other treaties.

The Convention recognizes that the development of popular awareness of "the principles and provisions of the Convention... by adults and children alike" is an essential means by which it can be promoted. Thus, one of the obligations of the State Parties is to make the Convention widely known to adults and most specially to children. Awareness of one's own and other people's rights is fundamental to ensuring the most favorable conditions for their respect.

THE CHILD RIGHTS CARDS

One innovative material developed to date to show the different rights of the child is the Child Rights Cards. These cards were conceptualized by the Council for the Welfare of Children and UNICEF Philippines and illustrated by noted Filipino cartoonist, Mr. Roni Santiago. CWC and UNICEF then produced the first set of cards which was used in a friendly tournament that took place at the Museo Pambata, Manila from July to October 1995. This was participated by the City Schools of Manila.

THE SET OF CARDS includes 100 cards, with ten cards for each basic right. The TEN BASIC RIGHTS as portrayed in positive and negative images in the cards are:

A1 - 10	Right to a name and nationality
B1 - 10	Right to a family
C1 - 10	Right to health and nutrition
D1 - 10	Right to education
E1 - 10	Right to rest, leisure, cultural and artistic activities
F1 - 10	Right to be protected from abuse, exploitation and discrimination
G1 - 10	Right to express one's views and opinions
H1 - 10	Right to have access to appropriate information
I 1 - 10	Right to special care and assistance
J 1 - 10	Right to protection and privacy

The use of these cards will help:

1. Raise awareness on the Convention focusing on the ten basic rights of the Child as enumerated in the World Summit Declaration;
2. Provide groups in arriving at certain consensus in the understanding of the rights of the child; and
3. Create a better understanding of the rights through interactive fun activities and games suitable to the developmental level of learning of the user.

These are suggested activities and games. If you have other games and activities, please share these with us. You may write:

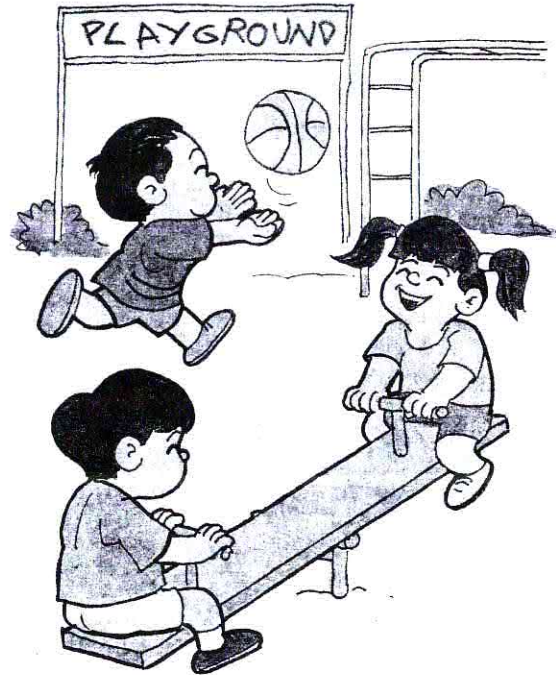
- Council for the Welfare of Children - 10 Apo St., Sta Mesa Heights, Quezon City. Tel. No. 740-8863-64
- Early Childhood Development Project – 4th Floor DSWD Bldg., Batasan Complex, Quezon City Tel. No. 931-6114, 931-6115

GAMES & ACTIVITIES

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SUITED FOR

Children and Youth



GAME: IDENTIFYING THE RIGHT

AGES: All ages

DURATION: 20 minutes to one hour. The more cards used, the more time is needed

OBJECTIVE: To be able to identify the rights through a game that involves relay team work.

MATERIALS: Select a minimum of 2 rights per card. (A to J cards; example, numbers 2 and 4); Table or 2 benches; board or paper for scoring

NUMBER OF PLAYERS: Two teams of 5 persons each. All in all there are 10 players. This is a relay game.

Note: Scorer has the correct answer. Thus Card D-2, is the right to Education.

PROCEDURE:

1. There will be two lines, one for Team A and another for Team B.
2. One set of 10 cards will be placed faced down on one side of the table or another bench.

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3. When the scorer starts the game with a signal (whistle, clap or "ready, set, go!"), the first person of each team approaches the table or bench and gets one card. Looking at the card, he/she identifies it and recites the right out aloud. The card is then turned over to the scorer.
4. If the right answer is given, the scorer marks one point for the team.
5. The next person in each line then runs to get another card and names the right for all to hear.
6. The same procedure is followed until all members of the team has had a chance to pick a card and name the right.
7. The group that garners the most number of points is the winner.
8. The more cards used, the longer the game.

GAME 2: SORTING OUT THE RIGHTS

AGES: All ages

DURATION: From 30 minutes to one hour. The more the players, the shorter the duration of the game.

OBJECTIVE: To be able to identify and classify the rights according to the 10 basic rights and encourage discussion and consensus building.

MATERIALS: Selected or all the cards from 10 to 100. Cover the letter and number in the cards with masking tape so that the card is not easily identified.

NUMBER OF PLAYERS: A minimum of 2 to a maximum of 6. Too many players may be noisy and confusing.

PROCEDURE:

1. Put the cards, faced down on a table
2. Only one player at a time can turn a card face up. When the card is exposed, the player names the right. If everyone agrees, then the next person has the chance to open another card.
3. If the answer is doubtful or not correct, then a short discussion can take place.

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4. When all the cards are opened, then the group classifies the cards according to the rights. Thus all education rights are placed together.
5. Some groups may want to place the card to a right at once.

GAME: "CHOSEN RIGHT" FREEZE DANCE

AGES: 4 years to 12 years old

DURATION: 30 minutes

OBJECTIVE: In a fun, musical way, children will get to recognize a certain right.

MATERIALS: Select a set (10 card) of one right (for example, all 10 cards on the right to education) and 20 mixed cards of other rights.

Music (radio or tape like the Apo Hiking "Ang Bawat Bata – May Karapatan")

NUMBER PLAYERS: As many as 20 players
One person to man the music

PROCEDURE:

1. Cards are placed faced down on the floor. It will be announced that this game will select the "Right to _____" or what we call the "chosen RIGHT". The rest are used as "first and second chance cards". When the music starts, all the players dance to the tune.
2. The person taking charge of the music switches or stops the music at a desired time.

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3. When the music stops, everyone must stop or freeze. Anyone moving is eliminated.
4. One at a time, a person picks up a card, turns it over and sees if it is the "chosen RIGHT" (the right selected for this game). If it is a "chosen RIGHT", then the player remains. If it is not, the player gets a second chance to open another card.
5. If the second card is a "chosen RIGHT", then the player stays in the game. If it is not, then the player has to be eliminated.
6. When all ten cards are then selected, the one with the most "chosen RIGHT" is the lucky winner and the others who have "chosen RIGHT" are also declared winners. The second game can then select another set of rights (10 cards) with a mixture of other rights (20 cards). The same procedure follows.

ACTIVITY: WHAT WOULD YOU DO

AGES: All ages

DURATION: 30 minutes to one hour

OBJECTIVE: To be able to share and discuss with the group one's ideas on how to cope with a situation.

MATERIALS: Select the cards on protection from abuse, exploitation and discrimination. These are cards F1 to F 10.

NUMBERS OF PARTICIPANTS: Any number. It is advisable to sit in a circle so that everyone can see and listen to the person speaking. A facilitator or lead discussant is needed to be able to direct or guide the group.

PROCEDURE:

1. The facilitator explains the objective of the activity. She/he clarifies that:
 - Everyone will be given a chance to express their opinions and feelings; that an open mind should be maintained throughout the discussions.

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- Encouragement rather than putting down or discouragement should be foremost in the discussion.
 - Giving practical helps or citing of particular incidents would enhance the discussion.
2. Facilitator then shows the first card. This is passed around so that everyone can see it. The facilitator can then start the discussion with a question:

Directed to children: "If you were that child being abused, what would you do? Who would you turn to?"

Directed to adults: "if you saw what was happening to a child, like this, what would you do? Who would you call for help?"

Other options: If the group is too big (more than 10), it is suggested that smaller groups formed for better discussion. Groups of 5 to 7 are comfortable numbers.

ACTIVITY: NAME OTHER EXAMPLES

AGES: All ages

DURATION: 30 minutes to one hour

OBJECTIVE: To be able to enumerate other similar situations with reference to the card's right.

MATERIALS: Get a random number of cards. Suggested number is 20 to 30 cards.

NUMBER OF PARTICIPANTS: Preferably a small group of 5 to 10 persons.

PROCEDURE:

1. Person No. 1 picks out one card from the stack of 20 to 30 cards.
2. He/she names the right. He/she and the other players then think up of other instances or situations from their experience that are related to that right. For example: Card on **Right to Leisure** showing children going on a field trip. Other examples: Family going to the movies together, a stroll down Rizal Park, relaxing at home, playing games, etc.

3. The next player then takes another card. If it is the same right as the first card, then this is classified under that first right card. If not, then everyone again thinks of other instances or situations that refers to that right.

PROCEDURE:

1. This is similar to a debate; however, it is a friendly one. The purpose is to exchange ideas and defend a right.
2. The cards are taped to a wall with a label of the right printed on paper placed under the right.
3. The two teams are given time to examine the cards on the wall and discuss how they will stand for a right or find the right needing more support in the community and country.
4. The referee then starts by asking each team to give a 5 minute talk on the rights. Team A is first given the chance to talk and then team B.
5. A 15 minute intermission is given so that both teams can now present their stand and/or questions to the other team. Stands or questions are made to clarify emphasize or challenge the other team.
6. Team B will be first to ask questions or take a stand. Only 3 questions or stands can be made. Team A will answer these.
7. Team A will then be given a chance to make their stands or as question to Team B.
8. More discussion can follow. Each team, however, has to raise their hands if they want to interpolate or speak. The referee facilitates throughout.
9. The Board of judges will base their decisions in the following manner."
 - Content: ideas and situations are related to the rights – 40%
 - Delivery: clarity of thought, logical reasoning – 35%
 - Team Work: able to use their talents as a team – 25%
10. A winner is declared for the Team that has the higher score.

Games & Activities

SUITED FOR

Youth and Adults



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ACTIVITY: ACTING OUT RIGHT

AGES: All ages

DURATION: One hour or more

OBJECTIVE: Through a socio-drama, players are able to internalize (feel deeply) and express themselves on the rights of children.

MATERIALS: Players select one or two of the cards and create a socio-drama from these cards.
Writing paper and pencils/ballpens
Props gathered from surrounding

PROCEDURE:

1. Each group, made up of 5 to 7 players, can select one to two cards that strike them most.
2. They will then think up of a storyline, writing the script or extemporaneous delivery.
3. Each group can select its desired props and costumes. As much as possible only available props should be used.

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ACTIVITY: WHY HAVE RIGHTS

AGES: Older children (grades 5 – 7; high school)

DURATION: One hour

OBJECTIVE: To be able to have an exchange of ideas; to be able to stand for a right and what happens if one doesn't stand for a right, its consequences.

MATERIALS: Using one or two of each of the basic ten rights as a reference point.

NUMBER OF PARTICIPANTS:

Two teams of three players each
A referee or facilitator
A watch to keep time
A board of judges of 3 or 5 persons

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ACTIVITY: MY RIGHTS

Objective: To introduce the Rights of the Child

Materials: Tape of the song "Here I am Your Child" or "Narito Munting Puso"
Manila paper posted on a board or wall
Child Rights Cards
Cut-up cartolina or VIPP cards, 4 in. x 8 in.

Mechanics:

1. Ask the participants to listen to the song **NARITO MUNTING PUSO** and provide a few minutes for reflection
2. Divide the group into three or four small groups and ask them to list down at least five messages that the child "sings" in the song. Lay the child rights cards face up on the floor and choose from among the cards which best illustrate the message/s that the groups identified.
3. List the messages using cut-up cartolina/VIPP cards and post the appropriate child rights cards on the Manila paper.
4. Ask each group to list down the things they do in their project/s or programme.
5. Provide time for observation, examining the two sets of lists (the messages in the song).

Discuss the following questions:

1. What do you observe/notice between the two lists?
2. Are the messages of the child's song answered by what you do?
3. Can you find the child in what you do? (Kasali ba sila, gaya ng sinabi ng awit?)

ACTIVITY: THE CHILD IN THE LAW

Objective: To determine if existing laws and policies are responsive to children's needs

Materials: Cards
Copies of laws and ordinances relevant to children

Mechanics:

1. Post the list of laws and ordinances on children on the board/wall and tell the participants to take turns and time to read these laws and ordinances.
2. Stress that each has specific provisions and that complete copies of these laws and ordinances are available, for their references.
3. Divide the group into two and give them a set of 50 CRC cards.
4. Instruct them to post the CRC card under the law/policy they think it belongs.
5. The first group to finish wins the first half of the game.
6. The second half will involve discussion of the questions.

Discuss the following questions:

1. Are the picture cards placed under the appropriate provision?
2. What are negotiables?

LAWS AND ISSUANCES RELEVANT TO CHILDREN

Executive Order No. 51 - National Code of Marketing of Breastmilk Substitutes, Breastmilk Supplements and Other Related Products

Executive Order No. 56 - Authorizing the Department of Social Welfare and Development to Take Protective Custody of Child Prostitutes and Sexually Exploited Children.

Executive Order No. 340 - Directing National Government Agencies and Government-Owned and Controlled Corporations to Provide Day-Care Services for their Employees' Children Under Five Years of Age.

Executive Order No. 421 - Further Amending Executive Order No. 203 dated 27 September 1994, as amended by Executive Order No. 356, dated July 1996.

Republic Act No. 6655 - Free Public Secondary Education Act of 1988

Republic Act No. 6728 - Government Assistance to Students and Teacher in Private Education Act,

Republic Act No. 6809 - An Act Lowering the Age of Majority from Twenty-one to Eighteen Years Amending for the Purpose Executive Order No. 209 and for other Purposes

Republic Act No. 6972 - Barangay Level Total Development Protection of Children Act.

Republic Act No. 7600 - The Rooming-in and Breastfeeding Act of 1992

Republic Act No. 7610 - Special Protection of Children Against Child Abuse, Exploitation and Discrimination

Republic Act No. 7624 - An Act Integrating Drug Prevention and Control in the Intermediate Secondary Curricula as well as in the Intermediate Secondary

Republic Act No. 7658 - An Act Prohibiting the Employment of Children Below 15 years of Age in Public and Private Undertakings Amending for this Purpose Section 12, Article VIII of RA 7610

Republic Act No. 7846 - An Act Requiring Compulsory Immunization against Hepatitis – B for Infants and Children Below Eight (8) years old

Republic Act No. 8043 - An Act Establishing the Rules to Govern Inter-Country Adoption of Filipino Children and For Other Purposes

Republic Act No. 8044 - Youth in Nation-Building Act

Republic Act No. 8172 - An Act Promoting Salt Iodization Nationwide and for Related Purposes

Republic Act No. 8296 - An Act Declaring Every Second Sunday of December as the National Children's Broadcasting Day

Republic Act No. 8353 - Anti-Rape Law of 1997

Republic Act No. 8369 - Family Courts Act of 1997

Republic Act No. 8370 - Children's Television Act of 1997

Republic Act No. 8371 - The Indigenous Peoples Rights Act of 1997

Republic Act No. 8425 - Social Reform and Poverty Alleviation Act

Republic Act No. 8504 - Philippine AIDS Prevention and Control Act of 1998

Republic Act No. 8552 - Domestic Adoption Act of 1998

Republic Act No. 8980 - The Early Childhood Care and Development Act.

OTHER ISSUANCES ON CHILDREN

- Proclamation No. 46 - Reaffirming the Commitment to the Universal Child and Mother Immunization Goal by Launching the Polio Eradication Project
- Proclamation No. 267 - Declaring the Month of October of Every Year as National Children's Month
- Proclamation No. 731 - Declaring the Second Week of February as "National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation
- Proclamation No. 759 - Declaring the Fourth Week of March of Every Year as "Protection and Gender-Fair Treatment of the Girl Child Week
- Proclamation No. 855 - Proclaiming the Adoption and Implementation of the Philippine Program of Action on Children in the 1990's

ACTIVITY: CLUSTERING RIGHTS CARDS

OBJECTIVES: To enable participants to:

- Appreciate the Convention as tool for promoting advocacy and action for children;
- Describe the broad structure of the Convention and specify relevant articles; and
- Identify issues, concerns and interrelationships among the articles and provisions.

MATERIALS: CRC cards
Manila paper
Masking tape

PROCEDURE:

1. CRC cards will be spread out on the table and each participant will choose one card.
2. Participants will move around the room and interact with other participants. As they do so, they will explain the rights their card describes. If two participants feel that their cards have something in common or belong together they form a "cluster".

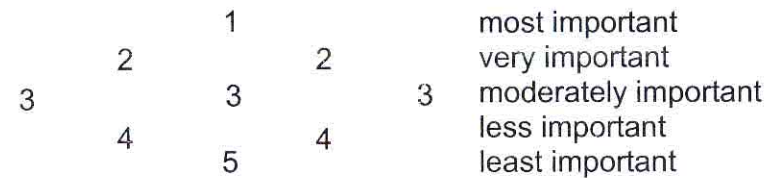
ACTIVITY: WHAT ARE THE ISSUES?

OBJECTIVE: To help young people clarify which rights issues are priorities in their communities.

MATERIALS: Copies of the CRC cards glue and one sheet large paper per group

PROCEDURE:

- Step 1: Have the participants form groups of four and distribute a set of the materials to each group.
- Step 2: Ask the groups to look over the CRC clustering cards select nine articles which they think are most relevant and important to young people in their community and cut them out.
- Step 3: Have groups form a "diamond ranking" with the nine cards. While explaining a diamond ranking to the groups, draw or post this diagram for them to refer to:



They then place the card with the most important rights issue on the large sheet of paper at the top of the diamond. Below that, they place two cards describing issues that they judge to be of lesser, but still significant importance. On the next row they place three cards with moderately important issues, followed by a row of two cards of lesser importance. At the bottom of the diamond is the issue of least importance.

Step 4: When they reach agreement on the ranking, they can tape the cards on the paper.

Step 5: Have one member of each group describe to the others the reasons for their arrangement of the cards.

The purpose of ranking activities is to help participants discover what their own priorities are. To encourage this process, the group leader should:

- allow participants to have ample time for discussion;
- encourage negotiation on the ranking and evaluation of various arrangement of the cards, rather than working for a quick solution
- remind participants that there is no incorrect answer

Variation: For a simple ranking activity, have participants arrange the cards on paper in a vertical line with the most important issue on top and the least important on the bottom. Involve them in a discussion of their reasons for their ranking.

ACTIVITY: WHAT WE CAN DO?

OBJECTIVE: To encourage young people to think of a variety of ways in which they might take action on child rights issue.

MATERIALS: Chalkboard and chalk
Chalkpaper in Activity 11, "What are the Issues?"
Marking pens

PROCEDURE:

1. Have the group review the ranking that they came up with in Activity 11, "What are the Issues?"
2. Ask them to brainstorm possible actions that should be taken to address this issue.

The purpose of brainstorming is to generate as many ideas as possible. To do this, it is helpful to:

- Encourage young people to think creatively; even suggestions which seem far-fetched are acceptable;
- Write down each suggestion, comments, criticisms or evaluation ;
- Allow young people to elaborate on the ideas of others

3. Once all suggestion for ways of taking action have been written down on the chalkboard or chart paper, review and evaluate the list with the group. Some suggestion will be discarded immediately as unrealistic.
4. Try to reduce the list of possible action projects to one which seems most practical. Sometimes there will be two or three possibilities. The group leader can decide whether to evaluate them in more depth with the group and settle on one course of action, or to allow small group to work on different projects.



Reprinted for the ECD Project



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