THE FA.B RIGHTS GAME!

This game is a tool that educators working with Young Migrants Arriving Alone can use to inform and make them aware of their Rights and promote their proactivity in life and encourage them to express opinions and wishes.
FA.B! considers it essential to GIVE VOICE AND EXPRESSION TO THE YOUNG PEOPLE to directly involve them in the production of this beautiful game.
The illustrations guiding the discovery of rights are in fact the result of a workshop activity developed by CIDIS with the young people hosted in October 2021, we thank them for this valuable contribution.

GAME COMPONENTS AND INSTRUCTIONS

GAME COMPONENTS:

A board

Two packs of cards

A dice

Four checkers

A small microphone

A puppet (mimotto)

It is also necessary to equip oneself with sheets of paper and markers.

INSTRUCTIONS

Players: up to 12 players divided into 4 teams.

Typology: competitive, didactic, route-based

Board: The board consists of 42 squares in the shape of a snake, each player (representing a team) moves with a token of a different colour.

The decks both consist of 42 cards. One deck graphically represents the 42 rights, and the other presents the clue words of the same.
The cards must be placed face down on the game board. To be drawn quickly, the taboo cards must be arranged from the beginning in ascending order according to the articles of rights.
Players take turns rolling the dice, move their token to the number and draw the 'entitlement card' to be shown to the other teams but hidden from their own.
The player must also draw the taboo card corresponding to the drawn 'entitlement card' and read it to better represent the entitlement so that his team can recognise it.
The player will have to make his team guess 'the mystery right' without showing the cards. Instead, this will have to resort to 'representations': miming the claim, miming using the puppet, inventing a verse for a song or story without using the words printed on the taboo cards, inventing a slogan without naming the claim, drawing a claim without reproducing the card design.
The player will have a time limit, agreed by the players at the start of the game, after which, if the team has not guessed the right, the turn passes to the opposing teams.

The first to reach the final box wins.

NOTE TO EDUCATORS

OBJECTIVES

This material is a resource for educators who wish to use participatory methodologies in rights education and improve their facilitation skills.

FOR WHOM IT IS INTENDED

THE MATERIAL IS DESIGNED FOR THOSE educators, and trainers, who will use the game in formal and informal educational contexts, committed to facilitating rights education that aims to engage participants, especially young people, and put them in an active and participatory position.

The manual contains simple theoretical perspectives on rights education and participatory methodologies. It provides educators with some tips on achieving maximum effectiveness and impact in the participatory approach.

Participatory techniques aim to engage participants emotionally and intellectually as tools to achieve personal and collective empowerment and develop factual knowledge and action in the field of rights.

WHAT EDUCATIONAL METHODOLOGIES ARE

An educational methodology represents a collection or set of principles, methods, and practices for carrying out educational activities or processes and refers to how training is conducted. Each educational methodology depends on how movement is conceptually understood and the pedagogical tools (methods and techniques). Closely linked to this is the concept of educational context, which refers to all contexts in which formal and informal education is implemented, to forms of education that complement classical education, to activities developed outside the school system and includes workshops and lifelong learning processes.

WHAT PARTICIPATORY METHODOLOGIES ARE

Participatory methodologies provide a framework to conceive and conduct training that promotes shared reflection, critical analysis, in-depth questioning and collective problem-solving. This allows participants to deepen their knowledge, better understand the specific human rights issues they face, and articulate proposals and strategies for change.

Participatory methodologies treat participants as active subjects, regarded as creative and intelligent human beings with real potential to become change agents. They attempt to engage, motivate, and inspire participants and provide them with the tools for collective or individual activation of critical reflection and analysis processes.

On the other hand, participative techniques are the tools used to implement the methodology and are logically integrated into the method. Crucial among these is the GAME.

The game has always been regarded as fundamental in the development and growth of children. Its use is also extended to educational contexts to make participants, especially young people, learn new concepts to be introduced.

THE FUNCTION OF THE FA.B RIGHTS GAME!

Play is closely connected to a child's learning and healthy growth. The importance of play is such that even the UN Convention on the Rights of the Child, in Article 31, recognises the child's right to rest and leisure and to play and be involved in recreational activities. Playful activity is now unanimously considered fundamental for the child's emotional, cognitive, motor, and relational development.

With the game, the minor:

- learns and enhances their communication skills.
- becomes aware of the rules - many games, especially to be played in groups, presuppose compliance with certain rules - learns to use them, to understand their meaning and the necessity of using them.
- establishes a particularly positive exchange with external reality and with other individuals.
- develops the ability to manage and master one's emotions.
- learns to PLAN AND MAKE PLANS; GET TO KNOW EXTERNAL REALITY AND RELATE TO IT; GIVES MEANING AND SIGNIFICANCE TO THE WORLD AROUND THEM.
- learns to relate to OTHERS AND ESTABLISH ACTIVE, CONSTRUCTIVE, MEANINGFUL relationships.
- develops creativity.
- In this case, the FA.B! Rights Game aims to introject 'rights' in a facilitated, creative way and give the opportunity to learn, act, and interact with the peer group.

BUILD THE GAME COMPONENTS TOGETHER

The undisputed advantage of manual game construction is the development of problem-solving skills. When getting to grips with the preliminary phase of constructing the game components, such as pawns and dice, participants will be faced with a small test and have to work hard to overcome any difficulties.

3D cardboard construction trains visual-spatial skills and hand and eye coordination. For the manual construction of the components, attention and memorisation will be required to remember the reference image and manipulate the cardboard, which is why cardboard games can be an excellent way to stimulate and train skills. Building cardboard components allows you to create something concrete, face a pleasant challenge and boost motivation and achievement. Furthermore, making something 'together' stimulates cooperation and respect for turns and allows free expression and sharing by the participants.

UN Convention on the Rights of the Child and Adolescent

A child is any person under the age of 18.

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

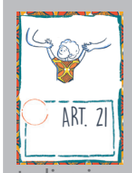
Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

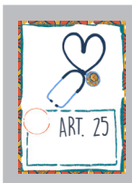


When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Children who come into a country as refugees should have the same rights as children who are born in that country.

Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

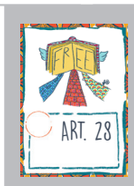
Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy.
Richer countries should help poorer countries achieve this.



Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

The Government should provide extra money for the children of families in need.

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.



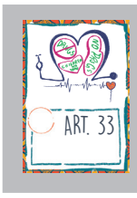
Children have the right to an education.
Discipline in schools should respect children's human dignity.
Primary education should be free.
Wealthier countries should help poorer countries achieve this.

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Children have the right to relax, play and to join in a wide range of leisure activities.

Governments should protect children from work that is dangerous or that might harm their health or education.



Governments should protect children from work that is dangerous or that might harm their health or education.

Governments should protect children from sexual abuse.

Governments should make sure that children are not abducted or sold.

Children should be protected from any activities that could harm their development.

Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Children who have been neglected or abused should receive special help to restore their self-respect.

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

ART. 1

ART. 2

ART. 3

ART. 4

ART. 5

ART. 6

ART. 7

ART. 8

ART. 9

CARDS OF RIGHTS

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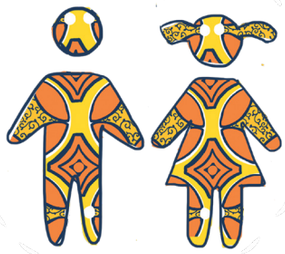
ART. 10



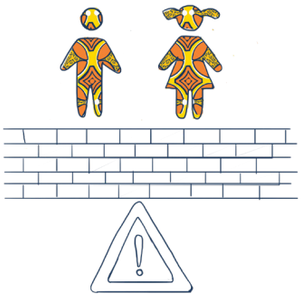
ART. 11

ART. 12

ART. 13

ART. 14

ART. 15



ART. 16

ART. 17

ART. 18

CARDS OF RIGHTS

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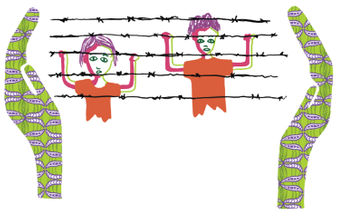
ART. 19

ART. 20

ART. 21



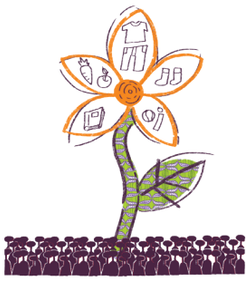
ART. 22

ART. 23

ART. 24

ART. 25

ART. 26



ART. 27

CARDS OF RIGHTS

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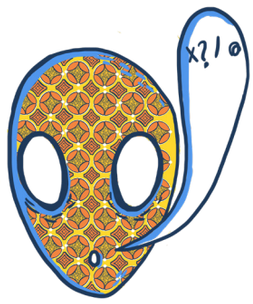
ART. 28

ART. 29



ART. 30

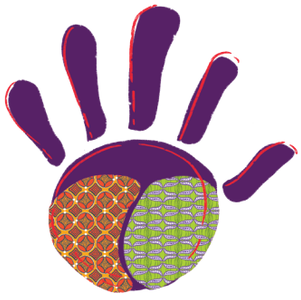
ART. 31

ART. 32

ART. 33

ART. 34

ART. 35



ART. 36

CARDS OF RIGHTS

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CARDS OF RIGHTS

ART. 37
NO
ART. 38
ART. 39
ART. 40
international
LAW
ART. 41
ART. 42

CARDS OF RIGHTS

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CARDS OF RIGHTS

ART. 1

FROM 0-18
NOT AUTONOMOUS
PROTECTED

ART. 2

EQUALITY
RESPECT
NON-DISCRIMINATION

ART. 3

INTEREST
PROTECTION
RIGHTS

ART. 4

RIGHTS
MEASURES
COOPERATION

ART. 5

RECEPTION
ADULTS
RESPONSIBILITY

ART. 6

LIFE
SURVIVAL
DEVELOPMENT

ART. 7

BIRTH
CARE
ATTENTION

ART. 8

PRESERVE
PROTECTION
ASSISTANCE

ART. 9

UNION
RELATIONS
WELL-BEING

TABOO CARDS

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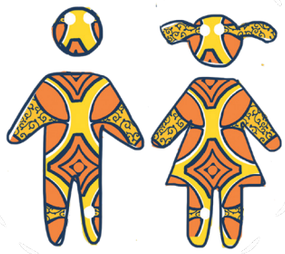
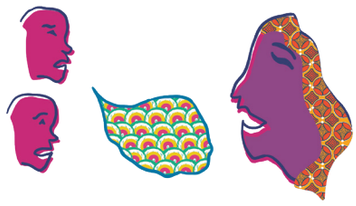
ART. 10

PROXIMITY
POSSIBILITY
RELATIONS



ART. 11

AGREEMENTS
TRAVEL
ABROAD



ART. 12

EXPRESSION
OPINION
AGE

ART. 13

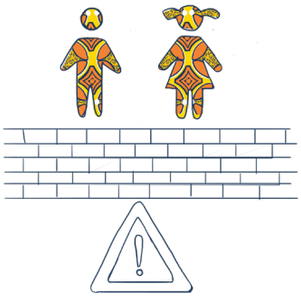
INFORMATION
CHOICE
RESPECT

ART. 14

THOUGHT
DRIVING
SAFETY

ART. 15

MEETING
PROTECTION
FREEDOM



ART. 16

INTERFERENCE
FACTS
PROTECTION

ART. 17

INFORMATION
DISCLOSURE
CULTURE

ART. 18

RESPONSIBILITY
AID
ASSISTANCE

TABOO CARDS

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ART. 19

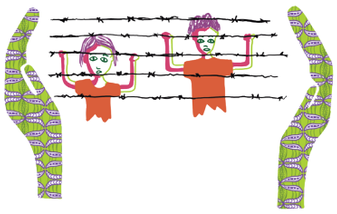
PROTECTION
PREVENTION
INTERVENTION

ART. 20

AID
REPLACEMENT
COMMUNITY

ART. 21

PARENTS
GUARANTEE
AGREEMENTS



ART. 22

PROTECTION -
RECONNECT
REFUGE

ART. 23

RESPECT
EQUALITY
DEVELOPMENT

ART. 24

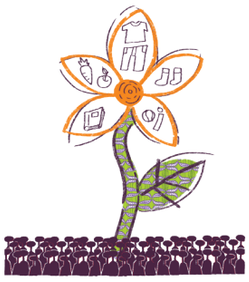
CARE
SURVIVAL
PREVENTION

ART. 25

WELLNESS
CHECKS
ATTENTION

ART. 26

SAFETY
WARRANTY
LIABILITY



ART. 27

QUALITY
DEVELOPMENT
AGREEMENTS

TABOO CARDS

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TABOO CARDS

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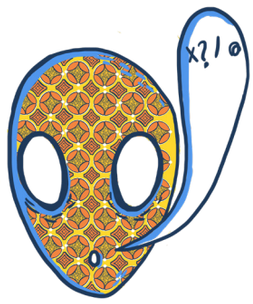
TABOO CARDS

ART. 28

EQUAL OPPORTUNITY
REGULARITY
ORIENTATION

ART. 29

ATTITUDES
POTENTIALITY
EQUALITY



ART. 30

FREEDOM
LANGUAGE
COSTUMES

ART. 31

TIME
AGE
ART

ART. 32

PROTECTION
PREVENTION
COMMITMENT

ART. 33

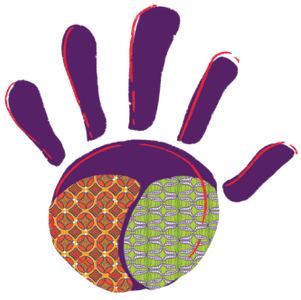
HEALTH
SUBSTANCES
ILLEGALITY

ART. 34

SECURITY
EXPLOITATION
ILLICIT

ART. 35

ILLEGALITY
DEAL
AGREEMENTS



ART. 36

INJURY
PROTECTION
GUARDIANSHIP

TABOO CARDS

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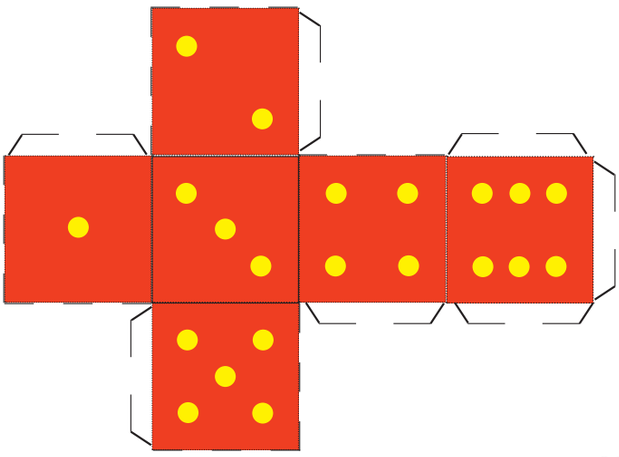
TABOO CARDS

BUILD THE GAME COMPONENTS YOURSELF

You will need: scissors, glue

THE DICE



Steps to follow

Cut out the figure of the dice.

Add glue to all the flaps of the cardboard dice.

Start by giving the dice a three-dimensional shape using the flaps.

Your cardboard dice is ready!

— — — — Cutting lines

..... Fold lines

TABOO
CARDS

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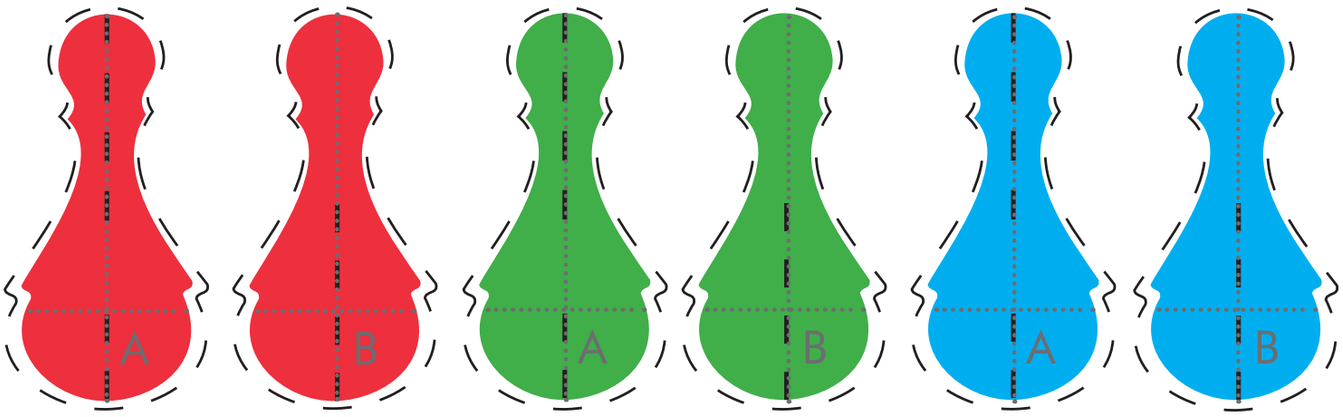
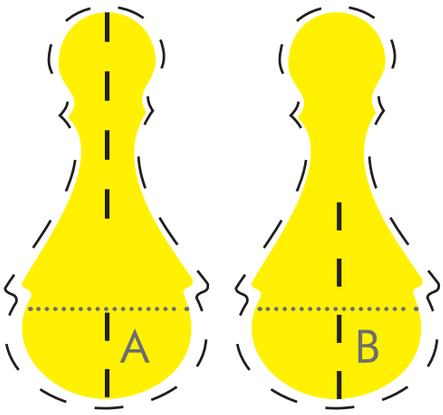
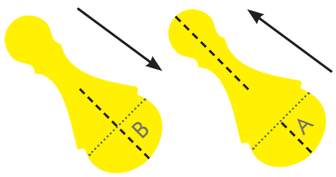
CARDS

PAWNS





"Fit" pieces A and B from top to bottom

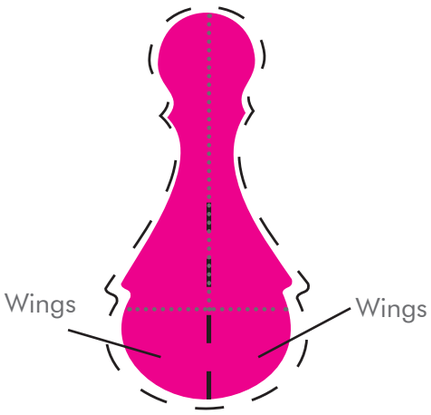


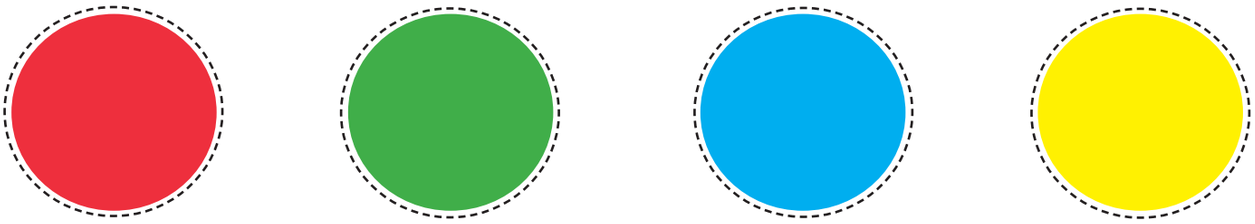
Cutting lines

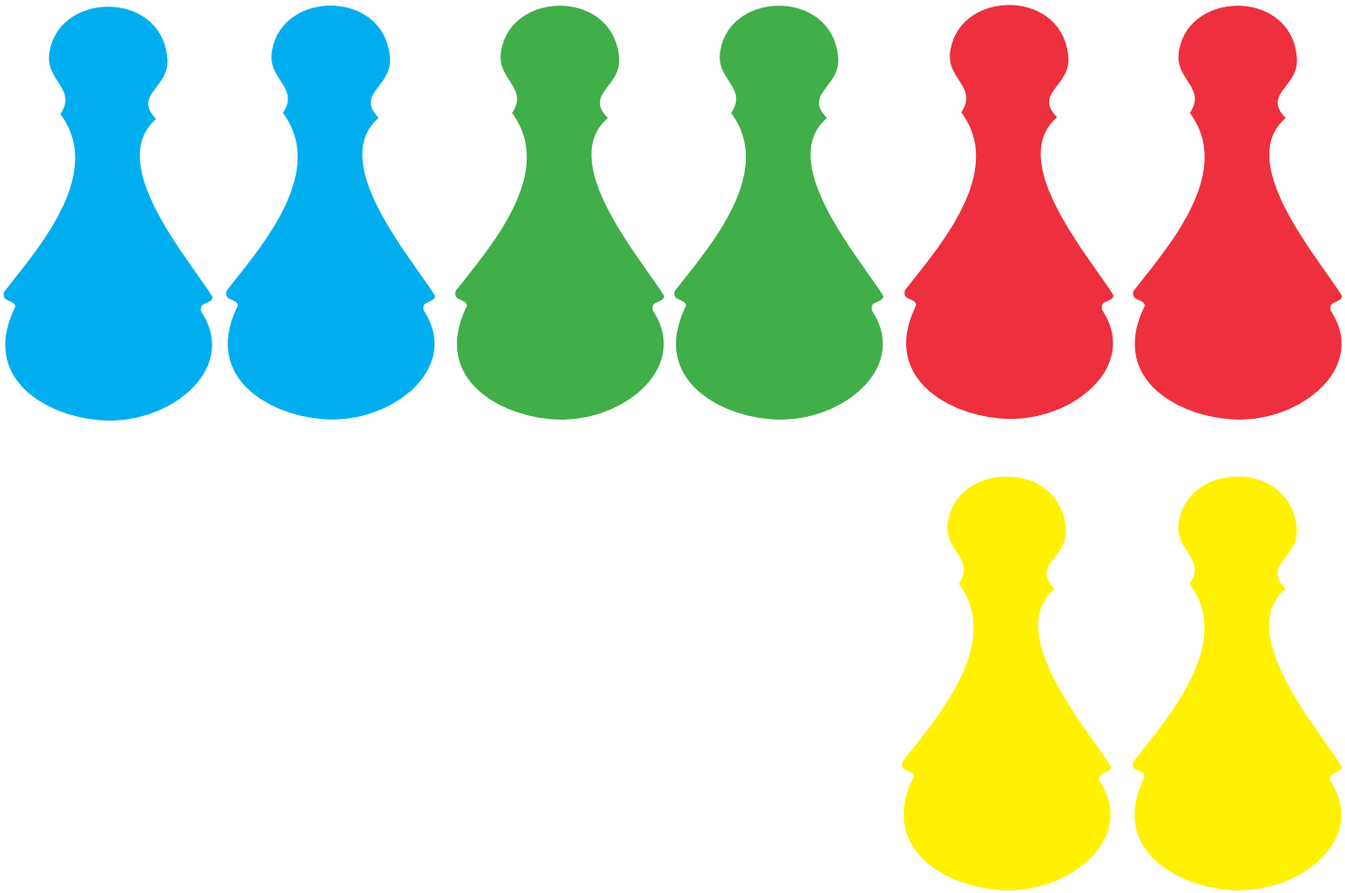
Fold lines

Steps to follow

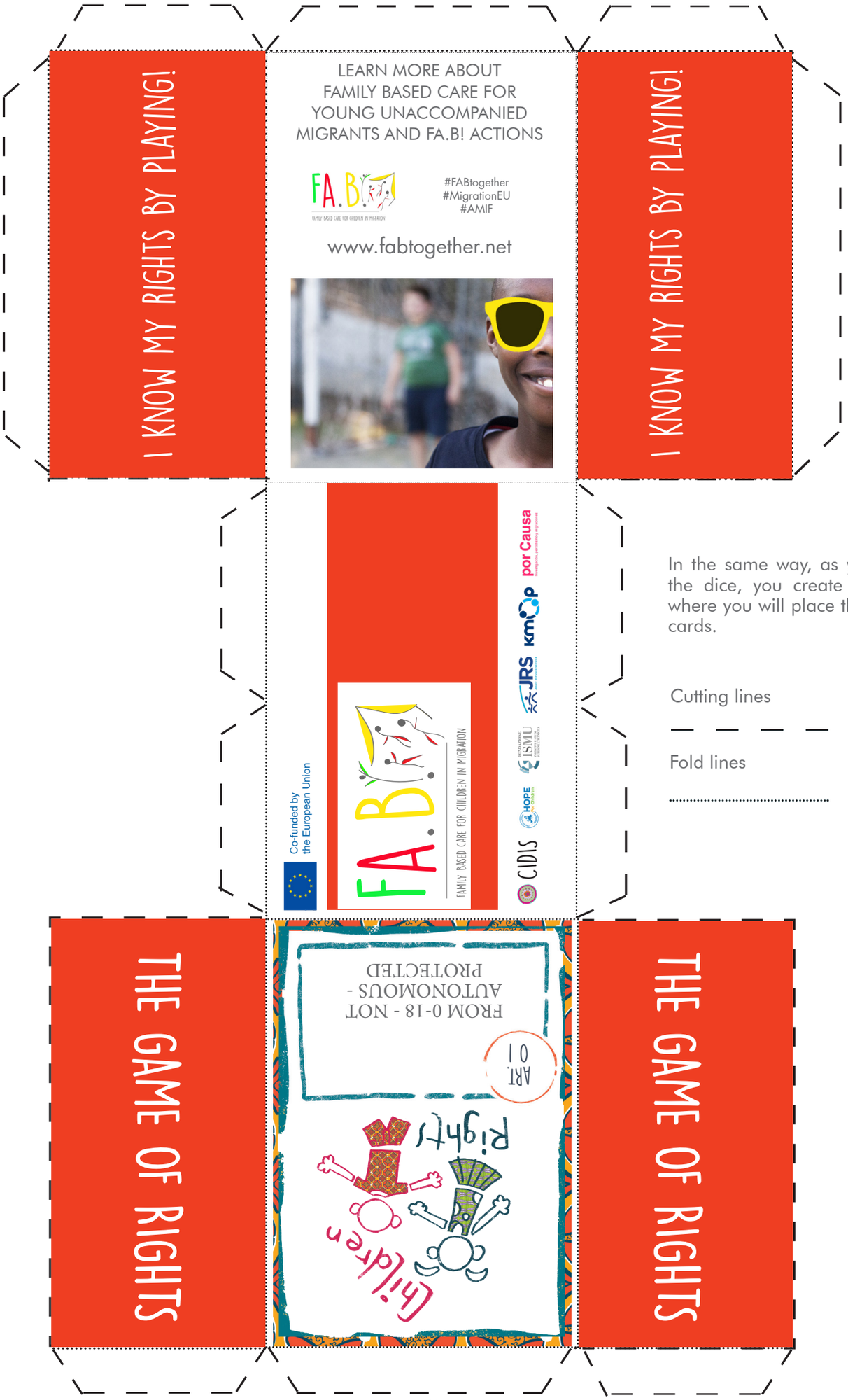
Cut out all the shapes of the pieces and the cutting lines.
Each piece is, in fact, composed of two parts, A and B, which are 'wedged' together and then a little glue applied along the top of the piece to 'stabilize' the parts left free on both sides.
Proceed to bend at 90° (in opposite directions) the two 'wings' of each element (which will form, together with the other two of the complementary characteristics, the circular 'base' of the piece itself).
Once this is done, the circular base of each piece is glued into one of the circles you will find below.







THE BOX IN WHICH TO PLACE THE CARDS

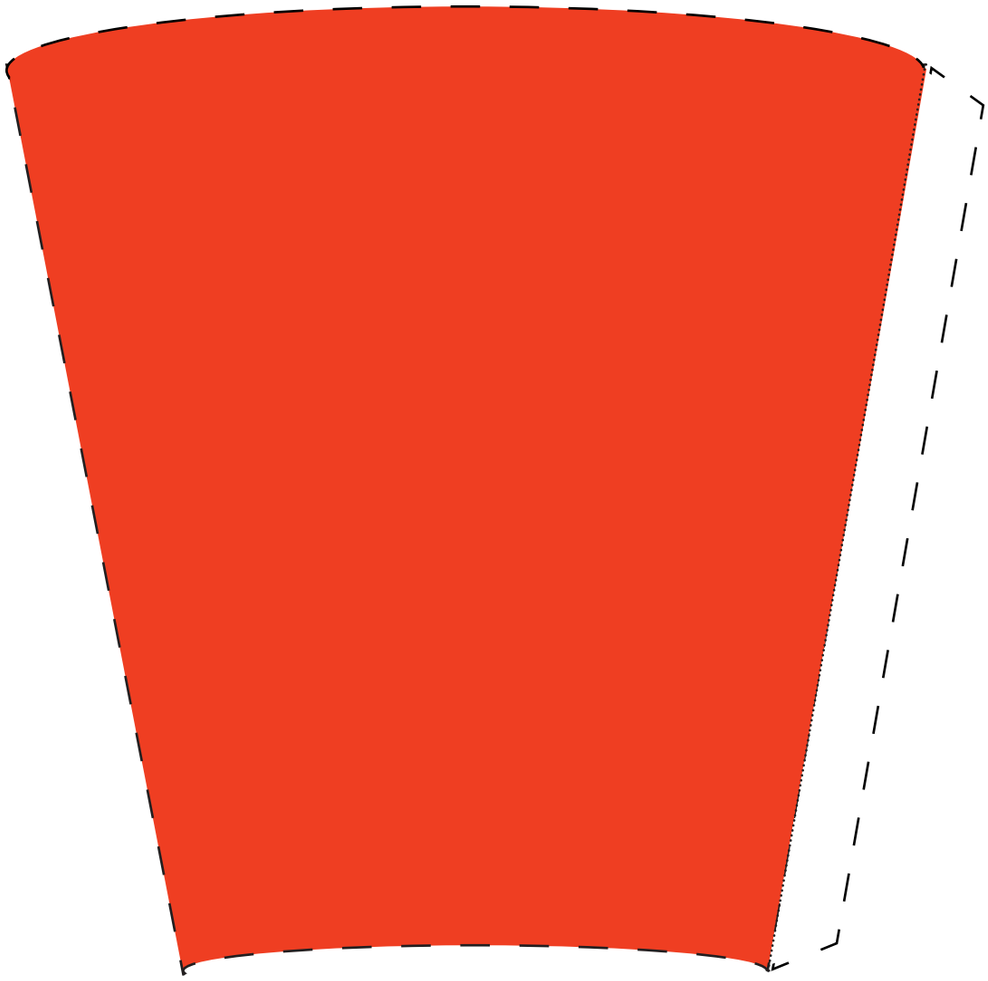


In the same way, as you built the dice, you create the box where you will place the game cards.

Cutting lines

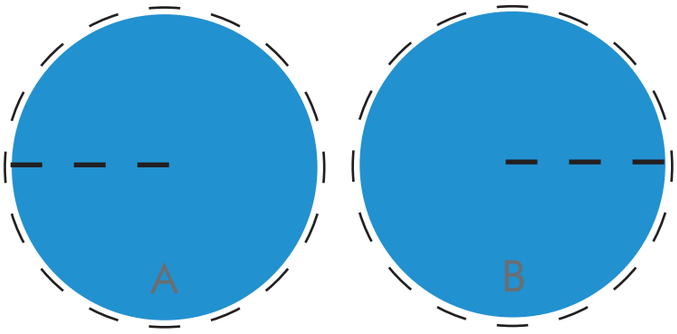
Fold lines

THE SMALL MICROPHONE



Cutting lines

Fold lines



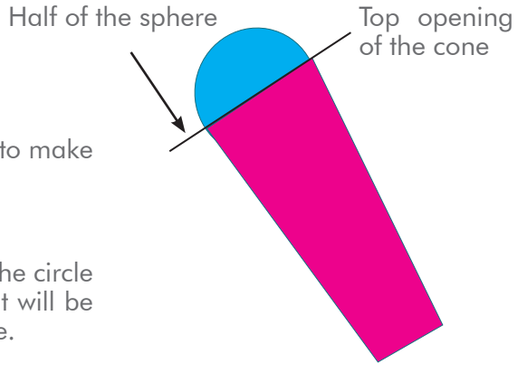
Steps to follow

Microphone body

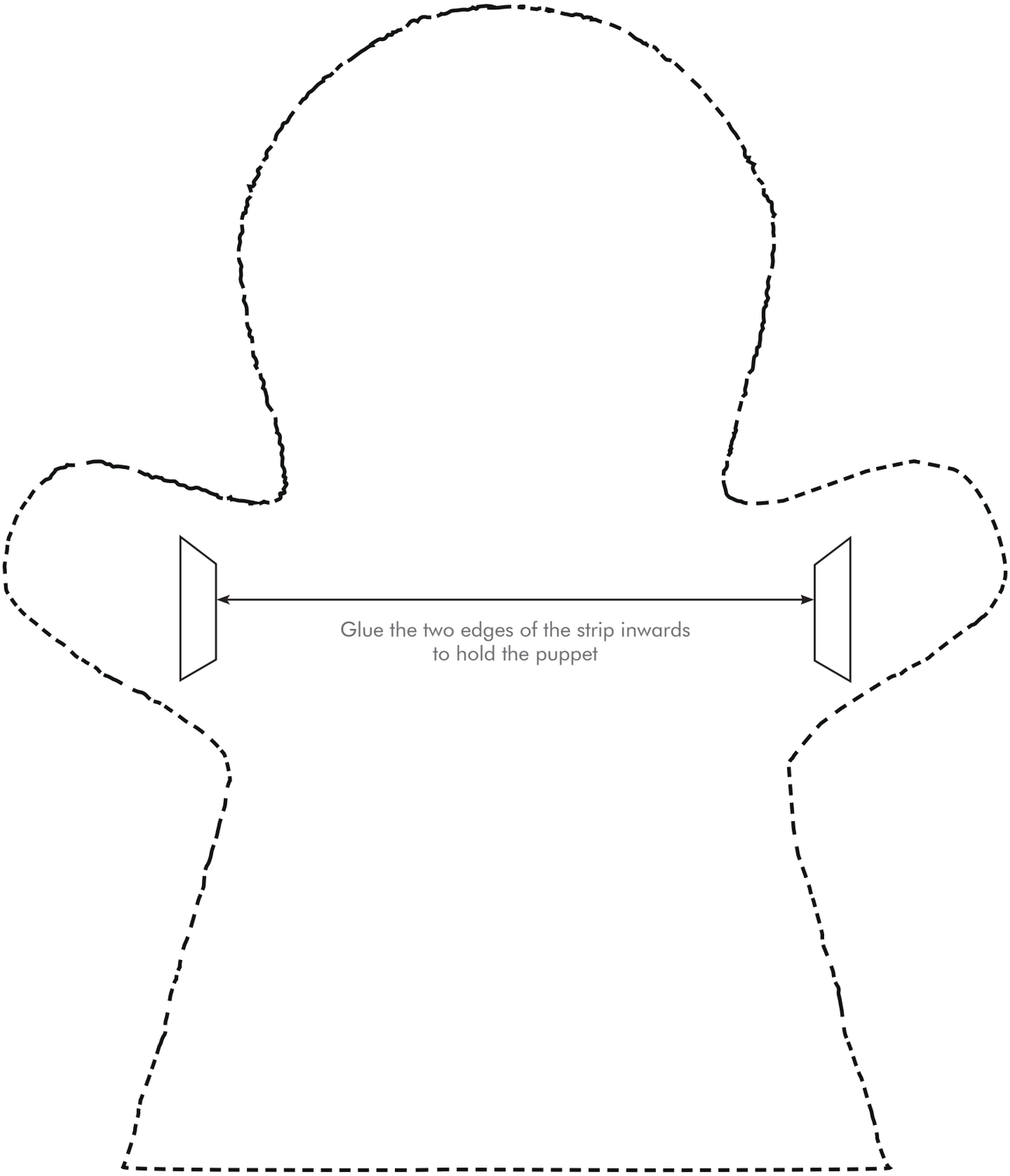
Cut out the template and then use the flap to glue the two sides together to make a cone.

The upper part of the microphone

Cut out the two circles A and B and cut along the guides on the inside of the circle and fit the two spheres together to build a three-dimensional sphere that will be inserted halfway into the upper opening of the previously assembled cone.



THE PUPPET



Swipe to hold the puppet