



SPEAKING RIGHTS

SAMPLE

**Human Rights
Education
Toolkit
for Youth**

EQUITAS – INTERNATIONAL CENTRE FOR HUMAN RIGHTS EDUCATION is a non-profit organization that works for the advancement of equality, social justice and respect for human dignity in Canada and around the world through transformative human rights education programs. Speaking Rights is an Equitas program that fosters the active participation of youth (12-25yrs) by developing their ability to discuss issues that are important to them, build leadership skills, and work collaboratively on projects that strengthen communities and solve conflicts peacefully. Through the program, youth identify strategies to address discrimination and exclusion while promoting respect for diversity in their communities.

This edition of the Speaking Rights Toolkit was developed by Myriam Zaidi, Amy Cooper, Vincenza Nazzari, Sarah Lusthaus, Ruth Morrison, Anne-Sarah Côté, Julie Kon Kam King, and Frédérique Lefort. The first edition (2010) of the Speaking Rights Toolkit was developed by Jean-Sébastien Vallée, Annie Pettigrew and Vincenza Nazzari.

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INTRODUCTION

The Speaking Rights Toolkit (Toolkit) is a facilitation tool for conducting human rights education (HRE) activities and projects with youth 12 to 25 years of age. The Toolkit is an integral component of the Speaking Rights Program, an HRE program that aims at developing the capacity of youth to engage in actions that support respect for human rights. Other Program components include: basic and advanced-level training for youth workers; follow-up coaching and support mechanisms for organizations; a youth-centred online space as a digital tool (speakingrights.ca); a community action project guide to facilitate youth-led projects; and organizational support for youth-led community action projects.

The HRE activities of this Toolkit are designed to promote human rights, non-discrimination, and peaceful conflict resolution in communities through the active participation of youth. As youth work through the activities in the Toolkit they come to realize that their ideas and talents are key assets to society and that they have a responsibility to participate in building the kind of community in which they want to live.

The ultimate goal of the Toolkit is to engage youth and support their leadership and actions aimed towards building more equitable and inclusive communities where the human rights of all are respected.

The first edition of the Speaking Rights Toolkit was published in 2010. Since then the Toolkit has been used by youth-serving organizations in over fifty communities across Canada. Speaking Rights Toolkit activities have also been integrated into several educational tools for youth developed by organizations both in Canada and other parts of the world. Feedback data from focus groups, trainings and meetings with partners across Canada is integrated into new editions, making the Toolkit continuously relevant to youth's shifting daily realities. The current version of the Toolkit is the third edition.

WHO IS THIS TOOLKIT INTENDED FOR?

This Toolkit is a resource for youth, youth workers, and educators who work with youth aged 12 to 25 in community-based organizations, recreational programs, schools, and after-school programs.

Because youth is a period in life that can include childhood, adolescence, and young adulthood, the 12 to 25 age bracket is not exclusive. Youth who participate in Speaking Rights activities and projects can be younger or older depending on their life experiences, their needs, and their interest to engage with the themes addressed in the Toolkit.

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 ARE THE THEMES ADDRESSED IN THE TOOLKIT?

The themes addressed in the Toolkit are:

- Identity and self-esteem
- Violence and bullying
- Healthy relationships
- Discrimination
- Participation and engagement
- Rights and responsibilities

*Gender equality is a crosscutting theme and integrated throughout the Toolkit's activities and projects.

Building on the themes identified in the Toolkit's foundational needs assessment in Montreal in 2008, (131 youth workers and 79 youth surveyed), the above themes reflect the areas that are a priority for youth, youth workers and educators to explore and discuss. For more themes and issues that are important to youth in Canada, visit speakingrights.ca.

WHAT IS THE TOOLKIT'S EDUCATIONAL APPROACH?




Speaking Rights starts from the premise that all youth, regardless of their situation, have something meaningful to contribute to society. It is important to enable each young person to participate in their community by building their motivation, providing them with opportunities and reinforcing their capacities. A participatory approach, grounded in transformative learning theory and practice, is crucial to achieving the goal of empowerment. It helps build in young people the necessary knowledge, confidence, self-esteem, and skills to first articulate their needs in human rights terms and then undertake appropriate action to ensure that those rights are respected.

The Toolkit focuses on developing the human rights knowledge, skills, attitudes and behaviours among youth that are important for building rights-respecting, inclusive communities. This includes developing:

- **Knowledge** about rights and responsibilities, local and global human rights-related issues, and diversity in the community
- **Skills** such as critical thinking, empathy, leadership, and effective communication
- **Attitudes and behaviours** that are coherent with human rights such as openness, respect for diversity, acceptance of others, and solidarity with all members of the community

The participatory approach of the Toolkit builds on the lived experience of young people and engages them in a critically reflective process which facilitates the realization that not only do they have the right to participate in their communities, but also the responsibility to do so. At the same time, youth workers involved in Speaking Rights become more aware of the important contribution youth can make to achieve positive change in the community, as well as of their own role as facilitators in this process.

► Introduction

An essential component of each activity in the Toolkit is the group discussion, where participants are invited to discuss how the activity made them **feel** , what it made them **think**  about, and what they can change (**act** ) in their own attitudes and behaviours and those of their peers to better reflect human rights values. Through this process, young people participating in the activities have the opportunity to live meaningful group experiences, reflect on their own life experiences, express their views and listen to the views of others, and take concrete actions within their youth organizations and their communities towards building more rights-respecting, equitable and inclusive communities.

WHY IS IT IMPORTANT TO EDUCATE YOUTH ABOUT HUMAN RIGHTS?

Here are just some of the reasons why human rights education for youth is important:

- **Because it's a right:** Article 42 of the Convention on the Rights of the Child stipulates that youth have the right to know their rights. Adults have the responsibility to ensure that youth are informed and can exercise their rights.
- **To increase respect for human rights:** Knowing about your rights is the first step in promoting greater respect for human rights. In places where youth are aware of their rights, there is generally a better respect for, and fewer violations of, human rights.
- **Because human rights are universally recognized:** Human rights provide an objective framework for determining behaviours that are acceptable by referring to the universally recognized values that come directly from the Universal Declaration of Human Rights.
- **To reinforce positive behaviours among young people:** Human rights education is one of the most effective ways of encouraging positive behaviour because it involves both critical thinking and strengthening of a youth's sense of responsibility. Human rights education encourages youth to consider how they interact with others and how they might change their behaviour to better reflect human rights values. The result is that they are not only more aware of the importance of human rights values such as respect, cooperation, and inclusion, but also better equipped to put these values into practice in their daily lives.
- **To encourage the development of self-esteem and active participation:** Human rights education makes youth aware that each person not only has the right, but also the responsibility to participate in the life of their community. Youth realize that their ideas and talents are key assets to society and that they have a responsibility to participate in building the world in which they want to live. Human rights education provides youth with the tools they need to promote human rights values through meaningful and concrete actions. Human rights education thus encourages the participation of youth while preparing them to become responsible citizens who are aware of their rights and responsibilities.

HOW THE TOOLKIT IS ORGANIZED

The Toolkit has four sections.

A **reference** section that includes:

- 23 reference sheets that focus on building an understanding of human rights principles and values, as well as on how to use the Toolkit, tips on facilitation and additional tools for educators.

A **dinamicas** section that includes:

- An explanation about what dinamicas are and how to facilitate them
- 25 dinamicas

An **activities** section that includes:

- Indexes of activities by theme and value
- 41 activities

A **project** section that includes:

- Guidelines on how to facilitate a youth-led community action project
- A list of examples of Speaking Rights youth-led projects
- 2 detailed project activities that can be facilitated with a group of youth

HOW TO USE THE TOOLKIT

All activities and projects in this Toolkit help educate about human rights and enhance youth participation. You can also use the Toolkit as:

- **A prevention tool:** Each activity or project helps promote positive values such as cooperation, inclusion and respect for diversity, which foster a positive environment and contribute to reducing conflict within a group and preventing racism and discrimination. As well, activities and projects serve to address themes of concern to young people, such as identity, self-esteem, violence, bullying and discrimination. To use the Toolkit as a tool to reinforce positive values, attitudes and behaviours, you can refer to the indexes by theme and value.
- **An intervention tool:** Select activities can be used to respond constructively to incidents that occur in a group. For example, if an incident of discrimination occurs, you can choose from the activities that address discrimination in the thematic index to help respond to the incident.
- **A programming tool:** Activities can be used sequentially to support youth participation and engagement in your youth program. For example, you can choose a value to explore per week or month, by integrating the associated activities to your program with the help of the index by value. The project section offers an example of a 5-step process for facilitating a youth-led community action project over the course of several weeks or months.

The Toolkit is designed to engage youth in a process that extends over several weeks or months while providing tools for facilitators to support youth in this process. If the Toolkit is used more often, life skills will be reinforced and positive changes in group dynamics will be more noticeable.

Positive changes may include:

- more positive behaviours
- better team spirit
- increased active participation of youth
- more peaceful conflict resolution
- less discrimination
- improved understanding of rights and responsibilities

REFERENCES

reference 1

WHAT ARE HUMAN RIGHTS?

Human rights are **rights** that belong to all people simply because they are human beings. 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 practice 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 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.

The *UDHR* has inspired a large number of legally binding human rights instruments. These instruments include the *International Covenant on Economic, Social and Cultural Rights* (1966), and the *International Covenant on Civil and Political Rights* (1966). With the *UDHR*, these two Covenants are referred to as the International Bill of Human Rights. In accordance with the Universal Declaration, the Covenants recognize that “the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can be achieved only if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights.”

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, gender identity, ability, social status, civil status or political convictions, or any other status, **all individuals deserve respect**.

WHAT IS EQUALITY?

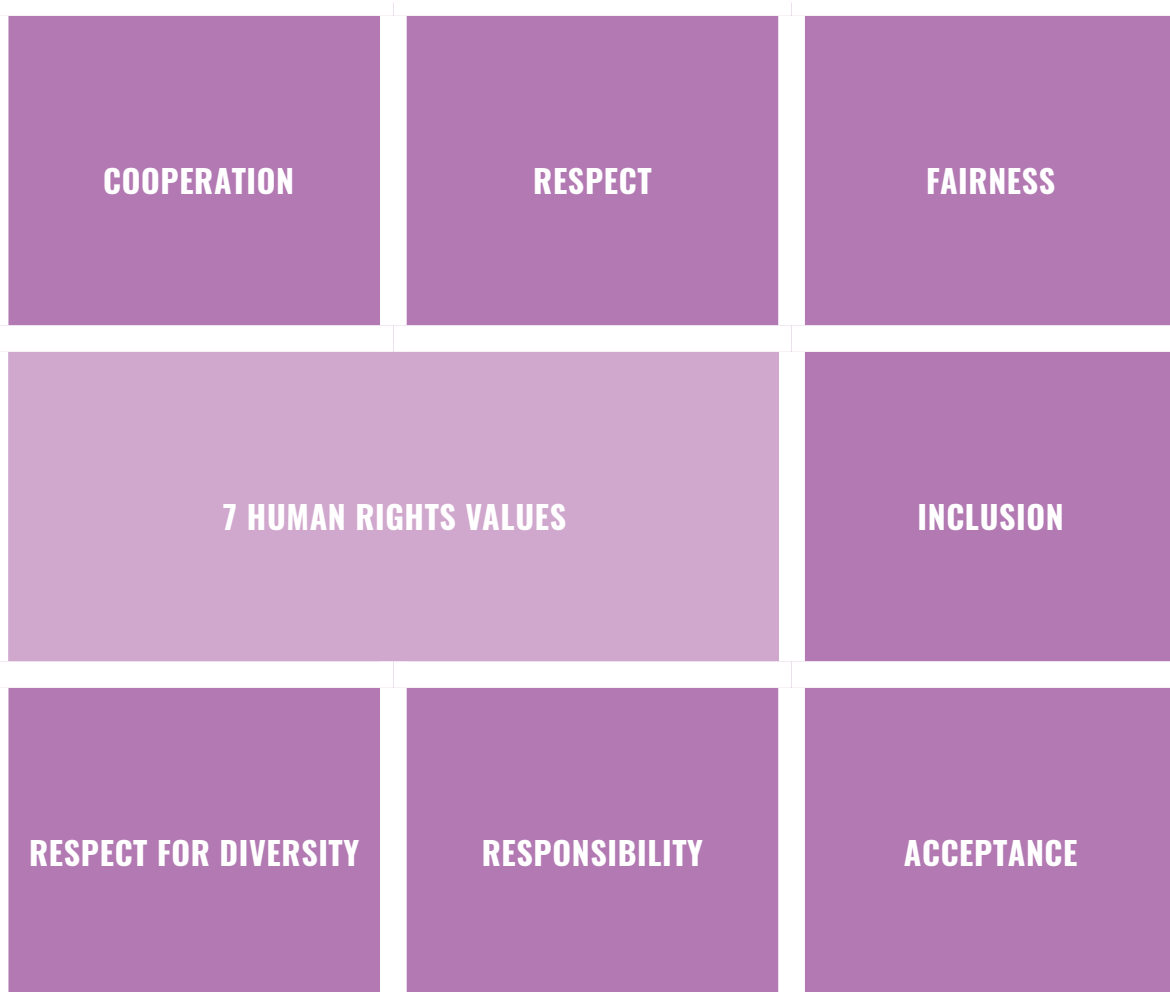
Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that **all individuals have the same rights** and deserve the same level of respect. **Non-discrimination** is an integral part of the notion of equality. It ensures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

reference 7

PROMOTING HUMAN RIGHTS VALUES

WHAT ARE HUMAN RIGHTS VALUES?

The seven human rights values promoted in this toolkit stem from human rights as defined in the *Universal Declaration of Human Rights*. By promoting the values of cooperation, respect, fairness, inclusion, respect for diversity, responsibility, and acceptance, and by bringing them into our everyday behaviour, we can demonstrate respect for human rights. When these values are not respected or well understood, discrimination and inequality can develop. The values are fundamental to sustaining the key principles of human dignity and equality that are inherent in the *Universal Declaration of Human Rights*. The seven values are defined below.



VALUES	DEFINITIONS	EXAMPLES
COOPERATION	Cooperation is working together to achieve a common goal, as well as helping one another achieve personal goals.	<p>Exchanging ideas and pooling our talents to accomplish a group task.</p> <p>Getting together and working together to organize a party for a friend.</p>
RESPECT	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.	<p>Treating every individual with respect, calling them by their name and avoiding using offensive nicknames.</p> <p>Never making up or spreading rumours about people.</p> <p>Respecting other people's appearance.</p>
FAIRNESS	Fairness is giving everyone the same value, the same rights, and the same opportunities.	<p>Giving equal opportunities to speak to all genders.</p> <p>When young people gather in different settings, encouraging them to select spaces that are accessible to youth with physical disabilities.</p>
INCLUSION	Inclusion is acting to ensure full participation from everyone, without exception.	<p>Exploring ways to modify an activity so that everyone can participate, especially young people who don't speak the language fluently, live with a disability or are shy.</p> <p>Choosing another activity, such as renting a movie instead of going to the movies, so that everyone can participate, including those on a limited budget.</p>

VALUES	DEFINITIONS	EXAMPLES
RESPECT FOR DIVERSITY	Respect for diversity is recognizing and appreciating individual differences.	<p>Valuing differences so that everyone can feel proud of who they are, their physical appearance, their tastes, their lifestyle, their beliefs, how they dress, speak or think.</p> <p>Learning about the history of different communities in your city (for example, Italian, Haitian, Chinese, LGBTQI and ther communities).</p>
RESPONSIBILITY	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	<p>Helping the group work well by respecting the facilitator's suggestions or by doing our best.</p> <p>Speaking respectfully when we disagree with an idea.</p> <p>Listening to others when they give feedback and acknowledging our mistakes when we make them.</p>
ACCEPTANCE	Acceptance ⁵ is recognizing that each person is a full member of society and of the group.	Encouraging everyone to share ideas or to participate in activities without fear of being judged or rejected, regardless of their age, gender, culture, religion, sexual orientation or any other personal characteristic.

⁵ The value of acceptance in this Toolkit relates to the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance*, November 16, 1995.

reference 8

INTEGRATING SPEAKING RIGHTS INTO YOUR PROGRAMS

When integrating Speaking Rights activities or projects into your program, it is important to consider the **context** and the **needs and interests of the group**. For example, set aside time to select appropriate activities or projects when you are planning the schedule. Whenever possible, do this planning in partnership with youth and all the staff.

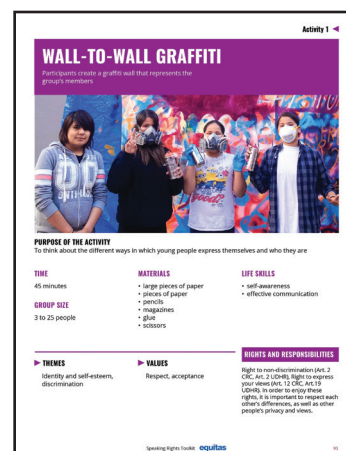
The **indexes** help you choose activities in line with the themes you want to explore and the values you want to reinforce with the group.

THEMES	IDENTITY AND SELF-ESTEEM	VIOLENCE AND BULLYING	HEALTHY RELATIONSHIPS	DISCRIMINATION	PARTICIPATION AND ENGAGEMENT	RIGHTS AND RESPONSIBILITIES

VALUES	COOPERATION	RESPECT	FAIRNESS	INCLUSION	RESPECT FOR DIVERSITY	RESPONSIBILITY	ACCEPTANCE

The **first page** of each activity or project sheet helps you choose appropriate activities in light of the following considerations:

- Description of the activity or project
- Purpose of the activity or project
- Time available
- Group size
- Materials
- Life skills to develop
- Themes addressed by the activity or project
- Human rights values reinforced
- Rights and responsibilities



A few helpful tips

- **Begin with a simple dinamica.** Once the group is established and knows each other better, you can choose more complex activities.
- **Have an active and a quieter activity.** Try to alternate between an active and a reflective activity. This way, you will keep your group moving and interested.
- **Be flexible.** Consider the needs of the participants and how the group is coming together. If a problem arises and you want to address it, review your program and think of what might be a more appropriate activity. Get feedback from the participants on what kind of activities they like – you could also choose and plan activities together.
- **Less is more.** Don't try to do too many activities in one meeting. Do a maximum of 3 activities per session.
- **Try using a single-session activity** when the participants attending the meetings are not always the same, or when the participants in your group don't know each other well. Facilitating single-session activities on a regular basis will help build positive group dynamics and may potentially lead to a longer-term project.
- **Try a project** when the group composition is relatively stable, participants know each other well enough and wish to work on something over a few weeks to reach a specific goal, a photo exhibit ([Project 1](#)) or a poster campaign ([Project 2](#)). You may also help participants carry out a project that they create themselves. See the community action project guidelines and examples in the [Projects section](#).
- **Try something new.** While it is sometimes easier to facilitate activities or to guide projects that you are already familiar with, remember that new activities and projects stimulate participants' interest.
- **Have fun.** Have fun with the youth – this should not be like school. Take a break and enjoy a snack with them and adapt your schedule. Try a dinamica, followed by an activity that goes deeper into content.

If the Toolkit is used often, positive changes in group dynamics will be more noticeable. For optimal results, we suggest doing at least two 60 to 90-minute periods per month. Depending on the length of the activities selected, it should be possible to facilitate 3 to 5 activities per month or to run a single longer-term project.

reference 13

PROMOTING NON-DISCRIMINATION

WHAT IS DISCRIMINATION?

Discrimination is the **act of excluding an individual or a group** or denying them, for example, a job, housing or access to public space or a service. Discrimination occurs when an individual or group excludes, isolates, treats differently or deprives another individual or group of their rights because of particular characteristics such as age, sex, ethnic origin, etc.

WHAT IS THE RIGHT TO NON-DISCRIMINATION?

The right to non-discrimination means that all people have the **right to be treated equally**. All humans are entitled to exercise their fundamental rights, “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”⁸

WHAT IS DISCRIMINATION BASED ON?

According to the *Canadian Charter of Rights and Freedoms* as well as provincial human rights charters, laws or codes, there are many grounds for discrimination. In most Canadian provinces, **it is illegal to discriminate against someone** based on the following grounds:

- Age
- Sex
- Social status (income, occupation, education, etc.)
- Skin colour
- Race
- Political beliefs
- Civil status (undocumented, adopted, single-parent family, common-law, same-sex parents, etc.)
- Pregnancy
- Disability
- Language
- Sexual orientation
- Gender identity and expression
- Ethnic or national origin
- Religion

8 Universal Declaration of Human Rights, Article 2.

HOW CAN THE TOOLKIT HELP PROMOTE NON-DISCRIMINATION?

The activities in the Toolkit are designed to **promote** values such as **respect for diversity, inclusion and acceptance**. Helping young people incorporate these values into their behaviours and attitudes is a concrete way to prevent discrimination.

PROMOTING A PREVENTIVE APPROACH

Numerous studies have shown that preventive approaches are an effective way to combat discrimination and racism. In fact, it is easier to help young people develop values and attitudes of openness and respect for diversity than to try to change entrenched discriminatory behaviours.

EMPOWERING YOUTH

Youth experience discriminatory situations every day. For example, they may be influenced by media gender stereotypes, be victims of taunting because of their physical appearance, or repeat racist jokes and comments they hear.

Given the pervasiveness of discrimination, it is important not only to raise awareness about it, but also to empower youth and provide them with the necessary skills to face discrimination constructively.

Through activities in the Toolkit, youth can experience situations where they have to choose between different behaviours: inclusion or exclusion, violence or dialogue, competition or cooperation. Based on these tangible experiences, a group of youth can discuss why respect for diversity, inclusion and acceptance are important, and suggest actions to bring these values into their daily lives.

Activities in the Toolkit provide youth with the opportunity to **develop practical skills for dealing with discrimination**. They learn how to recognize discriminatory behaviours or attitudes, and to come up with inclusive solutions that respect diversity. The positive values and attitudes that youth develop through the Toolkit activities can be carried with them into adulthood, helping to build a society that is more respectful of human rights. The young people will themselves become agents for change in society.

AGTIVITIES

WALL-TO-WALL GRAFFITI

Participants create a graffiti wall that represents the group's members



PURPOSE OF THE ACTIVITY

To think about the different ways in which young people express themselves and who they are

TIME

45 minutes

GROUP SIZE

3 to 25 people

MATERIALS

- large pieces of paper
- markers
- magazines
- glue
- scissors

LIFE SKILLS

- self-awareness
- effective communication

THEMES

Identity and self-esteem,
discrimination

VALUES

Respect, acceptance

RIGHTS AND RESPONSIBILITIES

Right to non-discrimination (Art. 2 CRC, Art. 2 UDHR), Right to express your views (Art. 12 CRC, Art. 19 UDHR). In order to enjoy these rights, it is important to respect each other's differences, as well as other people's privacy and views.

INSTRUCTIONS

1. Tape large pieces of paper to the wall.
2. Ask the group to write down graffiti they have read on bathroom walls, in parks, at school, and elsewhere, without censoring anything. Add other graffiti as needed.
3. Lead a discussion about the graffiti by asking a few questions. Get the group to take a critical look at racist, sexist, homophobic or other discriminatory language that may be represented.
 - » How do you feel when you see this graffiti? Do you agree with it? Why?
 - » Is graffiti helpful or harmful? In what ways can graffiti be helpful or harmful?
 - » Graffiti is sometimes described as “youth art”. Do you agree with this statement? Why do you think some youth do graffiti?
4. Have participants create a graffiti wall that reflects their personalities. Give each participant a sheet of paper that will stand for one brick in the wall. Ask each participant to design a brick that somehow describes themselves by creating a tag (a stylized personal signature), a drawing or a collage. The “brick” could, for example, portray a participant’s most important value, their greatest quality, personal motto, wildest dream, or a cause they feel strongly about.
5. Create the graffiti wall by taping the sheets of paper side by side and ask each participant to explain what their brick represents.

VARIATIONS

Create graffiti on a designated graffiti wall that the municipality or an organization has made available to young people.

DEBRIEF

Following the activity, lead a discussion based on the following questions



feel

- Did you like creating a graffiti wall? Why?
 - Was it easy to express who you are through graffiti?
 - How does it feel to describe yourself to others?
-



think

- Is graffiti a good way to express who we are and what we think?
 - Why is it important to express what we think and what we experience?
 - Looking at the different bricks, is it possible to identify patterns that are common to the whole group? Are there differences based on gender?
-



act

- What can we do to ensure that youth's ideas are heard and respected by the group and by society?
- What can we do to ensure that everyone in our group feels they are being respected?
- What else can we do to get to know each other better?

MY LIFELINE

Participants create lifelines illustrating each participant's personal history and future*



PURPOSE OF THE ACTIVITY

To talk about your life and who you are. To share goals and aspirations and to identify commonalities

TIME

45 minutes

GROUP SIZE

3 to 25 people

MATERIALS

- large pieces of paper
- markers
- pencils
- magazines
- scissors
- glue
- newspaper

LIFE SKILLS

- self-awareness
- active participation

► THEMES

Identity and self-esteem

► VALUES

Respect for diversity, responsibility

RIGHTS AND RESPONSIBILITIES

Right to non-discrimination (Art. 2 CRC, Art. 2 UDHR), Right to survival and development (CRC, Art. 6), Right to express your views (Art. 12 CRC, Art.19 UDHR). In order to enjoy these rights, it is important to respect each other's differences, as well as other people's privacy and views.

* Based on the Life Lines activity (pages 11-14) described in *Life Stories, Exploring Identity with Young People*, Youth Action against Racism and Discrimination (YARD), Dublin, 2004.

INSTRUCTIONS

1. Ask participants to draw a horizontal line on a large piece of paper. Have them write their date of birth at the far left of the paper. Have them write “today” three quarters of the way to the right. Have them write “in 5 years time” at the far right, or some other date in the future (3 months, 1 year, 10 years, etc.).
2. Participants think about significant events in their lives and then record them on their lifeline. They can write or draw, or glue pictures or headlines from magazines or newspapers you have provided. Ask questions to help participants think about defining moments in their lives.
 - » What is your first childhood memory?
 - » What were the happiest or most challenging events in your life?
 - » Who are some mentors you met who had an influence on you?
 - » What were the most surprising events in your life?
 - » When have you felt proud of yourself?
3. On the right of the word “today”, ask participants to write or glue pictures portraying what they would like to become or to do within the next 5 years or some other date in the future (3 months, 1 year, 10 years, etc.).
4. Have participants present their lifelines to the group or in pairs.
5. Ask participants to identify commonalities shared by different group members.

DEBRIEF

Following the activity, lead a discussion based on the following questions.



feel

- Did you find it easy or difficult to share your lifeline with other participants?
- How does it feel to talk about your future?



think

- Do you have certain elements in common with other people?
- Which experiences seem the most significant and the most surprising to you?
- Which experiences most influenced who you are?
- Can we have an influence on the direction our lives take? How?



act

- How can we reinforce each person's strengths?
- What can you do to reach your goals within 3 months, 1 year, 5 years, 10 years?
- How can we support each other in reaching our goals?

INTRO BINGO

Participants find a person who fits each description listed in the bingo chart



PURPOSE OF THE ACTIVITY

To meet and to know the other members of the group

TIME

30 minutes

GROUP SIZE

5 to 25 people

MATERIALS

- music
- copies of the “Find someone who...” chart

LIFE SKILLS

- interpersonal relations
- effective communication

THEMES

Identity and self-esteem

VALUES

Respect, acceptance

RIGHTS AND RESPONSIBILITIES

Right to choose your culture, language and religion (Art. 30 CRC, Art. 18 & 15 UDHR), Right to play and rest (Art.31 CRC, Art. 24 UDHR). In order to enjoy these rights, we need to respect each other's differences and accept others.

INSTRUCTIONS

1. Copy the “Find someone who ...” chart. Make one copy for each participant.
2. Form a circle. Ask participants to say something special about themselves that the others don’t know. For example, someone could say that they play an instrument or that they got to meet a performer (musician, actor, etc.).
3. Specify that the goal of the activity is to get to know each other. Distribute the charts.
4. Explain that the activity involves moving around the room and asking questions to the other participants, trying to find people who fit the descriptions on the chart. Participants write down the name of the person they find in the appropriate box. The goal is to fill in 2 lines as quickly as possible. As is the case with bingo, lines can be vertical, horizontal or diagonal. The first person to fill in 2 lines is the winner. A person’s name cannot be repeated twice.
5. Put on some lively music to begin the activity.
6. When a winner is declared, or after a fixed amount of time (for example, 5 minutes), ask the group to form a circle again.

DEBRIEF

Following the activity, lead a discussion based on the following questions:



feel

- Did you enjoy this activity? Why?
 - How did it feel to share something about yourself with others?
-



think

- Did you discover any hidden talents in other people? What are they? Did any of the talents surprise you?
 - Do you see the people in this group differently? How?
-



act

- What are some effective ways to break the ice and approach someone you don’t know?
- What can we do to get to know other people better?
- How can we celebrate everyone’s strengths in the group?

FIND SOMEONE WHO ... (TO BE COPIED)

Likes to read	Can name 5 human rights	Likes to draw	Plays an instrument	Loves to cook
Likes to sing	Has won an award	Has lived in another country	Is an athlete	Speaks three or more languages
Is a math wiz	Likes reggae	Has plans for the future	Dances hip hop	Has experienced racism in the last month
Is fighting for a cause	Is part of a sports team	Has a friend in another province	Writes poetry	Does volunteer work
Is very good at basketball	Would like to be an artist	Has been to a demonstration	Is religious	Is not on Facebook

LET'S TALK ABOUT "IT"!

Participants identify which issues are most important to them and identify ways to open up discussion with others



PURPOSE OF THE ACTIVITY

To think about different situations and issues, identify examples and possible actions

TIME

45 minutes

GROUP SIZE

8 to 25 people

MATERIALS

- 4 large pieces of paper
- pencils
- copies of the cards

LIFE SKILLS

- self-awareness
- effective communication

► THEMES

All 6 themes

► VALUES

7 human rights values

RIGHTS AND RESPONSIBILITIES

Right to express your views (Art. 12 CRC, Art. 19 UDHR). In order to enjoy this right, we need to learn to respect other people's views and rights.

INSTRUCTIONS

1. Ask participants to create posters by writing each of the following statements on a different large piece of paper: "With friends", "With my parents", "With a youth worker" and "With people in my school or in my community". Place the posters in four different spots on the floor in front of the group.
2. Copy the topics listed at the end of this activity and give a list to each participant.
3. Ask each participant to cut out the 5 topics that represent 5 things they would most like to talk about. They can also write new things that are not on the list on the blank cards.
4. Participants then place each of their 5 topics next to the poster which best represents the person with whom they would like to discuss this topic.
5. When everyone has finished, compile the results together and identify the 4 most popular topics under each of the 4 posters.
6. Divide the large group into groups of 4 to 5.
7. Ask each group to choose one of the topics that they would like to discuss "with friends" or "with people in my school or in my community". Ask them to come up with 3 examples of related sub-topics or issues that they would like to discuss. For example, if the team decides to work on "Racism", they might mention the following: "understanding privilege", "what is systemic racism?" and "how to react to a racist person".
8. Ask each group to present the issues they came up with to the whole group.
9. Ask the larger group to plan an activity that will allow them to discuss the issues that they have identified in more detail. They could have a debate or discussion night on the topic, invite a guest speaker, or plan an action in their community to raise awareness, etc. See the [Project section](#) for more ideas.

DEBRIEF

Following the activity, lead a discussion based on the following questions:



- How did you like this activity?
 - Was it easy to share the issues you came up with to the whole group?
-



- Why are some topics or issues easier to talk about within the community and others more difficult?
 - What are some strategies you can use when you need to talk about a difficult topic to someone?
 - Are there people around you that you trust and that can help you when you need to talk? What places are there in your community?
-



- What can we do to make everyone feel more comfortable in our space?
- Are there topics you would like to learn more about? How can you do this?
- How can we help people feel like they can talk to us about things that are important to them?

THINGS THAT YOU WOULD LIKE TO TALK ABOUT (TO BE COPIED)

Being successful in life	Boyfriend or girlfriend
Activity 28 ◀	Activity 28 ◀
Getting money	Cyberbullying
Activity 28 ◀	Activity 28 ◀
Racism	My culture or my parents' culture
Activity 28 ◀	Activity 28 ◀
Indigenous culture	Sex
Activity 28 ◀	Activity 28 ◀
Having a baby	Drugs
Activity 28 ◀	Activity 28 ◀

THINGS THAT YOU WOULD LIKE TO TALK ABOUT (TO BE COPIED)

Gangs

Activity 28 ◀

My relationship with my parents

Activity 28 ◀

Being an immigrant or a refugee

Activity 28 ◀

Poverty

Activity 28 ◀

The environment

Activity 28 ◀

Being popular

Activity 28 ◀

Depression and mental health

Activity 28 ◀

Body image

Activity 28 ◀

Sexual exploitation

Activity 28 ◀

My rights and responsibilities

Activity 28 ◀

THINGS THAT YOU WOULD LIKE TO TALK ABOUT (TO BE COPIED)

Sexuality Activity 28 ◀	Reconciliation with Indigenous peoples Activity 28 ◀
Workers' rights Activity 28 ◀	Living with a disability Activity 28 ◀
Gender identity Activity 28 ◀	Love Activity 28 ◀
Friendship and trust Activity 28 ◀	Violence Activity 28 ◀
Living in a foster home Activity 28 ◀	Parole officer Activity 28 ◀

PROJECTS

HOW TO LEAD A COMMUNITY ACTION PROJECT

A youth-led community action project (CAP) is an opportunity to engage youth as leaders in their communities. By doing a project, youth put into practice leadership and life skills such as critical thinking, empathy, and effective communication. Together they take action to promote human rights and human rights values such as respect for diversity, inclusion and equality with peers, families, teachers, and other community members.

Through the CAP process, youth identify human rights issues they would like to address, such as homelessness in their community, reducing discrimination and fostering more respect between young people and adults. They then decide on the actions they would like to take together to address the issue, such as a play, a fundraiser or a rally.

A Speaking Rights project has 5 steps that you can do with a group of youth over a period of a few weeks or a few months. You can read more about each step in the following pages.

A FIVE STEP PROCESS



TIPS FOR SUPPORTING A YOUTH-LED CAP!

- **Be flexible:** The action plan you developed with the youth outlines key dates, materials required, and who's responsible for what. It is however important to be flexible and be ready to adapt the plan depending on changing circumstances.
- **Be organized:** How prepared you are is critical to the success of the project. Make sure you have the right materials for each session and are always ready for the next session.
- **Be consistent:** Ideally allot at least 45-60 minutes for each weekly session so the youth have enough time to engage with and focus on project-related tasks. It is also important to continue to include time in your daily or weekly programming time for youth to play, laugh, and relax with their friends. The Community Action Project should not become a stressful activity, but a process that youth enjoy.
- **Be open to learning:** Invite community members to help the group learn more about an issue and/or develop skills related to your project idea.
- **Be reflective:** Review your action plan regularly with the youth and provide a safe space for discussing challenges and issues that might arise and for proposing strategies to resolve them.
- **Be proud:** Remember to include community supporters and decision makers in your project and communicate your progress and results with them. For example, take pictures of the group as they work on project-related tasks and share updates of your project on social media.

AS A FACILITATOR AND A MENTOR, TAKE A MOMENT TO REFLECT ON WHETHER YOU:

- Listen carefully to what all youth are saying (or not saying).
- Balance the needs of individual youth with those of the group.
- Manage conflict and help youth resolve conflict peacefully.
- Encourage youth to share their ideas and give you feedback.
- Listen to different opinions, even when you may not agree with them.
- Model behaviour that you want to see in your group.
- Use the varying strengths and abilities of individuals in the group.
- Are intentionally building leadership and life skills in the activities you do with youth.

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