

Kinesthetic Activity: Rights Ball

Objective

Students will:

- Discuss what rights children have.
- Observe what rights they have and how these rights are being upheld around the world.
- Engage in a kinesthetic activity that reminds them about the right of a child.

Set-Up

- Have **Rights with Ruby and Jack** and/or **What Rights Do Kids Have?** ready to show on an interactive whiteboard or projector/screen.
- Prepare to show **Marleni's Story**, **Marceline and Innocent's Story**, or **Gloria's Story**.

Time

45 minutes

Materials

- Small or medium-sized ball
- Whiteboard or projector/screen

Directions

1 Show one of the following videos about child rights:

- **Rights with Ruby and Jack** (3:05)
- **What Rights Do Kids Have?** (1:10)

2 Discuss the meaning of rights with students. Define human rights as the freedoms and protections that belong to all people, no matter who they are or where they live. Specify that while there are also other types of rights, it is child rights that will be discussed today.

3 Form a big circle or have students stand near their desks. Explain that you will be playing a game where the ball will be tossed from one person to another, in no particular order. Before throwing the ball, the first person to have the ball should shout out something they believe is a right that

all children should have. The person who catches the ball can only pass the ball if they explain why that right is a necessity. The third person who catches the ball must state a new right. The fourth person will then elaborate on why that right is important. Pass the ball until everyone has had the opportunity to state a right or explain a right.

● **Example:**

Player 1: Education! *(Passes ball to player 2)*

Player 2: Kids need to learn in order to be leaders of tomorrow. *(Passes ball to player 3)*

Player 3: Life! *(Passes ball to player 4)*

Player 4: Children have the right to live. Governments must make sure children survive and are healthy. *(Passes ball to next player)*

- 4 After playing a few rounds, gather together as a class. Together, take time to list all the rights that were mentioned on a whiteboard or chalkboard. Try to list at least 25 rights. Use a summary of the **UN Convention on the Rights of the Child** as reference.
- 5 Form a circle again. This time, toss the ball from one person to another, with each person naming a right you've listed. Make sure the ball doesn't go to the same person twice or that the same right isn't named twice. Repeat the same activity several times in the same exact order. Time your class and try to get everyone to go through the list in the shortest amount of time possible.
- 6 Tell students they will be learning about a child who needs support in order to fully realize his or her rights. Select one or more of the case studies below. Locate the relevant country on a map or globe with students and introduce the story. Watch the video and discuss.

● Story 1: **Marleni's Story (Guatemala)**

● Story 2: **Marceline and Innocent's Story (Rwanda)**

● Story 3: **Gloria's Story (Haiti)**

- 7 Debrief with the following questions:

- How is the life of the child in the video similar to yours? How is it different?
- In what ways are the child's survival and development at risk? What are the direct causes of these risks (e.g., disease, polluted water) and the more underlying causes (e.g., poverty)?
- What human rights are being neglected or denied to this child? Why?
- What is UNICEF doing to protect this child's rights? What else do you think can be done by the child himself or herself, by ordinary citizens like you, or by others who are concerned?

- 8 End with a discussion over how Trick-or-Treat for UNICEF is not just about gathering donations, but making an impact in the lives of kids around the world. Conclude by discussing ways that they, as individuals or a class, can help children in need through Trick-or-Treat for UNICEF.

Books on Rights

- *Every Human Has Rights: What You Need to Know About Your Human Rights*, by National Geographic
- *For Every Child*, by Caroline Castle
- *I Have the Right to Be a Child*, by Alain Serres
- *Mine & Yours: Human Rights for Kids*, by Joy Berry
- *We Are All Born Free: The University Declaration of Human Rights in Pictures*, by Amnesty International