speaking rights

human rights education toolkit for youth - 13 to 17

workshop manual

equitas

Centre international d’éducation aux droits humains
International Centre for Human Rights Education
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Introduction

Context
This training session is part of the project: Human rights education for youth aged 13 to 17. Its goal is to allow the development of lasting strategies that promote inclusion, human rights, non-discrimination and peaceful conflict resolution within non-formal educational programs for youth. This will be achieved by integrating intercultural training and human rights education into community youth programs, particularly in youth centres and organizations that work with youth aged 13 to 17.

Objectives
The objectives of this training session are to allow participants:

- To become aware of the importance of promoting human rights within youth programs
- To become familiar with some of the resources developed by Equitas
- To build their capacity to lead human rights education activities with youth
- To plan the next steps

Methodology
The learning model for this training session is founded on the principles of adult experiential learning. The underlying assumption is that much of the content will come from the participants and that the program will serve as the framework for drawing out this content. This approach requires that participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The focus is on applying the learning and developing strategies for action. Critical reflection and analysis are central to the learning process.

Participants
This training session brings together representatives from organizations involved in the project: coordinators, program directors and youth workers.

Content of this manual
This training manual contains the objectives of the training session, descriptions of the activities and the time allotted. It also contains worksheets and reference material used in some of the activities.
About the organizers and funders
This workshop is organized by Equitas – International Centre for Human Rights Education with the financial support of the Direction of Cultural Diversity of the City of Montreal, the Minister of Immigration and of Cultural Communities of Quebec and the Multiculturalism Program of Citizenship and Immigration Canada.

Equitas – International Centre for Human Rights Education was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas’ capacity-building programs in Canada and abroad have assisted civil society organizations and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfillment.

Equitas’ human rights education programs focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; human rights education with children and youth in non-formal settings; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas’ current plans call for the expansion of its programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

Acknowledgements
We would like to thank the members of the team that developed this training manual:

- Jean-Sébastien Vallée, Education Specialist
- Annie Pettigrew, Education Specialist
• Vincenza Nazzari, Director of Education
• Julie Kon Kam King, Senior Program Officer
• Amy Cooper, Education Specialist
• Geneviève Côté, Program Officer
• Laura Butler, Program Officer

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## Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>10 minutes</td>
<td>Welcome</td>
</tr>
<tr>
<td>Activity 2</td>
<td>20 minutes</td>
<td>Getting to know one another : Zig Zag</td>
</tr>
<tr>
<td>Activity 3</td>
<td>30 minutes</td>
<td>The project and the toolkit</td>
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<tr>
<td>Activity 4</td>
<td>45 minutes</td>
<td>Educational approach of the toolkit</td>
</tr>
<tr>
<td>Activity 5</td>
<td>60 minutes</td>
<td>Human rights and youth rights</td>
</tr>
<tr>
<td>Break</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>Activity 6</td>
<td>90 minutes</td>
<td>Toolkit activities led by participants</td>
</tr>
<tr>
<td>Activity 7</td>
<td>60 minutes</td>
<td>Integration of the toolkit</td>
</tr>
<tr>
<td>Activity 8</td>
<td>15 minutes</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

5 h 30 – (training time)
Activity 1:  Registration and Welcome

Objective

To welcome participants to the Session

Time

10 minutes

Description

Registration and a short welcome to participants by Equitas staff.

End of Activity
Activity 2: Getting to Know One Another

Objectives

This activity will allow participants

- To try out a dinamica activity
- To introduce themselves and establish initial contact with each other
- To review a worksheet with various dinamica activities

Time: 20 minutes

Description

This activity has 2 parts:

Part A: The participants try out an activity in order to introduce themselves to each other.

Part B: The facilitator debriefs the ideas expressed and the activity and then presents the section Dinamica Activities

15 min Part A Dinamica Activity: Zig Zag

To allow participants to get to know each other, the facilitator invites them to take part in the Zig Zag activity (See Activity 11 in the Dinamica Activities section of the Toolkit).

During this activity, participants introduce themselves (their name, occupation and the organization they work for) and talk about a value that is significant to them.

5 min Step B Group discussion

The facilitator presents the ice-breaker activities (see the Dinamica Activities section of the Toolkit) and discusses the following points:

- What did you like about this activity?
- What is a dinamica activity?
- Why would you use a dinamica activity?
- How does a dinamica activity unfold?
- What happens during a dinamica activity?

The facilitator makes links between the ideas that the participants have shared and the values of the Toolkit. The facilitator notes down the various points on flipchart sheets. These points will be discussed during the training.

**Values promoted by the Toolkit**

**Cooperation** is working together to achieve a common goal.

**Respect** is recognizing that every person is important and must be treated with dignity.

**Fairness** is giving everyone the same importance, the same rights, and the same opportunities.

**Inclusion** is recognizing that each person is a full member of society and of the group.

**Respect for diversity** is recognizing and appreciating individual differences.

**Responsibility** is thinking before we act and being ready to accept the consequences of our actions or inactions.

**Acceptance** is acting to ensure full participation from everyone without exception. This value also includes the notion of tolerance.
Activity 3: The Project and the Toolkit: What is it and What is it for?

Objective

This activity will allow the participants to:

- Understand the goal, objectives and content of the training session and understand the learning model of the training session
- Discuss the steps taken in the development project since its inception

Time

30 min

Description

This activity has 3 steps:

Part A: The facilitator presents the goal, objectives and content of the training session.

Part B: The participants try out one of the activities.

Part C: The participants discuss the project and the steps that led to the development of the project.

10 min Part A: Presentation of the objectives of the training session

The facilitator presents a poster on which the goals and objectives of the training are written. This will stay up in clear view in the training room throughout the session. The facilitator also briefly presents the schedule of the session.

The facilitator leads a discussion on the participants’ expectations of the training session in relation to the objectives of the training. The facilitator presents the learning spiral, the educational model on which the project is based. (See reference sheet: The Learning Spiral)
10 min  **Part B: Presentation of the themes addressed in the project**  
In order to introduce the themes addressed in the project, the facilitator leads one of the activities from the Toolkit.

The participants try out the following activity: *On a Tightrope*  
(Activity 3 of the Toolkit)

10 min  **Part C: Group discussion**  
The facilitator leads a group discussion on the activity. The facilitator then presents the steps that led to the development of the project.

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**End of Activity**
Reference Sheet: The learning Spiral

Source:
## Reference Sheet: The project and the Steps Taken

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Needs Assessment 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questionnaires and interviews with 130 youth workers</td>
</tr>
<tr>
<td></td>
<td>Focus group discussion with 80 youth</td>
</tr>
<tr>
<td></td>
<td>Research and analysis of existing resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Pilot Projects – 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of prototype Toolkit</td>
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<tr>
<td></td>
<td>Pilot training session with youth workers</td>
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<tr>
<td></td>
<td>Pilot sites activities with youth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Implementation – 2010...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Official launch of the Toolkit</td>
</tr>
<tr>
<td></td>
<td>Basic training for youth workers (1 day)</td>
</tr>
<tr>
<td></td>
<td>Follow-up and reinforcement training for youth workers (1 day)</td>
</tr>
<tr>
<td></td>
<td>Implementation of activities in youth organizations</td>
</tr>
<tr>
<td></td>
<td>On-going on-site follow up</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Long-term sustainability – 2011...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training of trainers (2 days)</td>
</tr>
</tbody>
</table>
Activity 4: The Educational Approach of the Project

**Objective**

This activity will allow the participants to:

- Become familiar with the educational approach of the project

**Time**

45 min

**Description**

This activity has 3 parts:

**Part A:** The facilitator leads an activity from the Toolkit to illustrate the educational approach and the importance of debriefing an activity.

**Part B:** The facilitator presents the educational approach of the Toolkit.

**Part C:** The facilitator leads a discussion.

**20 min**  
**Part A: A game from the Speaking Rights Toolkit**

The facilitator leads an activity from the toolkit to illustrate the educational approach.

<table>
<thead>
<tr>
<th>Suggested activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>06 One Step Forward</td>
</tr>
<tr>
<td>04 Action/Reaction</td>
</tr>
<tr>
<td>08 Forum Theatre for Rights</td>
</tr>
</tbody>
</table>

The facilitator selects the activity and specifies the values and the themes addressed in this activity. The participants do the activities and debrief the activity with the group.
10 min  **Part B: Presentation of the educational approach of the Toolkit**
The facilitator presents the educational approach of the toolkit which emphasizes the importance of debriefing after an activity as a learning method. The facilitator presents the elements of the approach, the goal of the approach, the role of the youth workers in this approach and how the activities work in the short term and within the context of the project. *(See reference sheets The Educational Approach of the Toolkit and How do the activities and projects work?)*

The facilitator briefly presents the content of the toolkit. She/he explains that the Toolkit was designed to help staff in their work with youth. The Toolkit equips you to promote human rights, non-discrimination, and peaceful conflict resolution while encouraging the active participation of youth aged 13 to 17. *(See reference sheet: The content of the toolkit, below, or, The introduction to the Toolkit.)*

15 min  **Part C: Debriefing**
The facilitator leads a group discussion on the following subjects:
- How is this approach similar or different from the work you already do?
- How can you use elements of this approach?
- What strategies are you presently using in order to deal with certain issues?
- What challenges do you have in your work?

The facilitator notes (on a board or flip chart) the elements brought out by the discussion.

End of Activity
What is the educational approach of the Toolkit?

This Toolkit is based on a transformative learning approach (see definition on the following page). Activities and projects are intended to go beyond the mere transmission of knowledge and skills to create awareness in young people based on experience and critical thinking. The approach promotes the active participation of youth - 13 to 17 in a capacity-building process that encourages them to incorporate human rights values into their lives by developing:

- **Knowledge**
  For example: knowledge of rights and responsibilities, diversity within the community, local and global issues, etc.

- **Skills**
  For example: skills such as critical thinking, teamwork, peaceful conflict resolution, active participation, self-awareness, creative and technical skills, etc.

- **Values, behaviours and attitudes**
  For example: openness to diversity, self-esteem, responsibility, respect, acceptance, cooperation, etc.

The Toolkit is a facilitation tool for conducting human rights education activities and projects with youth groups.

The Toolkit is designed to engage groups of young people in a process that extends over a period of a few weeks or a few months. Specific activities, however, can also be used on their own.

What is the purpose of this approach?

This approach, based on young people’s experiences and critical thinking, fosters attitudinal and behavioural changes in youth by encouraging them to further incorporate human rights values into their lives. Activities and projects are intended to promote change on several levels: increased participation in the youth organization, school, community and family; better cooperation and team spirit; increased respect for diversity and differences; greater inclusion and acceptance of everyone; better ability to express feelings, prevent and resolve conflict peacefully and a heightened sense of responsibility. Participants can then apply what they have learned in other contexts, such as at home, with friends or at school.

What is the facilitator’s role?

Facilitators support young people in their learning process. People who facilitate must first create a supportive learning environment. They must conduct the activities in an energetic way, encourage everyone’s participation, facilitate discussions and ask participants to think critically about their own behaviour. Facilitators must also incorporate human rights values into their attitudes and behaviour and be aware of the influence they have on the group. They should be role models, people whom youth can trust and who encourage them to have fun and to grow at their own pace.
How do the activities and projects work?

Each activity or project that you undertake builds on the transformative learning approach. Activities and projects are designed to follow the steps of the learning spiral.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting with the experience of participants. The activities included build on young peoples’ experiences. They allow participants to make conscious or unconscious connections with prior experiences or familiar situations. The activities themselves are new and meaningful experiences on which participants can base their thinking.</td>
</tr>
<tr>
<td>2</td>
<td>Looking for patterns. When debriefing the activities, participants discuss their experience to bring out patterns or ideas that are shared with others.</td>
</tr>
<tr>
<td>3</td>
<td>Adding new information. Group members contribute new knowledge or ideas, building the awareness and experience of each participant. Occasionally, the facilitator may provide additional information by answering participants’ questions and adding comments.</td>
</tr>
<tr>
<td>4</td>
<td>Putting into practice. The facilitator encourages participants to respond to the issues raised during the activity. How can we change this situation? How can we improve it? The idea here is to think about concrete actions so that participants will be able to practice what they have learned.</td>
</tr>
<tr>
<td>5</td>
<td>Applying in action. The ideas put forward by participants can be applied within the youth organization or in the community. In their daily lives, youth and youth workers remember what they experienced during the activities and what they said in the course of the discussions, and try to draw on these experiences.</td>
</tr>
</tbody>
</table>
What is the goal of this Toolkit?
The Toolkit aims to promote human rights, non-discrimination and peaceful conflict resolution through the active participation of youth between the ages of 13 and 17.

Who is this Toolkit intended for?
This Toolkit is designed for use in non-formal educational settings, such as youth centres, youth organizations, community and recreation centres and other settings where activities for youth are offered.

The Toolkit is intended for:
• Youth - 13-to 17 to foster the integration of human rights values into their attitudes and behaviours. It is hoped that youth participants who have more experience with the Toolkit will also facilitate activities with their peers.
• Youth program workers: responsible for coordination / programming, in particular those who work directly with young people.

What is the educational approach?
The approach promotes the active participation of youth - 13 to 17 in a capacity-building process that encourages them to incorporate human rights values into their lives by developing:
• Knowledge
  For example: knowledge of rights and responsibilities, diversity within the community, local and global issues, etc.
• Skills
  For example: skills such as critical thinking, teamwork, peaceful conflict resolution, active participation, self-awareness, creative and technical skills, etc.
• Values, behaviours and attitudes
  For example: openness to diversity, self-esteem, responsibility, respect, acceptance, cooperation, etc.

The Toolkit is a facilitation tool for conducting human rights education activities and projects with youth groups.

The Toolkit is designed to engage groups of young people in a process that extends over a period of a few weeks or a few months. Specific activities can also be used on their own.

What are the values promoted by this Toolkit?
The Toolkit helps to reinforce the positive values that stem from the fundamental principles of human dignity and equality underpinning the Universal Declaration of Human Rights. The human rights values promoted by this Toolkit are:
• Cooperation
• Respect
• Fairness
• Inclusion
• Respect for diversity
• Responsibility
• Acceptance

What’s in the Toolkit?
The Toolkit has four sections.
A Reference section that includes:
• An index of the reference sheets
• 13 reference sheets that focus on building an understanding of human rights principles and values, as well as on how to use the Toolkit

A Dinamica Activities section that includes:
• A reference sheet describing the goal and format of a dinamica activity
• 13 dinamica activities

An Activities and Projects section that includes:
• A thematic index of activities
• 24 activities
• 3 projects

An Additional Resources section that includes:
• An introduction explaining how the additional resources were selected
• A summary table outlining 30 additional resources related to the issues being addressed that can be consulted, if necessary
• Detailed descriptions of each resource
Activity 5: Human Rights and Youth Rights

**Objective**

This activity will allow the participants to:
- Better understand human rights and youth rights
- Become aware of the importance of promoting human rights in their organization
- Try out an activity from the Toolkit

**Time**

1 Hour

**Description**

This activity has 3 parts:
- **Part A**: Participants work in groups to explore one principle of youth rights
- **Part B**: The facilitator gives a brief presentation on youth rights and human rights
- **Part C**: The participants take part in an activity that allows them to reflect on concrete questions about human rights.

15 min  **Part A: Principles of youth rights**

The facilitator divides the participants into 4 groups and distributes a principle of youth rights to each of the groups. (*See reference sheet: The guiding principles of youth rights.*) The participants read the description of the principle in their teams and answer the following questions:

- Considering the present situation in your organization, what does this principle mean?
- Give some examples of respect of this principle in your milieu/community.
- Give some examples of non-respect of this principle in your milieu/community.
15 min  **Part B: What are human rights and youth rights?**
The participants present the results of their discussions. The facilitator adds information on the subject of human rights and youth rights. *(See Reference sheet: Human Rights and Youth Rights below or reference sheets 1 & 2 in the toolkit.)*

The facilitator raises the question of the reciprocity of rights. Rights and responsibilities are two notions which go together. One cannot talk about rights without talking about responsibilities.

30 min  **Step C: Questions about rights**
In small groups, the participants are handed 5 questions and discuss possible solutions to them for 10 minutes. *(See reference sheet: Questions about rights)*. The facilitator then asks the participants to discuss the solutions they have found.

The facilitator provides more information as needed and points out that the questions and the answers to the discussed questions can be found in the toolkit. *(Reference sheet 4)*

The facilitator explains *Action/Reaction*, activity 4 in the toolkit, which allows one to bring up questions of rights and responsibilities with youth.

**End of Activity**
What are the guiding principles of the Convention on the Rights of the Child?

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be upheld. These principles must be respected in order for youth to enjoy their rights.

1. **Non-discrimination and equal opportunity**
   (Article 2)
   All youth have the same rights. The Convention applies to all youth, whatever their ethnic origin, religion, language, culture or sex. It does not matter where they come from nor where they live, what their parents do, whether they have a disability, nor whether they are rich or poor. All youth must have the same opportunity to reach their full potential.

2. **Best interests of the youth**
   (Article 3)
   The best interests of a young person must be the primary consideration when making decisions that may affect youth. When adults make decisions, they should think about how their decisions will affect youth.

3. **Right to life, survival and development**
   (Article 6)
   Youth have the right to life. Youth must receive the care necessary to ensure their physical, mental and emotional health as well as their intellectual, social and cultural development.

4. **Participation**
   (Article 12)
   Youth have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, a youth’s age, level of maturity and best interests should always be kept in mind when considering their ideas and opinions.

Adapted from information on the UNICEF website: www.unicef.org/crc/index_30177.html
Below are some questions that reflect the concerns of those who work with young people in youth organizations. This is not an exhaustive list. Feel free to share your questions and comments by contacting pif@equitas.org. The answers to the questions are provided for information purposes only and are presented in broad terms, without reference to specific situations. For any legal questions, please consult a lawyer. To find a lawyer, contact the Québec Bar (http://www.barreau.qc.ca/) or the Young Bar Association of Montreal (http://www.ajbm.qc.ca/en/).

Right to privacy, dignity and reputation

Q1. Can social workers talk to a youth’s parents about what their child told them?
A. Social workers who are members of professional associations cannot disclose any confidential information they have received. However, if a youth’s security or development is deemed to be in danger, a social worker will have to contact support services (youth protection). Youth have the right to privacy, but they also have the right to be protected from abuse. For more information on the Youth Protection Act and on the grounds for reporting, read the document on this topic at: http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-838-01A.pdf.

Q2. A 15-year-old girl is pregnant. She decides to get an abortion. She talked about her situation with a nurse who wants to inform the girl’s parents, but the girl disagrees. Can the nurse inform the parents without the girl’s consent?
A. Registered nurses cannot disclose any confidential information they have received. However, if a young person discloses bad treatment, sexual or psychological abuse or gross negligence by a parent, a nurse will need to find a solution and contact support services (youth protection). Young people have the right to privacy, but they also have the right to be protected from abuse.

Q3. Do teachers have the right to search a student’s locker whenever they want to?
A. No, but teachers can do so if there are reasonable grounds to believe that there is a breach of a school rule or of school discipline. On the other hand, a teacher or a school official cannot decide to search a particular student’s locker or all student lockers every Friday.

Q4. A young boy revealed that he was gay to a youth centre staff member, who repeated it to several youth and youth program workers. What can he do?
A. The boy’s right to privacy, dignity and reputation has not been respected. If you are the coordinator, talk about the situation with the staff member and ask why the boy’s secret was revealed. Try to find a solution together. If the boy wishes to speak to someone about his situation, he can contact Gai écoute (514.866.0103 or 1.888.505.1010).

Q5. Young people take pictures of their friends or strangers on the street and they want to post them on Facebook. Is this acceptable?
A. Before publishing a picture of a friend or stranger on the Internet, you must get permission from them. Did you know that the media cannot publish the image of someone’s face without that person’s permission?
Q6. Can a youth organization or an institution install cameras on their premises to monitor youth?
A. Ongoing video surveillance of youth or staff and circulating images violates the right to privacy, dignity and reputation as well as the right to fair and reasonable working conditions. For security reasons, a camera could be installed at the entrance of a youth organization or an institution, but images may not be circulated or published. Filming or publishing is allowed as part of an activity, but only after obtaining written consent from the people involved, or their parents or guardians if the participants are under 18 years of age.

Q7. A 17-year-old boy applied for a weekend job in a factory. The potential employer had him take a medical examination and the doctor told the potential employer that the boy was on antidepressants. Now the employer seems apprehensive about hiring him. Have the boy's rights been respected?
A. Employers may require a medical examination as part of a hiring process when they are interested in someone’s application. The youth who applied for the job has the right to privacy. The examination must be relevant to the job. Doctors should only tell a future employer whether the youth is cleared for the job; they should not reveal a youth’s condition or the fact that someone is taking medication.

Q8. How old does a minor have to be to give sole consent to medical care?
A. As of age 14, people can give their own consent to medical care. Parents of a child 14 or older may not review their child’s medical record without that child’s consent. However, if the youth needs to be hospitalized for over 12 hours, the parents will be informed.

Right to education
Q9. At what age is school attendance compulsory in Quebec?
A. Children and young people must go to school from the age of 6 until the end of the school year in which they turn 16.

Judicial rights
Q10. If a youth is arrested by a police officer, is he or she entitled to know why?
A. Yes, a youth has the right know the reason for his or her arrest in clear, understandable language and can ask a police officer calmly to explain the reason.

Q11. If a police officer approaches a youth and asks that person to identify himself or herself, does the young person have to comply?
A. Yes, when police officers have reasonable grounds to believe that a youth has committed an offence, they may ask this person to identify himself or herself (to give first and last names, address, date of birth and phone number).

Q12. Can police officers ask a young person for an ID card during an arrest?
A. They may ask for an ID card, but in Canada, as in other countries, there is no official ID card required by law that people must carry. A young person might not be carrying an ID card. However, it is important for all youth to provide their true identity (first and last names, address, date of birth and phone number) and to cooperate while under arrest. Lying about your identity is a criminal offence.
Q13. Does a youth have the right to remain silent when under arrest?
A. After you have provided your identification information, you have the right to remain silent. You have the right to ask to see a lawyer before speaking any further. This right provides protection against self-incrimination.

Q14. If a youth is arrested and feels that the arrest is unjustified, what can he or she do?
A. It is important for the youth to remain calm and to identify himself or herself. Insulting or resisting can make things worse. If the arrest is unjustified, the youth needs to talk to a lawyer as soon as possible.

Q15. A police officer suspects a youth is in possession of illicit drugs. Can the officer search that person after an arrest?
A. Yes, if there are reasonable grounds to believe that the youth is in possession of illicit drugs, the officer may search him or her for evidence, but this has to be done while respecting the youth’s dignity and physical integrity.

Q16. A police officer arrested and took a youth to the police station, where the youth was placed in a cell with adults. Is this acceptable?
A. No, youth cannot be placed with adults. Police officers must place youth in a separate youth section.

Q17. When a youth is arrested, will his or her parents know about it?
A. Yes, the police officers will inform the parents or guardians as quickly as possible.

Q18. Is a youth’s criminal record kept on file for a long time?
A. It all depends on the offence. Usually, a record is no longer accessible after the end of legal proceedings. For more information on records retention periods, visit Éducaloi’s Jeunes pour jeunes Youth Zone page (see contact information below).

Some references for further information:
Quebec Human Rights and Youth Rights Commission – www.cdpdj.qc.ca or 514-873-5146  
Director of Youth Protection – 514.896.3100  
Questions 10 to 18 are based on the youth handbook Guide des droits et obligations destiné aux jeunes en cas d’arrestation et de détention (To order: Regroupement des maisons de jeunes du Québec – 514-725-2686)
What are human rights?
Human rights are fundamental rights that belong to all people simply because they are human. Human rights are based on the principle that every human being is born equal, in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances.

What is the purpose of human rights?
Human rights are important because they protect our right to live in dignity, which includes the right to life, freedom and security. To live in dignity means that we should have such things as a place to live and food to eat, to be able to participate in society, to get an education, to work, to practise our religion, to speak our own language and to live in peace. Human rights are tools to protect everyone from violence and abuse. Human rights foster mutual respect among people. Human rights lead to conscious and responsible action, that ensure the rights of others are not violated. For example, it is our right to live free from all forms of discrimination, but at the same time, it is our responsibility not to discriminate against others.

What is human dignity?
Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve respect.

What is equality?
Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that all individuals have the same rights and deserve the same level of respect. Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, etc.

What is the Universal Declaration of Human Rights?
The Universal Declaration of Human Rights (UDHR) is the founding document of human rights. Adopted on December 10, 1948 by the United Nations, the UDHR stands as a shared reference point for the world and sets human rights standards to achieve. Although the UDHR does not officially have the force of law, its fundamental principles have become international standards worldwide and most states view the UDHR as international law. Human rights have been codified in various legal documents at international, national, provincial and municipal levels. In Canada, human rights are defined in the Canadian Charter of Rights and Freedoms as well as in laws and codes adopted at the provincial level.

To consult the Canadian Charter of Rights and Freedoms and to learn about provincial laws and code, visit the website of the Canadian Human Rights Commission: www.chrc-ccdp.ca.
What are youth rights?²

Youth rights are specific rights that aim to protect all individuals under 18 years old. The human rights proclaimed in the Universal Declaration of Human Rights apply to all human beings regardless of their age, and as such youth benefit from the same rights as adults. However, because of their vulnerable position in society, youth also have specific rights that afford them special protection.

What are youth rights for?

Youth rights aim to ensure that each child has the opportunity to reach his or her full potential. Youth rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Youth rights are a tool to protect children from violence and abuse. Youth rights foster mutual respect. Respect for the rights of young people can only be fully achieved when everyone, including youth themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviours showing respect, inclusion and acceptance.

What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is an international treaty that recognizes the civil, political, economic, social and cultural rights of youth. This treaty was adopted by the United Nations on November 20, 1989.

In December 1991, Canada ratified the Convention on the Rights of the Child and thus committed itself under international law to respect, protect and fulfil the rights of youth in Canada. The Convention requires governments from around the world to respect and uphold youth rights, particularly through the laws they develop at a national level. However, in order for youth to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the youth themselves.

² Article 1 of the Convention on the Rights of the Child states that a child is a person below 18 years of age, unless the age of majority is younger under a given country’s laws. In this manual, we will use “youth” or “young people” instead of “children” to refer to 13- to 17-year-olds.
Activity 6: Facilitation of Activities by the Participants

Objective

This activity will allow the participants to:
- Prepare activities for the rest of the group
- Try out the activities in the Toolkit

Time

1 h 30 min

Description

This activity has 3 parts:

Part A: Participants work in teams to prepare an activity
Part B: Participants do the activity with the rest of the group
Part C: Group discussion

20 min Part A: Preparation of an activity
The facilitator invites the participants to form 3 or 4 groups. The facilitator gives an activity sheet to each team and asks them to prepare it for the rest of the group. Each team must also lead a short discussion at the end of their activity. Each team will have 10 to 15 minutes to present their activity, so they must adapt the activity to fit into the available time

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<th>Suggested activities</th>
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<td>20</td>
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</tbody>
</table>
45 min  **Part B: Presentation of the activity**
Each group presents its activity and then debriefs it. The participants proceed in the following fashion:
- They state the name of the game and specify what age group it is meant for.
- They facilitate the game and the debrief part.

15 min  **Step C: Group discussion**
The facilitator leads a discussion on the interest of the participants in the Toolkit, its relevance and the goal of the activities.

**End of Activity**
Objective

This activity will allow the participants to:

- Share their ideas for activities and projects that they have in their organizations
- Discuss ways to apply what they have learnt during the training session
- Formulate strategies to concretely integrate the Toolkit into their work with youth

Time

60 min

Description

This activity has 4 parts:

Part A: Participants present ideas for activities and share information about projects that they are doing within their organizations.

Part B: The facilitator presents factors which will help ensure that the Toolkit is used effectively in their organizations.

Part C: With other members of their own organizations, the participants reflect on how the activities presented could be integrated into their present youth programs and prepare a short action plan.

Part D: The participants share the results of their discussions with the whole group and the facilitator leads a discussion.

30 min Part A: Sharing of ideas

In one large group, the participants present ideas for activities and share information about projects that they are doing within their organizations. The facilitator also presents the ideas for projects
that are in the Toolkit and gives an example of a project accomplished by one organization.

10 min  **Part B: Use of the Toolkit**
The facilitator specifies objectives that are hoped for in terms of the use of the Toolkit. The facilitator asks the participants to present ideas of ways to encourage the use of the Toolkit. The facilitator presents reference sheets 6 & 10: *Youth Participation* and *Integrating Toolkit activities into programming*.

10 min  **Step C: Integration of activities into programs**
The participants break up into small groups to come up with 5 concrete actions which would assist in the implementation of the Toolkit by their organization. To do this, they use the model of the hand *Five actions at my fingertips*.

10 min  **Step D: Group discussion**
Each group presents the results of their discussions and the facilitator leads a group discussion on the ideas that the groups came up with or on the issues raised.

End of Activity
Examples of strategies to facilitate the use of the toolkit

**Tip # 1: Get the youth involved in the selection, facilitation and evaluation of activities**

Briefly present 2 or 3 of the activities to the group and invite them to choose which one they would prefer to do. Get the youth involved in the preparation of and the publicity for the activity. You can also ask them to co-facilitate with you. For example, have them lead a dinamica activity before the main activity, or else the debrief. After the activity, evaluate the whole process and identify, if needed, what needs to be improved.

“At our youth centre, there is a Youth Council, an activity which is facilitated by a youth worker and whose goal is to give the kids a platform to speak. They meet once a month. They are encouraged to propose activities and sometimes to organize them themselves.” (Youth worker)

**Tip # 2: Every week (or two) set aside a specific period of time for activities from the toolkit.**

For example, reserve 60 minutes every Tuesday night and mark it in the activities calendar. Choose a time when there are a lot of kids present in order to get the maximum number to participate.

“With the kids, you have to announce the activity in advance. We publicized an evening about rights with surprises by putting ads all over the tables and the walls. Seventeen people showed up” (Youth worker)

**Tip # 3: Choose a minimum number of activities to do every month!**

For example, choose 4 activities and post them in the staff room. The activities can be prepared in advance and be done at a convenient moment.
**Tip # 4: Set a long-term objective**

For example, commit to doing 10 different activities during the year or to doing at least one project. Ask the all the staff to get involved to achieve the goal, for example by asking 5 staff people to facilitate two activities each.

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**Tip # 5: Talk about the activities during staff meetings**

Take the opportunity, during staff meetings, to talk about your successes and challenges or to plan or try out new activities.
Worksheet: Five actions at my fingertips!

Identity 5 actions that you will take to facilitate the use of the Toolkit in the next few months.
Activity 8: Evaluation

Objective

This activity will allow the participants to:

- Evaluate the whole training session
- Contribute to improving further training sessions for the project

Time

15 min

Description

The facilitator leads one of the activities below to evaluate the training session:

Oral evaluation

To evaluate the session, the facilitator leads a discussion using The Spider Web evaluation activity.

The facilitator invites the group to sit in a circle. Each person shares one thing that they liked during the training or an expectation they have as a result of the training. The first person speaks while holding the end of the string from a ball of yarn and then throws the ball to someone else while still holding on to their end of the string. This continues until every participant has spoken and is holding onto a piece of the string.

This activity also allows the participants to try out a way to do an evaluation which is found on the feedback portion of activity 20.

Written evaluation

The facilitator distributes photocopies of the evaluation questionnaire (see below) and invites the participants to complete it.
Thank you!

Do you have questions? The Equitas staff can be reached by contacting:

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**Geneviève Côté** 514-954-0382, poste 229
**Jean-Sébastien Vallée** 514 954-0382, poste 238
**Julie Kon Kam King** 514 954-0382, poste 233

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Equitas – International Centre for Human Rights Education
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Tel: (514) 954-0382  Fax.: (514) 954-0659  Site web: www.equitas.org
Thank you for filling out the evaluation questionnaire. Your evaluation and comments will help us to revise our programs and in the development of other programs so that we can better respond to your needs.

### Results of the training session

<table>
<thead>
<tr>
<th>The objectives of the training session</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>1. This training session made me aware of the importance of promoting human rights in youth programs</td>
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<td>Comments:</td>
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<td>2. This training session allowed me to become familiar with the resource materials developed by Equitas</td>
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<td>Comments:</td>
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<td>3. I increased my capacity to lead human rights education activities with youth</td>
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<td>Comments:</td>
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<td>4. I had the opportunity to plan the next steps (in integrating some activities into the work of my organization).</td>
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<td>Comments:</td>
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<td><strong>Other comments</strong></td>
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<tr>
<td>1. Did this workshop meet your expectations?</td>
<td>Yes ☐</td>
<td>Partially ☐</td>
<td>No ☐</td>
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<td>Comments:</td>
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<td>2. What was most useful to me in the training:</td>
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<td>3. What was the least useful to me in the training:</td>
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<td>4. What other content would you recommend that we add to our next workshops?</td>
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<td>5. Do you feel ready to lead these activities</td>
<td>Yes ☐</td>
<td>No ☐</td>
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<td>If not, what more do you need?</td>
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<td>6. Other comments:</td>
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