

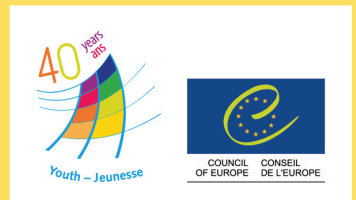
ANTIGONE

INFORMATION AND DOCUMENTATION CENTRE ON RACISM, ECOLOGY, PEACE AND NON-VIOLENCE
6TH FLOOR, 29A PTOLEMAION STREET, THESSALONIKI



YOUTH FOR RIGHTS
ACTIVE PARTICIPATION AND HUMAN RIGHTS

20TH - 28TH APRIL 2015



WITH THE SUPPORT OF THE EUROPEAN YOUTH FOUNDATION OF THE COUNCIL OF EUROPE.



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Preface

“**Youth for rights**” constitutes a one-week training held in Thessaloniki by the non-for-profit organisation **ANTIGONE - Information and Documentation Centre on Racism, Ecology, Peace and Non-Violence** with the support of the **European Youth Foundation of the Council of Europe**. The general aim of this project has been to promote human rights and strengthen youth participation in society.

The targeted audience has been young people from different origin and background, with a prior interest and experience in the field of human rights. The selection of participants was made on the basis of the motivation of the applicants, after an open invitation had been launched. Finally, 43 young participants attended all the workshops of the “Youth for Rights” project, divided in two groups according to the workshops’ language they



chose - Greek or English.

Why human rights ?

The past decades, European societies have evolved towards more inclusiveness and respect of the differences, while issues as homophobia, racism, discrimination against people with disabilities, have been increasingly addressed by our states.

Yet, in spite of these improvements, human rights are still not always respected, and prejudice keeps haunting our current societies. Especially in Greece, the context of the financial crisis hasn't helped to provide the adequate services and structures to implement human rights in a proper way.

Young people constitute a key group to make a change in the Greek society. Despite already



having acquired a high degree of social and political awareness, there is a significant number of young people who generally lack a global intersection perspective on the different human rights fields. What ANTIGONE tried to offer through “Youth for Rights” is this intersection input, through the mutuality of the experiences and the confrontation of different activist backgrounds.

The training

Content of the training

The program consisted of six four-hour workshops and the preparation and realisation of a short campaign on human rights and democracy in the end of the project. The content of the workshops was based on non formal education methodological tools, in order to actively involve participants in the learning process throughout the workshops allowing



the mutual sharing of personal experiences.

The topics that have been treated are the following:

Workshop 1 - Right to be equal and different

(20th of April)

Workshop 2 - Gender equality and gender identity

(21st of April)

Workshop 3 - Human rights and disability

(23rd of April)

Workshop 4 - Human rights and environment

(24th of April)

1st extra workshop - How to create a campaign

(27th of April)

2nd extra workshop - How to create a campaign

(28th of April)



As a result of the workshops, the participants chose to create ***an online campaign to address homophobia***, through a *short movie as well as a photo campaign*. The choice of the topic was voted by the participants after they submitted different ideas, and the realisation of the campaign has constituted an interesting occasion of gathering the English-speaking and the Greek-speaking group.

For most of the participants, it was the first time they were taking part in the creation of a campaign.

Some observations on the toolkit

The activities described in the next pages have been led both in English and in Greek. They aim to stimulate the critical thinking of the participants, while allowing them to express their creativity and deconstructing the



traditional frontier between educator and learners.

Most of the activities have been implemented in different learning contexts -schools, enterprises, etc.-, and are easily adaptable to the various contexts.

The material they require is very limited, in order to facilitate their broader exploitation.

Results and variables

Both groups took actively part to the activities, and the games have offered the opportunity for numerous debates and reflections in the fields of human rights and non discrimination.

Interesting is that, generally speaking, the same activities launched substantially different debates according to the groups, fulfilling their function of creating a space for dialogue rather than a didactic structure.





The methodology

Non formal education methodology on human rights and combat towards prejudice and racism

One of the main principles of non formal methodology is the active participation of the members of the group who are encouraged to exchange their experience and knowledge through experiential and participatory activities.

Non formal education consists in a collective approach targeted to develop empathy and sensitisation between the participants in the group on issues related to human rights and all types of negative discrimination.

Through the experiential process and the dynamics developed in the group, young participants raise their imagination, creativity and critical thinking while perceiving themselves as active parts of a living society



that interrelate with respect, equality and will to participate. Through all workshop activities realised during “Youth for Rights” training, the aim has been to give a second deeper thought in the various current social problems that daily trigger us, grow a sense of solidarity and tolerance, and raise the will to act on individual and collective level so as to play and active role in local -and broader- society in promoting and defending human rights.

Non formal education methodology inserts different learning tools than those used in more “traditional” forms of education. Human rights workshops consist a coordinated effort to include civic education in the everyday life of young people. For the best implementation of “Youth for Rights” workshops, it was attempted to reach young people with different backgrounds and profiles so as to ensure intercultural exchange also in between the



group members.

In order to ensure quality results of non formal education activities on human rights sensitisation and non discrimination, the trainer(s) first need to form a friendly and safe environment for the group members to feel free to openly express themselves with respect to each other. Furthermore, since in every case the group is formed differently according to the personalities and the special characteristics of the participants, in some cases it may be

needed to adapt the process of the activities so as to better correspond to the targets, the needs, and the particularities of every groups.

Non formal education is also applied in workshops for youth as it consists in a pleasant and effective way for the participants to get trained also in the use of its methods and tools that they can following apply to other



groups they relate and interact. Through their participation in such initiatives, young volunteers working with children and youth as well as young students have gained significant experience and competence in the use of non formal education methodology that they later on took on to disseminate themselves with multiple results.

Activities: Planning and implementation

Non formal education activities should be designed according to the number of participants, the time available, the material and the usable space. In order to be effective, every group should not exceed 25 people. This is a main reason why ANTIGONE implemented two training sessions with two groups of 15-25 people, one in Greek and one in English. After the completion of the “active” part of every activity, the participants and the



trainer(s) hold a discussion in circle so as to discuss the topics emerged during the activities and summarise their solutions and conclusions.

All workshops activities were based on active participation, collaboration, creativeness, and free expression involving role-playing, story-telling, simulation games, etc. Training techniques involved creative and artistic expression, dramatisation and brainstorming.

Observation and group discussion consist in the main parts of the process. In the first part of the activity, participants are invited to “play” and interact in more energetic ways while the second part involves plenary discussions so as to bring activity findings and conclusions in real life and discuss on them. This brainstorming that runs with the coordination of the trainer(s) facilitates the participants express their thoughts and feelings, feel in the



shoes of the other members of the group, link the activity outcomes with real life and so reach the targets of the methodology.

Activities Description

DAY 1: Right to be Equal and Different

Meeting with the group

The game with the ball

Materials: a small ball

Approximate time needed: 5-10 minutes depending on the number of the participants

Source:

<http://nolimits.typepad.com/files/icebreakers.pdf>

f

Description: Participants stay in a circle. The facilitator, holding a small ball, speaks out



his/her name and throws the ball to another member of the group. Accordingly, the participant holding the ball says his/her name and throws it to another member of the group.

All participants need to introduce themselves throwing the ball. They need to be sure that the person they throw the ball to, has not introduced him/herself already.

When everyone has introduced him/herself, the second round starts.

Now, participants need to “return” the ball saying the name of the person who threw them the ball in the first round.

Who am I?

Material: a box with different common items of everyday life (e.g. a mug, a bottle of water, a chocolate bar, painting colors, a calculator, etc.)

Approximate time needed: 5-10 minutes



Source: [http://www.youthdeved.ie/sites/youthdeved.ie/files/All Different All Equal Ireland 2006.pdf](http://www.youthdeved.ie/sites/youthdeved.ie/files/All%20Different%20All%20Equal%20Ireland%2006.pdf)

Description: Each participant picks from the box the item that best represents him/herself and tells to the group a little bit about him/herself in relation to the item s/he chose. This is how we learn some about each other.

Me and the others

Materials: one A4 paper per participant

Approximate time needed: 10-15 minutes

Source: [http://www.youthdeved.ie/sites/youthdeved.ie/files/All Different All Equal Ireland 2006.pdf](http://www.youthdeved.ie/sites/youthdeved.ie/files/All%20Different%20All%20Equal%20Ireland%2006.pdf)

Description: Every participant draws in his/her paper the perigram of his/her hands. For every paper finger that has been created,



participants need to answer the following questions writing on the relevant fingers their personal answers:

For the thumb: They need to write something good about themselves that can contribute to the wide society

For the index finger: They need to write a bad thing they want people in their society stop doing

Middle finger: They need to write which they consider as the biggest problem in the world

Fourth finger: They need to write the thing they like the most in the society they live in

Little finger: They need to write the small change they believe they can make to make the world a better place to live

We stick all the hands on the wall. We read, discuss and compare them.



Common identity collage

Materials: flip chart paper (one per group of 5-6 people), magazines, cartons and other material for collage

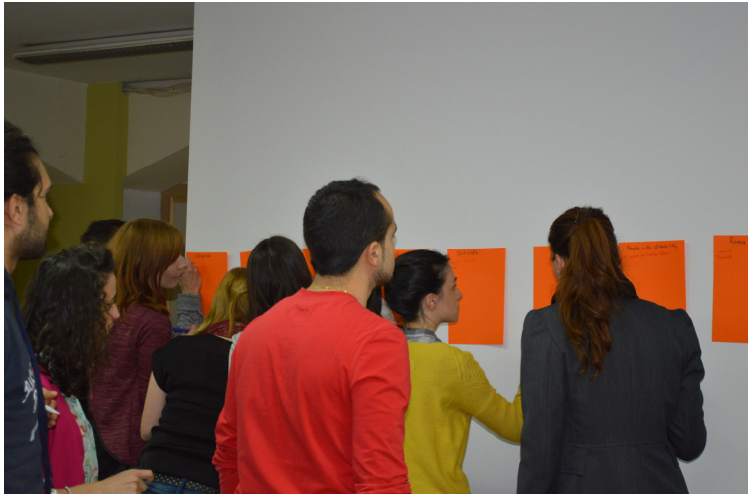
Approximate time needed: 30 minutes

Source:

<http://civics.sites.unc.edu/files/2012/05/whatsinmyhead.pdf>

Description: Participants work in groups of 5-6 persons and work together so as to create and

present a collage showing things they all like and interests they have in common. This is a good way to start sharing experience and information about themselves so as to better collaborate in workshops further activities.



Right to be equal and different

Stereotypes game with pictures

Materials: Pictures with images, paper and pen for every participant



Approximate time needed: 60 minutes

Source: “All different, all equal” educational pack, Council of Europe, activity “Every picture tells a story”

Description: On the wall of the workshop’s hall, participants can find papers with words on them. On each one of the papers, the coordinator has written one word. The words could be: persons with disability, Ethiopians, English, refugees, artists, poor, activists, women, politicians, Chinese, etc.

We ask from the participants to stand up and write on each paper the first word or phrase that comes to their minds when thinking of those groups of people. We encourage them to be sincere and not be influenced by the answers of the others.

Just after this, participants sit in the circle, each holding a paper and a pen. The



coordinator shows them an image of a persons and every participant needs to write on his/her paper the first things that comes to his/her mind when seeing the picture. After that, participants exchange papers, all taking the paper of the person on their left, giving their paper to the person on their right. This same process goes on for all the pictures the coordinator shows to the participants.

The pictures that can be shown are: Haile Gebrselassie, Shakuntala Devi, Freddie Mercury, Federica Pellegrini, Mother Teresa, Edith Piaf, Stephen Hawking.



Participants read what is written in their papers for every picture also in relation to the papers on the wall about the different groups of people. The discussion can be based on the following questions:

The things we wrote for the different groups of people, did they actually connect with the particular examples of people shown in the pictures?

What about the things we wrote about the people. Did they represent the reality?



Was anything impressive during the activity?

How do we form our conception about people?

Were there any cases that our impression about someone proved wrong?

How dangerous is stereotypical thinking?

Where could they lead one?

What are the differences between stereotypes, prejudice and racism?



DAY 2: Gender Equality and Gender Identities

Icebreaker 1

Materials: one paper per participant

Approximate time needed: 5 minutes

Description: Each participant holds one paper; on its one side it is written the word 'more' and on its other 'less'. We ask participants what do they like the most and they choose.

Example:

Winter or summer

Coffee or tea

Beer or Cola

TV Shows or Movies

Rain or snow

Walking or Driving

Swimming or sunbathing



Icebreaker 2

Materials: two papers per participant

Approximate time needed: 5 minutes

Description: Everyone sits in a circle and has two different sheets of paper – one represents Never the other I Have. Each one replies to the questions.

Indicative sentences:

Never have I ever skipped school.

Never have I ever fell asleep in the cinema

Never have I ever been to hospital

Never have I ever read 50 shades of grey.

Never have I ever been on TV.

Never have I ever lied to get a job.

Never have I ever skinny dipped.

Never have I ever fell in the last week.

Never have I ever used someone else's toothbrush.

Never have I ever said a baby was cute when

it was obviously ugly.



What is gender/How do you define gender?

Approximate time needed: 1 hour

Sex vs. Gender

Sex: Man/ Woman

I like / I don't like

Gender: Something more complicated.

Gender Equality



Brainstorming on the question: Is there gender equality?

Open Discussion

With the completion of a first discussion between the members of the group, Laura Bates at TEDx video is screened: <https://www.youtube.com/watch?v=LhjsRjC6B8U> (till 6:10)

Some questions for discussion and conclusions on gender:

Are boys and girls similar or different? For which reasons?

Which are the biological and which are the social characteristics of genders?

Do the expectations differ for boys and girls?

Do those expectations put barriers in people's development?

How do people form their opinions on gender?



Gender Identity and Human Rights

LGBT Rights Game

Material: post-it papers, papers with questions related to LGBT rights

Approximate time needed: 1 hour

Description: Every participant gets some post it notes. On a wall we stick papers with some questions related to LGBT rights. Everyone



anonymously puts their post if they agree with the statement. We then discuss.

Statements

Everyone should have equal rights.

LGBT couples should be married.

LGBT couples should be able to have children.

Short presentation: LGBT Rights / Gay vs Queer

Brainstorming: What do you think about reproductive rights/ abortion?

Feminism

Are You a Feminist? Game

Material: enough space for the group to move

Approximate time needed: 1 hour

Description: The place is divided in two imaginary lines that each represents yes or no,



and ask several yes/no questions related and unrelated to feminism. Participants who will be in the middle will have to walk towards yes or no each time. Three of those questions will be about feminism. In the end will discuss why each one answered yes or no.

Questions

I am a boy.

I like red.

I like chocolate.

I like reading.

I am a girl.

I believe in gender equality.

I like writing.

I play video games.

I think all human beings *should be* equal.

I like pizza.

I think all human beings *are* equal.

I like painting.

I like music.



I like running.

I am a feminist.

Quiz Game: Who is a feminist?

Material: -

Approximate time needed: 30 minutes

Description: The coordinator poses the following question with possible answers to the group, for all the members to start a discussion.

Who is a feminist?

Someone who hates all men.

A woman who thinks women are better than men.

A lesbian with an attitude problem.

A girl who can't get a date.

None of the above.



After the discussion, the coordinator goes on with the following questions

Do you believe that human being should be equal?

Yes / No

Do you think that women are human beings?

Yes / No

The point of the game is for participants to come up with the conclusion that every answer between the possible given by the coordinator is wrong.

Feminism: feminism is the radical idea that all human beings are equal!

Gender and Global Politics Activity

Material: 2 pictures with women involved in politics in a different sense

Approximate time needed: 1 hour

Description: Participants are divided in two groups. Every group takes one picture and has some minutes to discuss the role of women in politics as represented in the pictures given. Following, the group discusses in plenary their conclusions as well as their perceptions on gender in relation with global politics.



The main question raised and discussed in this activity concerns whether gender matters in global politics?



For more information:

Websites

Everyday Sexism Project:

<http://everydaysexism.com/>

Feminist Frequency:

<http://feministfrequency.com/>

Feministing: <http://femiFor more information:>

[nisting.com/](http://feministing.com/)

Recommended Reading:

Butler, Judith, 1988, 'Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory', Theatre Journal, 40(4), 519-531.

Enloe, Cynthia, 2000, Bananas, Beaches and Bases: Making Feminist Sense of World Politics (rev. edn) London: University of California Press.

Flax, Jane, 1987, 'Postmodernism and Gender Relations in Feminist Theory', Signs: Journal of Women in Culture and Society, 12(4), 621-

643.

Shepherd, Laura J. (ed.) 2010, Gender Matters in Global Politics: A Feminist Introduction to International Relations London: Routledge.

Stears, Jill, 2006, Gender and International Relations: Issues, Debates and Future Directions, (2nd edn) Cambridge: Polity Press.





DAY 3: Human Rights and Disability

One step forward

Materials: role cards, paper and pens for every participant

Approximate time needed: 90 minutes

Source: “Compass” educational pack, Council of Europe, activity “Take a step forward”

Description: We give every participant a small card with a “secret role”. For the whole duration of the activity, participants are not themselves any more, but they are their roles. We ask every participant to imagine his/her every day life as well as their stories.

After they have taken some time to “feel” their roles, they have 5 minutes to write down things about themselves according to their roles.

They are free to imagine and describe their



everyday life and stories as they wish, given the facts that they all live in Greece in 2015.

The questions that can facilitate them in order to “build” their roles are the following:

How is your life?

Do you have a family?

Where do you live?

How is your social life?

How is your house?

How do you spend your day?

Do you have a job?

How much money do you make?

Do you have any free time? How do you spend it?

What do you enjoy most in your life?

What are your fears about life?



The roles:

You are a single mother. You live in a small provincial town.

You are the daughter of the local bank manager. You live in a big city.

You are the son of a Chinese migrant who runs a successful fast food business.

You are an Arab Muslim girl living with your parents who are devoutly religious people.

You are the daughter of an American ambassador currently living with your family in



Greece.

You are a disabled young student who can only move in a wheelchair.

You are a Roma young woman.

You are a migrant in a country where you do not speak the official language.

You are a refugee from Afghanistan.

You are a migrant without legal documents from Mali.

You are a son of a farmer in a remote village.

You have finished high school. This summer you need to work in your family business because your parents who also work there need your help.

Your family owns farms in a remote village and cannot afford your moving to a big city to go to university.

You are a famous actress of African origin.

You are a worker in a shoe factory. You are married and you have one child.



You are the daughter of the richest parson in Europe.

You are a young girl living with your parents who are devoutly religious people. You live in a remote village near Ioannina.

You are a Roma young woman.

You are a student and you want to become an acrobat. Your parents are civil servants.

You are a 22 years old lesbian.

You are a 24 years old homeless man.

You are an unemployed schoolteacher in a country whose new official language you are not fluent in.

You are an unemployed single mother and you raise your child alone. You live in a big city.

You are the president of a party-political youth organisation (whose "mother" party is now in power).

After all participants have written down some



information about themselves in their roles, they stand in a line so as for all to start from the same spot.

The trainer then reads a series of sentences. Every time participants answer “yes” to the sentence read by the trainer, they need to move one step forward.

Whether they answer “no” to the sentence read by the trainer, they stand where they are without moving forward.

The sentences read by the trainer:

You have never encountered any serious financial difficulty.

You have decent housing with a telephone line and television.

You feel your language, religion and culture are respected in the society where you live.

You feel that your opinion on social and political issues matters, and your views are



listened to.

Other people consult you about different issues.

You are not afraid of being stopped by the police.

You know where to turn for advice and help if you need it.

You have never felt discriminated against because of your origin.

You have adequate social and medical protection for your needs.

You can go away on holiday once a year.

You can invite friends for dinner at home.

You have an interesting life and you are positive about your future.

You feel you can study and follow the profession of your choice.

You are not afraid of being harassed or attacked in the streets, or in the media.

You can vote in national and local elections.



You can celebrate the most important religious festivals with your relatives and close friends.

You can participate in an international seminar abroad.

You can go to the cinema or the theatre at least once a week.

You are not afraid for the future of your children.

You can buy new clothes at least once every three months.

You can fall in love with the person of your choice.

You feel that your competence is appreciated and respected in the society where you live.

You can use and benefit from the Internet.

With the completion of the game, discussion can run on the following questions:

How did you feel moving forward or staying where you were?



When did you start noticing whether other participants were moving or not?

Did you feel in any part of the activity, that your human rights were being ignored? By whom?

Could you guess the roles of the other participants? How do we reach the conclusion on the roles of the others?

How hard or easy was it to be our roles? Why?

Does the activity represent the real world?

Are there any human rights deprived in every role? Are there ways to claim those rights? In which way?

Which are the steps that could be made for discrimination not to exist in the society?

Which are the rights that are being recognised for every role? Could anyone say that his/her rights were deprived according to his/her role?

Why?

Which are the steps that need to be done in order for everyone to enjoy his/her human



rights?

Guess who is coming to dinner

Materials: cards with roles, paper and pens for the observers

Source: <http://eycb.coe.int/edupack/pdf/35.pdf>

Approximate time needed: 60-80 minutes

Description: This activity is a role play game. The play is repeated 3 times by different groups of participants. The roles for every play are 4 while in every play there is one special observer for every role who takes notes on the main points expressed by the character s/he follows.

The coordinator distributes the roles and allows participants think of themselves for 2-3 minutes.

We prepare the space in a way that it represents a living room in a house where a



family discussion is going to take place.

Every play should have a duration of maximum 10 minutes.

After all plays finish, actors of the role plays explain how they felt. After that, observers read their notes on the characters they followed.

The discussion that follows can be based on the following questions:

Did the roles of the characters seem familiar to us? Why? Why not?

Would it have been different if, instead of being a person with disability, the boyfriend had other differentiality?

In which other cases do you believe the reaction of the parents would be similar? For example if the boyfriend was a refugee? Other examples?



Do you believe that this case presented is still common nowadays or is it something from the past?

Has it ever occurred to you or to people you know to face similar kind of challenge?

How could we all be understanding and open to people?





Role cards:

Daughter

The situation:

You have decided to face your family and tell them you want to live with your boyfriend who is disabled and moves in a wheelchair.

You start the role play. You announce to your family that you are going to live with your boyfriend, who is disabled and moves in a wheelchair. Try to defend your decision and argue that you are going to make a stand to counter the prejudice against relationships between young people and especially relationships between young people who may be different.

Mother

The situation:

Your daughter has a disabled boyfriend who moves in a wheelchair with whom she has a

very close relationship.

You love your daughter very much but you do not understand how she could do this to you. You support your husband in everything he says. You do not threaten your daughter, rather you tend to feel sorry about the pain she causes to you. You think a disabled boyfriend cannot offer her what she needs to be happy and that she will suffer a lot in her life.

Older brother

The situation:

Your sister has a disabled boyfriend who moves in a wheelchair with whom she has a very close relationship.

In principle, you do not care if your sister goes out with a person with disability, and in fact you defend the right for people to be free in their relationships. Nevertheless, when your mother says that your sister will face problems in her



life with her boyfriend, you start to think whether she has a point. You show your concern and want the best for your sister.

Father

The situation:

Your daughter has a disabled boyfriend who moves in a wheelchair with whom she has a very close relationship.

You are the authority in the home, and you don't approve of your daughter's relationship. You represent the moral mainstream and you care a lot about people will say. You do not consider yourself racist but your daughter marrying a handicap is something different. Think of a strict father and argue as he would argue.



DAY 4: Human Rights and Clean Environment

NOTE: The two following rather introductory activities to human rights have been realised by ANTIGONE trainers so as for participants first to get a whole image of human rights framework in global, European and national level before entering the more specific section “Human Rights and Clean Environment”.

Human Rights Quiz

Materials: copies of human rights quiz (one per 2 participants), pens

Approximate time needed: 60 minutes

Source:

http://eycb.coe.int/compass/en/pdf/2_35.pdf

Description: Participants are given a copy of the human rights quiz, one copy per two participants. Group works in pairs of two so as



to come up with answers to the questions. After they complete their sheet, the group discusses in plenary the answers given to the questions with the coordinator enriching knowledge on human rights on local, national, European and global level.

The discussion can also include the following questions:

Which questions were the harder to be answered and why?

Which human rights could bring contradictions and dispute in different societies and people?

For which reasons?

How do we know our human rights?

How do we interpret human rights?

How do human rights develop between the years?

What is the role of media in human rights awareness raising -or the lack of it?



The questions of the quiz

The name of a document that proclaims human rights

An important right everyone should enjoy

A special right all children should have

An organisation that fights for human rights

A human right that is deprived from people in the country you live

A human right that has been denied to you personally

A duty we all have in relation to human rights

An example of discrimination

A right sometimes denied to women

A violation of the right to life

A group of people that their human rights are denied to them in the country you live

A practice that threatens the right to human dignity

An example on how the right to private life can be violated

One person that fights for human rights

A right the state should ensure to people with disabilities

The name of a document that included the rights of the citizens in the country you live

One important right you enjoy in the country you live

A source of information on your human rights

A precondition for everyone to enjoy his/her human rights without discrimination

A type of violence that is not physical





Human Rights Tree Activity

Materials: flip chart paper, post-it papers, paper and pens for every group of participants, copies of the Universal Declaration of Human Rights

Approximate time needed: 45 minutes

Source:

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity2.htm>

Description: Participants work in groups of 4-5 people. Every group draws in its paper one tree. On the tree's branches, participants add all the human rights they are aware of, while in its roots all the preconditions needed for the rights to "flourish" for all people to be able to live with dignity and justice.

Every group presents their tree explaining the reasons why all human rights are important.



In the round discussion that follows, under the coordination of the trainer, groups can discuss on the interrelation and interdependence of human rights as well as the significance of the preconditions needed in order for human rights to be safeguarded for all people without discrimination.

Following, participants can link their human rights with the correspondent articles of the Universal Declaration of Human Rights talking about the values it reflects.

Under the guidance of the trainer, participants can move their post-it papers on the tree according to whether human rights are civic and political or social, economic and cultural rights.



Council of Europe Game “Enter Dignity Land” Board Game

Materials: board game “Enter DignityLand”

Approximate time needed: 90-120 minutes

Source: <http://enter.coe.int/fre/Enter-Dignityland!-A-game-on-social-rights>

Description: For the workshop, this board game has been adapted so as to be played by 4 groups of participants instead individually by the players.



Every group of participants represents a group in the parliament in the imaginative country “Dignity Land”, a description of which is given to the groups in the beginning of the game. Groups of participants need to work together, discuss and decide between different choices on the policies that will be developed in the country in relation to economics and social rights of its residents during the following five years.

Through the different phases of the game, participants discuss, exchange views and ideas, take common decisions and are mobilised to act collectively for the promotion of social rights so as to bring fair and successful social policies.



Our futures Game

Materials: laptops for every group of 5-6 participants

http://eycb.coe.int/compass/en/chapter_2/2_29.html , draft paper, pens for notes

Approximate time needed: 120 minutes

Source:

http://eycb.coe.int/compass/en/chapter_2/2_29.html

Description: Participants work in groups of 5-6 people and draw, contemplate and discuss



their hopes and concerns for the future of their generation. Among the issues addressed are: environmental issues affecting future generations, education, social care, young people and the family, community life.

If the participants are not sure about what the future town may be like you could prompt them by asking:

Who will live here? People born here, or newcomers? What ages will they be? Will they live in families?

What will their daily lives be like? Where will they shop for food? How will they travel around?

What sort of welfare services, such as hospitals, dentists, etc. will they need?

What will their schools be like?

What will their social lives be like? What will they do for leisure activities?



Will they have pets?

What work will people do?

What new technological developments might there be?

What about the environment? The natural surroundings?

Did everyone feel able to participate and to contribute to the work? How did the different small groups make the best use of the individual talents of their members?

How did it feel to receive feedback about their plans?

How did it feel to give feedback about their plans?

Would they be prepared to compromise some of their ideals if they now had to design a single class or group plan that met the needs and aspirations of everyone in the class or group?

Did people enjoy the feeling of being



"architects of their futures"?

Do they believe their ideals could ever come true? Why? Why not?

Do they believe adults would be ready to discuss their plans? Why? Why not?

What was the biggest surprise in any of the plans?

What would be their rights as citizens in the future?

What would be their duties as citizens in the future?

What steps can young people take now to have influence in the democratic processes which shape their lives and their futures?

Did they think any “ecological” when planning?

What “social ecology” would mean?

How does the future of one country influence the other?

What do we know about 3rd generation human rights? Do we consider them as important as

all? Why?



DAY 5 and DAY 6: How to organise and run a campaign

After the completion of the first part of the training in relation to human rights and non discrimination, the members of the group participated in workshops on the creation and



the implementation of an awareness raising/sensitisation campaign.

With the coordination of the trainer(s) and through brainstorming, the questions set and discussed have been the following:

What is campaign?

Using the instrument of brainstorming, participants collected the ideas about what is a campaign for promoting an NGO, a project, or an idea.

The brainstorming was “guided” in order to allow the participants to reach the fundamental following features a campaign must have:

- effort to bring changes
- combination of number of actions, reports, events, put in a sequenced plan
- long and big enough for ensuring long term results
- but manageable enough for reaching short



term results

- base for future campaigns and actions

Campaign strategy

After understanding what a campaign is and what its fundamental features are, the participants attended a small lecture on the strategy to follow for organizing a campaign. Even if not in line with the principles of non formal education, the trainers thought a lecture was necessary in order to allow a full understanding of the steps to follow and the elements to take into consideration for generating a campaign:

- clearly identifying a problem and imagining the solution (to be achieved reaching predetermined goals)
- analyzing the problems
- identifying the objectives (short term and long term objectives, measurable, realistic)



- time frame and deadline for reaching the fixed objectives
- identifying target (both direct and indirect) and stakeholders
- spreading a message (simple, short, understandable, attention to time, place, and medium, repetition, attention to the aspects both emotion and rational of the text)
- developing tactic and strategy (involve the target, using the media, using law and its instrument for the purposes of the campaign - researching, reporting-)
- identifying a messenger and if possible using a testimonial
- budget and resources (preparing the budget, assessing the resources, organizing some fund-raising activities for reaching the needed amount)
- periodic and final assessment of the whole campaign.



Vote for my campaign!

At this stage the participants had to create their own campaign. For deciding which campaign to create and for dividing the participants in groups different steps have been followed.

At first all the participants were invited to share their ideas for a campaign in some big flip charts in the center of the room. Sharing ideas was not compulsory, but who had more could present all the proposal he or she had.

Having all the ideas “on the table” all the participants were given 3 stickers or post-its. One sticker corresponding to one vote the participants could choose the proposals they liked more. They could choose to give all the votes to one idea or to distribute the votes at disposal.

The ideas that scored the highest number of preferences were uploaded on an online



“doodle” voting. At this point the participants had to vote for the idea they wanted to develop.

The campaign

Concretely, the online campaign as decided by the group included two parts: the creation and dissemination of one short movie as well as a collection of pictures gathered on a slide-show in the Internet to address homophobia. The title voted for the campaign is #anthropophobia.





#anthropophobia video campaign

<https://www.youtube.com/watch?v=XkMywhWAxQQ>

#anthropophobia photo campaign

https://www.facebook.com/antigone.information.centre/media_set?set=a.819342484827483.1073741840.100002552182677&type=1





Educational Sources

Compass: Manual for Human Rights Education with Young People, Council of Europe

All different, all equal Education Pack, Council of Europe

All different, all equal Domino, Council of Europe

All different, all equal Companion, Council of Europe

Enter Dignity Land: A game for learning about social rights with young people through human rights education, Council of Europe

Youth Matters Now: Training Guide for Working with Young Offenders produced under the Youth in Action Project project: Youth Matters Now

CISV INTERNATIONAL, Identity and Peace Education, Theme packet



CISV INTERNATIONAL, Identity and Peace
Education, Activity Jar

CISV INTERNATIONAL, Identity and Peace
Education, Toolbox

DARE BLUE LINES, Methodologies of Human
Rights Education

Understanding Youth, Exploring Identity and its
Role in International Youth Work, Salto Youth

Educational material online:

<http://nolimits.typepad.com/files/icebreakers.pdf>

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http://www.youthdeved.ie/sites/youthdeved.ie/files/All_Different_All_Equal_Ireland_2006.pdf

<http://civics.sites.unc.edu/files/2012/05/whatsinmyhead.pdf>

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity2.htm>

YOUTH FOR RIGHTS ACTIVE PARTICIPATION AND HUMAN RIGHTS

20TH - 28TH APRIL 2015



PARTICIPANTS OF THE «YOUTH FOR RIGHTS» WORKSHOPS, 20TH - 28TH APRIL 2015

ANTIGONE

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