



# ΔΙΚΑΙΩΜΑΤΑ στη γλώσσα μας!

**Our Rights in Our Languages!**  
A Human Rights Education program  
for children 12 – 18 years old

Πολύγλωσσος Οδηγός Δραστηριοτήτων  
**Multilingual Activity Guide**  
دليل النشاط متعدد اللغات  
راهنمای فعالیت چند زبانه  
Багатомовний довідник

ΕΛΙΞ – Conservation Volunteers Greece

[www.elix.org.gr/en](http://www.elix.org.gr/en)

Veranzerou 15, 10677, Athens

210-3825506

Written and edited by: Aliko Tzatha

Co-funded by:



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## Short history of the Rights in our Language(s) project

“Our Rights in our Languages” started in February 2024, when the ELIX educational team received its funding approval from the Bodosaki Foundation. Two months later the Guide you are holding in your hands was approved by the Institute of Educational Policy and the human rights education workshops began. Within the one year of its implementation (March 2024 – February 2025), "ORioL" traveled to public primary schools in Athens and Achaia (among which also intercultural primary schools and primary schools in zones of educational priority), vocational high schools and integrated special vocational high schools in Attica and Phocis, and accommodation centers for unaccompanied children in Athens and Patras.

Through the program’s activities...

...more than 200 participant children:

- came into contact with the Convention for the Rights of the Child through games, quizzes, puzzles, and group constructions
- familiarized themselves with the values of equality, freedom, appreciation of diversity and pluralism, and solidarity through experiential activities and free dialogue exercises,
- practiced democratic deliberation, advocacy, collaboration and collective decision-making skills through simulation and problem-solving exercises, as well as through actual planning of awareness-raising actions and their participation in a Student Forum
- connected human rights to their daily lives by designing local newspaper headlines about human rights, drawing maps of their neighborhood and depicting the rights situation on them, and resolving scenes of violence and oppression through theatre.

... more than 40 educators in schools (classroom teachers, parallel support teachers, school principals, specialized staff) and accommodation centers (responsible teachers, caregivers, psychologists, social workers):

- participated in capacity building activities
- received the program’s educational material and outputs (presentations, activities, cards, worksheets, dictionary, digital photo exhibit), gave feedback and contributed to their adaptation based on the needs of their groups
- contributed to all the workshops with the children
- implemented related projects with their students between workshops
- accompanied the children to and supported the final Student Forum

... more than 100 parents/guardians:

- were informed about the goals and methodology of the program by reading and signing the Declaration/Consent Form that was sent to each group prior to the start of the program
- received the small guide “9 strong YES + 1 absolute NO, based on the Convention on the Rights of the Child: A small Guide for Adults: parents, guardians, people who work with children, all of us” (see Small Guide for adults, page 50)
- accompanied their children to and attended the Student Forum

## Objective

The general objective of the program is the acquisition by the participating children of advocacy, decision-making, argumentation, cooperation, autonomous learning, empathy and intercultural communication skills (life skills) and the promotion of a positive attitude and emancipatory perspective towards social and public life. At the same time, through a coherent set of experiential activities, the program aims to cultivate appreciation for democratic values, such as respect for human rights and the defense of minority rights, acceptance of diversity, appreciation of multilingualism and multiculturalism, the promotion of dialogue, the importance of valid information, the pursuit of consensus in collective processes, and pluralism.

The added value in relation to existing "Education in Democratic Citizenship - Education in Human Rights" (EDC/HRE) programs is on the one hand the emphasis on the intercultural/translingual implementation methodology, and on the other hand the design of multimodal/multilingual material and awareness raising actions by the participating children themselves.

## Contribution

The program is based on the increasingly recognized importance of EDC/HRE in promoting the values of equality, freedom, respect for diversity and in preventing against the increase of violence, racism, extremism, xenophobia, discrimination and intolerance. This importance is reflected in the adoption of the Council of Europe's Charter on EDC/HRE in the framework of the Recommendation CM/Rec (2010)7 of the Committee of Ministers, as well as in CoE tools and recommendations since 1997.

The documents "Living together as equals in culturally diverse democratic societies" and "Reference framework of Competences for Democratic Culture" (Council of Europe 2016 and 2021) focus on cultivating skills of analytical and critical thinking, autonomous learning, observation, active listening, empathy, communication and multilingual skills, cooperation, conflict resolution and adaptability, and on promoting attitudes such as tolerance of ambiguity, respect and receptivity to cultural otherness.

The above highlights both the relationship between the promotion of a democratic culture and EDC/HRE (based on the cultivation of attitudes and skills), and the relationship between these two and intercultural education. In other words, EDC/HRE cannot be understood outside of an intercultural context, while at the same time the intercultural/interlingual context enhances the experiential approach to the expected learning outcomes of EDC/HRE. The same is confirmed by goal 4 "Quality Education" of the UN Sustainable Development Goals, where education for a sustainable lifestyle is defined as education that promotes human rights, gender equality, the culture of peace and non-violence, the identity of the global citizen, and the recognition of cultural diversity.

For Greek society, the necessity of an intercultural approach to EDC/HRE is evidenced by the vulnerability of refugee and migrant children (Committee on the Rights of the Child 2022, UNICEF 2021), many of whom (4,000) are unaccompanied. The UN Committee on the Rights of the Child, examining Greece's latest reports (4-6) regarding the implementation of the Convention on the Rights of the Child, places particular emphasis on the implementation of the articles that refer to refugee, asylum-seeking and migrant children and makes recommendations regarding the end of refoulements, detention, protective custody, and precarious living conditions in reception centers, the ensuring of a guardianship and foster-care mechanism for unaccompanied children, the establishment of an interdisciplinary age determination team, and the safeguarding of access to nutrition, hygiene, medical care and education.

Regarding education, of the 44,500 refugee and migrant children in Greece in September 2020, only 42% were enrolled in formal education. In the same year, only 3% of young Roma had completed upper secondary education, while a lack of adequate curricula for specific groups of students is noted together with a general lack of life skills and intercultural communication curricula (UNICEF Report, 2021).

From the subjects' perspective, native and refugee teenagers responding to the 2nd UNICEF U-report poll (2022) state that "participation in local community groups/organizations" and "participation in campaigns against discrimination" are the 2 main ways refugee children integrate into the local society after learning the Greek language. Therefore, the preparation and implementation of EDC/HRE programs aimed at the inclusion of all children through organized actions (experiential learning, emphasis on multilingual practices, production of multimodal and multilingual materials) consolidates the coupling of means and purposes, since it refers to and seeks to address all children.

## Target - Group

The main target group of the educational program is **children aged 12-17**, while emphasis is placed on the inclusion of children facing **educational/social exclusion and/or displacement**. The program is designed to be implemented in **multilingual and multicultural educational environments**, capitalizing on students' diverse linguistic, cultural and social resources and empowering their multilingual identities.

A secondary target group is the **students' parents/guardians**, who are invited to participate in awareness raising activities and whose direct and indirect involvement is systematically encouraged and sought throughout the workshop.

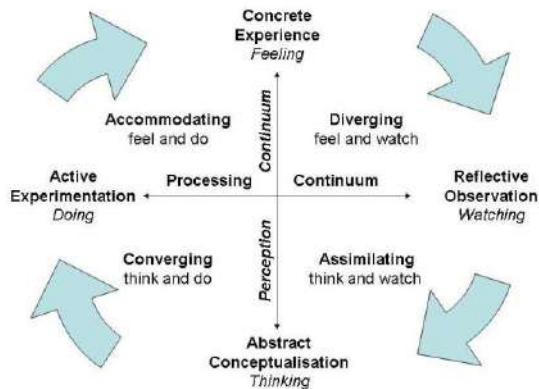
## Methodology

This guide can be used by the teacher of the formal class, the reception class, but also by teachers of non-formal education. The choice of this specific series of workshops is suitable for multilingual and multicultural educational environments, without nevertheless presupposing them, since its theoretical assumption is that all classrooms are places where individuals with diverse social and cultural experiences meet and coexist, and with them a variety of linguistic and extra-linguistic codes, which need to be recognized and utilized as learning resources, in order to accomplish learning and produce new knowledge. The proposed meetings, however, presuppose a willingness to exchange and seek cooperation between teachers, also for the organization of the Student Forum, which constitutes a central part of the curriculum and which can be a prompt for or a continuation of practices such as student councils, in the pedagogical tradition of Celestine Freinet.

The curriculum is both flexible and analytical, so that it can be adapted to the needs of different target groups, while keeping intact the basic methodological principles on which it is based. This means that in the 5 suggested meetings, of 2 teaching hours each, the facilitator can remove/add acquaintance, energizing, communication, relaxation, team building, trust development activities, they can insist on certain concepts or techniques, propose others from the suggested toolkits or ignore other, but at the same time are encouraged and guided into using:

## a) Methods that promote experiential learning

Here, the concrete experience of a situation promoted through action (making a poster, participating in a debate, making a decision, conducting a field research, designing a newspaper front page) is complemented both by reflection and abstraction/generalization (rule making), as well as by the application of its contents subsequently in other contexts. Kolb's (1984) experiential cycle used as a theoretical framework, consisting of four complementary processes: experience, observation, conceptualization, and active experimentation in new contexts.



- **Concrete experience** (feeling): Learning through experience and the emotions experience gives rise to
- **Reflective Observation** (watching): Construction of meaning
- **Abstract Conceptualization** (thinking): Logical analysis of ideas
- **Active Experimentation** (doing): Application, problem solving

It is important that in every learning cycle the facilitator systematically brings in both emotion and thought, which assimilate and build experience into cognitive patterns, so that it can lose its case-specific characteristics and be reused in different situations and in new contexts.

Furthermore, a process that includes all four of these stages activates all four of the following important learning strategies, so that the learner practices and develops a habitus for using metacognitive skills:

- **Divergent thinking**, which places emphasis on innovative, proactive and imaginative approaches to things. With it, brainstorming and improvisation are carried out.
- **Assimilation** whereby a number of observations and thoughts are integrated into a whole. This is how models, theories, conceptual maps, summaries are created.
- **Convergent thinking** which places emphasis on the practical implementation of ideas. It includes problem solving, decision making and applications.
- **Accommodation**, through trial and error. This is where experiential learning, research, experiment come in.

In this spirit, each of the 5 meetings, as well as the entire series of workshops, is structured to cultivate specific concepts, values and skills which within the unit are prepared, introduced, experienced and then processed, given meaning to, generalized, normalized, in order to be tested in new situations.

The questions listed in the instructions for the execution of each activity are therefore important (i.e. "What do you think that windows stand for?", "Is someone being harmed by the majority decision?"), and so are the simple but substantive questions of the facilitator which encourage the child to assign meaning

and connect to its experience (“What did we just do?”, “How did you feel?”, “What did you observe?”, “How could we have done it better?”). This way the facilitator elicits the generalization, that will support theory: i.e. “If even one child is hurt/offended by the majority decision, then we need to think about how to reframe the decision to include them. This requires the exchange of views, dialogue and argumentation when making decisions”. This is a general formulation (a rule, a value) that emerges from the preceding discussion (“How will we decide? Do all children agree? Does a child veto?”) and can then be used in all subsequent decision-making processes.

### b) Alternation of collaborative and independent learning

The curriculum includes activities in which the children are asked to work independently as researchers, to collect and produce information, to express opinion, to make a translation, to produce an artistic creation. However, a key element of the program are the activities that are carried out in working groups, sometimes without the guidance or even the presence of the facilitator, in between meetings. For the execution of these activities and the inclusion of all the children in the group, it is recommended that the facilitator has introduced the children to the roles they can take on and the importance of taking up roles in turn within the group: this way children get used to taking responsibility, develop empathy, see their peers as carriers of experience from whom they can learn, acquire cooperation and adaptation skills.

Roles may initially be assigned according to preexisting experiences and interests, and their progressive rotation may impart new experiences and interests to participating members. Such roles are those of the coordinator, the secretary, the timekeeper, the cartoonist, the translator, the mediator, the digital media consultant, but also many others depending on the composition of each team.

### c) Multilingual practices

One of the specific goals of the curriculum is the validation, utilization and further development of translanguaging which here is simultaneously understood as a social phenomenon, a pedagogical approach, and an expected learning outcome.

As a social phenomenon, it primarily refers to emerging communication strategies in the context of migration and multiculturalism. It includes multimodality, i.e. the mixing of language codes, images, videos, media and is closely related to the prevalence of new media and the global interconnection and development of virtual communities. Translanguaging constitutes a condition that arises without much effort in the contemporary class.

As a methodological choice, it is based on the assumption that language constitutes "a social resource, without clear boundaries of nations, territories and social groups" (translated from Στεργίου και Σιμόπουλος 2019: 310), and can be summed up as the consideration of the language capital of all students in the syllabus and the intended use of all language codes in the course. It therefore favors "on the one hand creativity - as long as one can follow or defy the rules of language use - on the other hand critical thinking, to the extent that questioning, reflection and the expression of opinions arise on the occasion of linguistic tokens" (translated from Στεργίου και Σιμόπουλος 2019: 312-313). At the same time, it favors a collaborative and more equitable educational process (Tsokalidou & Skourtou 2020), as all students contribute with their linguistic resources to the production of knowledge, and contributes to the development of metalinguistic strategies and metacommunicative skills.



As a learning objective it concerns a complex skill of moving between linguistic and non-linguistic codes, a competence that serves the construction of meaning, the inclusion of others and the mediation between linguistic groups (García 2009).

In this context, several of the activities proposed are aimed directly at the appreciation and strengthening of multilingualism (such as the production of a multilingual dictionary). The materials provided (cards in different languages, translated worksheets) are designed to encourage the facilitator to embrace all codes, switching, translating, transferring. Many of the exercises also use painting, photography and the editing or production of multimodal texts to encourage children to communicate using a wide range of media and codes that express the meeting of languages and cultures.

#### d) Multimodal and identity texts

In the same direction, this guide promotes multimodality as a method of including and strengthening multiliteracies. Multimodal texts (posters, websites, dictionaries, photo albums, illustrated texts, advertisements, podcasts) are, on the one hand, more accessible and open to the different codes used by students, offering the possibility of being approached from different entry points and in alternative ways, on the other hand, they are indicative of texts that can be found in contemporary communication environments. The emphasis on students' exposure to texts and discourses from a wide range of media and from a wide range of cultural sources familiarizes them with their social contexts, while providing "a strong foundation for a pedagogy of synaesthesia, or mode switching" (Kalantzis & Cope 2001).

Identity texts, which τα οποία approach different aspects of students' multifaceted identity ("A Body of Knowledge", "Colorful windows", "My Name Has Its Own Story") or highlight their personal history after all, cannot but be composed multimodally, to include not only in terms of content but also in terms of method (code, medium, style) elements of the child's identity, including their relationship to language. All children's productions can be approached here as identity texts, even those that do not at first glance constitute testimonies, experiences, or personal narratives. Even the multilingual dictionary can qualify as an identity text provided that the children themselves choose the relevant terms according to their experiences, interests and stories. The same applies to their photos. Finally, multiliteracies can be promoted through critical reflection on the chosen textual genre and the corresponding media used. How will we build the dictionary? Let us examine one. Where does each entry go? Why do you think this is the case?

#### e) Differentiated learning

The above approaches (multilingual practices, group work with role-taking, utilization and production of multimodal texts, experiential learning), which are reflected in the selection and pacing of the proposed activities, aim at including students from different learning, socio-cultural and linguistic backgrounds, as they promote the utilization of different linguistic repertoires, codes, modes, media, styles, experiences and abilities in the educational process, and provide with differentiated aids and channels for approaching and acquiring the learning objectives of the program.

In particular, the main learning objectives of each unit are approached deliberately, consciously and explicitly through alternative activities aimed at children with diverse backgrounds. For each learning objective, different combinations of activities are proposed for children who are currently learning greek as

a foreign language (use of other languages, use of non-verbal code, utilization of the role of the translator or interpreter), children who face special learning difficulties (use of illustrated material, visual aids and supports, multimodal productions, adaptations to the production of written text), children with disabilities (accessibility, differentiated sensory stimuli), children from different socio-cultural backgrounds (inclusion of other codes, styles, orality, use of home language, utilization of experiences, connection to the community).

For example, the learning objective of highlighting the particular experiences, stories and abilities of students as well as the goal of valuing diversity are promoted through a variety of activities (My name has its own story, A Body of Knowledge, Colorful windows, Multilingual Dictionary, Photo Gallery) that use a wide range of media (questionnaire, poster, crafts, collective volume), alternative strategies (research, art, interaction, oral and written expression, coding, reflection) and processes (group work, individual work, pair work, plenary work). The objective of familiarizing participants with the rights of the child is promoted through group activities (where each child is asked to participate with different responsibilities), board games, watching audio-visual material, production of audio-visual/multimodal material, field research, free dialogue, and study. Team building is approached through motor (The ball, Say it with a movement) but also non-motor exercises (Something in my bag, 2 truths and a lie), verbal (2 truths and a lie) or non-verbal communication exercises (Say it with a move, Something in my bag, Colorful windows), so that, depending on the composition of the group, children with disabilities, children with special learning difficulties or different language repertoires participate equally.

And within each activity, differentiated material and pacing are proposed for its execution, so that it is accessible, useful and constructive (that is, the child can build knowledge, skills and attitudes through it). For the individual written production activities, alternative ways of execution are suggested (representation through arts, crafts, different language codes, oral production), while for group activities, participation by assuming different roles is suggested. Proposed material includes posters, cards, worksheets in different languages (Arabic, English, Greek Farsi, French, Somali, Turkish, Ukrainian), different styles (short text, detailed description) and renderings (detailed illustrations, large letters, symbolic images), in digital and printed form, interactive (quiz) as well as audio-visual material (video).

#### f) Family Involvement

Designing and organizing actions that promote involvement of all families in their children's education is one of the methods by which the school community works on combatting educational inequalities. Inviting and developing cooperation with all caregivers, including refugee and immigrant families, as well as those families facing social exclusion, is an indicator of academic success for their children. In this case, informing caregivers about children rights acts complementary to children's learning and family involvement strengthens the learning outcomes (attitudes, values, skills) of the educational program.

On one hand, this involvement is achieved indirectly through the implementation of activities specifically designed to encourage (but not require) parental assistance/contribution in between meetings ("My name has its own story", "Putting Rights on the map", "Photo album", "Multilingual Rights Dictionary").

On the other hand, a direct involvement is also suggested through:

- 1) an introductory group meeting with the participant children's parents and guardians before the start of the program, during which they are informed about the importance of EDC/HRE, about the

- rights of the child, and the structure of the program,
- 2) the distribution of informational materials (such as the "Short Guide for Adults: parents, guardians, people who work with children, all of us", available at the end of the Guide translated into English, Arabic, French, Greek, Ukrainian, Urdu, Russian, Somali, Turkish and Farsi), and
  - 3) their invitation to their children's awareness raising activity.

## **The Curriculum**

The training program includes 5 group meetings, aimed at familiarizing participants with children's rights through experiential activities, including a meeting dedicated to the design of the children's awareness raising activity. After the 5 meetings, working groups join in a Student Forum / Conference where they present and coordinate their action. In the end of the program a Feedback and Evaluation meeting takes place.

Each of the meetings occupies 2 teaching hours, while the Student Forum is proposed to have a duration of 3 hours, or less depending on the number of participating groups and individuals.

The curriculum is structured to promote empathy, intercultural communication, in-depth understanding of the rights and the principles governing the Convention, through exercises of dialogue, collective decision-making by consensus, research, debate, presentation, creation of multimodal and multilingual materials (photo exhibition, dictionary, posters), and finally the design and preparation of an awareness-raising activity (describing the objective of the activity, defining the target group, determining the pace, identifying potential challenges, preparing materials, assuming responsibilities, etc.).

The implementation of the awareness-raising activity takes place with the assistance of each group's educators after the Student Forum.

## 1. I have a name – We have a class

### General Objective

Introductions and Team Building

### Connections to the Rights of the Child

Introduction to Articles 7, 8, 13, 28 and 29 of the UN Convention on the Rights of the Child (Name and Nationality, Protection of Identity, Freedom of Expression, Access to Education and Aims of Education)

### Expected Learning Outcomes

Participants are expected to:

- Identify the other children by their names.
- Perceive the wide variety of names inside the classroom.
- Appreciate the uniqueness of the name and its connection to individuality.
- Realize that the name is a right closely linked to the development of the personality.
- Recognize the link between the individual and the group.
- Find their place inside the group.
- Understand that the class constitutes a learning community.
- Discover that school is - more than an obligation - a right and that its role is to support students to develop their knowledge and skills.
- Make decisions within the group by applying strategies of argumentation, consensus and compromise.
- Revoke decision-making processes, as well as group contract creation mechanisms.
- Defend the value of the rules and recognize themselves within the group contract.
- Consider and reconsider their position and use argumentation as a tool to inform and acquire knowledge.

### Activities

1. Introductions: The group is energized with a small introduction exercise in the circle (The ball, Say it with a movement, 2 truths and 1 lie, Something in my bag).

2. Colorful windows: Children in the circle choose at random from a stack of colorful windows with their names

written inside. They each introduce the child whose window they picked and say something nice about them.

3. Our group poster: The children draw a picture of themselves inside their window. They glue the windows together to make a poster. The group reflects on the relationship between the individual and the group as well as on the purpose of education. *Why are the windows colorful? What do they symbolize? Where do you think they are situated? Where are we situated inside the school? Are we guests? Members? Recipients? Creators?*

4. Democratic Deliberation: The team is faced with a problem: They must democratically decide where to hang the poster. *What does democratically mean?* The facilitator prompts the group to think about what happens in cases where a majority decision might affect a minority right and introduces the concepts of consensus, unanimity and veto. The children suggest locations where the poster could be hanged in the classroom or school. Do they need to be informed on something? Should arguments be heard? Counter-arguments? *Can a child think of a new proposition that includes all the important ideas that have been expressed, and reconciles objections?*

5. Group Contract: Children set the group's rules of conversation. What does each one need to feel that their opinion is heard and respected within the group? With the help of visual supports (flash-cards, yes or no placards) they choose the basic things they need (calm and quiet, art/music, time to think, cleanliness/neatness, recess, to be able to be heard without interruption, respect/no offensive or ironic comments, no mobiles/possibility of being videotaped or photographed by other children without consent). In a YES/NO flipchart they depict the rules mentioned.

6. Application in new context: Based on the above rules they decide how to name their team. *By what criteria? To which end?* The name of the team is written above its productions (poster, rules).

7. My name has its own story: For next time, the children take home with them to complete the story of their name with the help of their family (see Appendix).

### **Adaptations / Learning Scaffolding**

1. The initial Introductions can be made with a non-verbal communication activity, where the children, after a simulation by the teacher, take something that characterizes them out of their bag and present it to the group. Whoever wants to, says a few words about the object. For groups that face difficulties focusing or concentrating, the activity "Say it with a movement" is suggested, wherein each child in turn makes a move and the rest repeat. It is important here that the facilitator encourages participants to choose movements that the whole group can repeat. In small groups that are already well acquainted, participants can go deeper by revealing in turn 2 truths and 1 lie about themselves. The rest of the group must guess which of the statements made is the lie.

2. The activity Colorful Windows, which aims at highlighting the variety of names and persons in the class, may

be prepared in advance by the teacher so that the children's names are already written inside the windows, or it may be prepared on the spot by the children themselves who write their names in any language they wish. Children say something nice about the child whose window they picked. The Strengths Table (see Appendix) can be used here as learning scaffolding.

3. The poster which reflects on the relationship between individual and the group (Our group poster) may build on the existing window representations or go further depending on the group's interests, and explore other representations (Vase of flowers, Tree with leaves, Train with Wagons or Cloud of drops). Accordingly the windows/wagons/drops/flowers/leaves can be decorated by the children with a collage of clippings from magazines, or with a drawing, or with written text.

4. The activities that simulate collective decision-making processes (Democratic Deliberation and Application in new contexts) start off with real life problems. They can either be carried out as simple dialogue activities or as voting exercises where children are encouraged to propose (written, orally, with a drawing) a location (or respectively a name), while their classmates vote YES/NO for each proposal to create a grid of answers on a flipchart.

5. It is proposed that the rules of conversation for the Group Contract are firstly processed within small groups. Visual aids can be flashcards (quiet/clam, video recording of a child with a mobile phone, laughter/banter, music, art, child talking and the others actively listening, time/clock) and YES/NO tags or placards.

6. The questionnaire My Name Has Its Own Story can be completed in writing or be used as a guide for the children to interview their family/caregivers orally.

## Appendix

- Colorful windows:



- Strengths Table:



Students say something nice about each other with the help of the Strengths Table in Sageika Primary School (left) and in an IOM Accommodation Center (right), ORIoL, October 2024

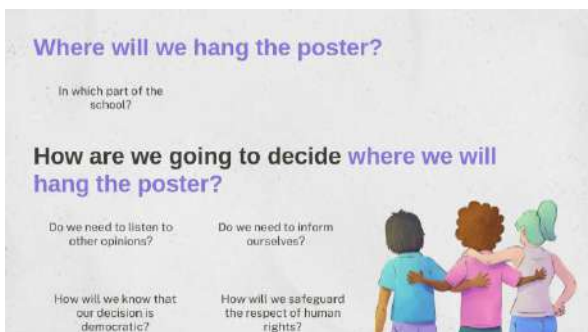
- Group poster:

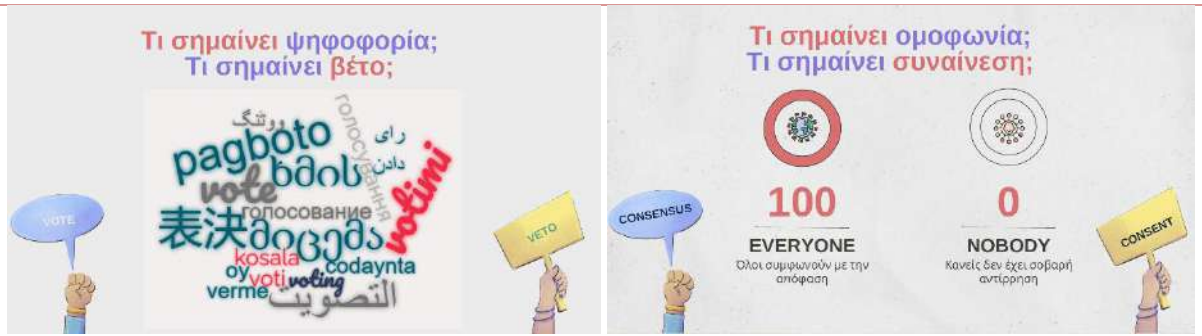


Left: Group poster by the 1<sup>st</sup> Primary School of Petroupoli, ORIoL, November 2024

Right: Group poster by the 3<sup>rd</sup> Vocational High School of Acharnes, ORIoL, November 2024

- Democratic deliberation:





- Group contract: Based on “A Constitution for Our Group”, pages 56-59, [COMPASITO – Manual on Human Rights Education for Children](#).
- My name has its own story:

### My name has its own story

I answer to as many questions below as I can find information for, and to as many as I want. I answer in whichever language I feel more comfortable.

What does my name mean?
Whom have I taken it from? Or who thought of it?
Why was I given the specific name?
Where else in the world can I find this name? In which countries or regions?
Do I like my name? Yes? No? A little?
How do I like to be called? Do I have a nickname?
Have I thought of another name I would like to have? Why?

Work-sheet translated in Greek, Arabic, Turkish and French: [My name has its own story1](#)

Work-sheet translated in Urdu, Farsi, Somalian and Lingala: [My name has its own story2](#)

Work-sheet translated in Ukrainian and Russian: [My name has its own story3](#)

Based on the worksheet of Unit 2 “Names are more than just letters!”, page 14, [Exploring children’s rights](#).



## لدي اسم – لدينا صف دراسي

1. التعارف: يتم تنشيط المجموعة بتمرين صغير في الدائرة (أرعي الكرة، قلها بحركة واحدة، حقيقتين وكذبة واحدة، شيء داخل حقيبتين).

2. نوافذ متعددة الألوان: يختار الأطفال الموجودون في الدائرة عشوائيًا من بين مجموعة من النوافذ المتعددة الألوان المكتوبة أسمائهم بداخلها. يقدم كل منهم الطفل الذي حظي بنافذته ويقول شيئًا لطيفًا عنه.

3. ملصق مجموعتنا: يرسم الأطفال صورة لأنفسهم داخل نافذتهم. يلصقون النوافذ على الملصق. تعيد المجموعة التفكير في العلاقة بين الفرد والمجموعة وكذلك حول هدف التعليم بحجة إنتاجها الجماعي. لماذا النوافذ متعددة الألوان؟ لم يرمزون؟ أين يُعتقد أنها موجودة؟ أين نحن داخل المدرسة؟ هل نحن زوار؟ أعضاء؟ المتلقيون؟ المبدعون؟

4. التشاور الديمقراطي: تواجه المجموعة مشكلة: يجب عليهم أن يقرروا بشكل ديمقراطي مكان لصق الملصق. ما معنى الديمقراطية؟ يبحث المُيسّر/ المُيسّرة المجموعة على التفكير فيما يحدث في الحالات التي قد يؤثر فيها قرار الأغلبية على حق الأقلية ويُدخل مفاهيم الموافقة والإجماع والنقض. يقترح الأطفال مواقع يمكن لصق الملصق أعلاه فيها في الصف الدراسي أو المدرسة. هل يجب إطلاعهم على شيء؟ هل ينبغي سماع حجج؟ حجج مضادة؟ هل يستطيع طفل ما أن يفكر في جملة جديدة تتضمن جميع الأفكار المهمة التي تمت صياغتها، ويوفق بين الاعتراضات؟

5. دستور المجموعة: يشكل الأطفال قواعد المحادثة للمجموعة. ما الذي يحتاجه كل واحد و واحدة ليشعر أن وجهة نظره مسموعة ومحترمة داخل المجموعة؟ بمساعدة وسائل الدعم البصرية (البطاقات التعليمية، بطاقة نعم/لا، أريد/لا أريد) يختارون الأشياء الأساسية التي يحتاجون إليها (الهدوء، الفن/الموسيقى، وقت التفكير، النظافة، الإستراحة، إمكانية سماع صوتهم دون مقاطعة، الاحترام/عدم التعليقات المسيئة أو الساخرة، عدم السماح باستخدام الهواتف المحمولة/إمكانية تصوير الأطفال الآخرين بالفيديو أو التصوير دون موافقتهم). وعلى لوح قالب "أريد/لا أريد"، يسجلون القواعد المذكورة.

6. إعادة الصياغة: بناءً على القواعد المذكورة أعلاه، يقررون كيفية إعطاء إسم لفريقهم. بأي معايير؟ بأي هدف؟ يُكتب اسم الفريق فوق إنتاجاته (ملصق، قواعد).

7. اسمي له قصته الخاصة: للإجتماع التالي، يأخذ الأطفال معهم إلى المنزل إكمال قصة أسمائهم بمساعدة أسرهم (انظر الملحق).

## У мене є ім'я - У нас є клас

1. Знайомство один з одним: Група активується за допомогою короткої вступної вправи в колі ("Кинь м'яч", "Скажи це жестом", "2 правди і 1 брехня", "Щось з моєї сумки").

2. Кольорові вікна: Діти в колі навмання обирають зі стопки різнокольорових віконців де всередині написані імена. Кожен з них представляє дитину, чиє вікно йому дісталось, і говорить про неї щось приємне.

3. Плакат нашої команди: Діти малюють своє зображення у віконці. Вони наклеюють вікна на плакат. Група розмірковує про стосунки між особистістю та групою, а також про мету освіти, спираючись на свою

колективну роботу. Чому вікна різнокольорові? Що вони символізують? Як ви думаєте, де вони розташовані? Де наше місце у школі? Ми відвідувачі? Члени? Одержувачі? Творці?

4. Демократична консультація: Група зіткнулася з проблемою: Треба демократично вирішити, де розмістити плакат. Що означає "демократично"? Помічник пропонує групі поміркувати про те, що відбувається у випадках, коли рішення більшості може вплинути на права меншості, і вводить поняття консенсусу, одностайності та вето. Діти пропонують, де в класі чи школі можна було б розмістити наведений вище плакат. Чи потрібно їх про щось інформувати? Чи потрібно вислухати аргументи? Контраргументи? Чи може дитина запропонувати нову пропозицію, яка включає всі важливі ідеї, що були висловлені, і враховує заперечення?

5. Конституція Команди: Діти формулюють правила групової розмови. Що потрібно кожній людині, щоб відчувати, що її точку зору почули і поважають у групі? За допомогою візуального реквізиту (картки, стікери "так/ні", "хочу/не хочу") вони обирають основні речі, які їм потрібні (тиша, мистецтво/музика, час на роздуми, чистота, перерва, можливість бути почутим без перебивання, повага/відсутність образливих чи іронічних коментарів, відсутність мобільних телефонів/можливість відео- чи фотозйомки інших дітей без їхньої згоди). На фліпчарті "Хочу/Не хочу" вони відтворюють згадані правила.

6. Переосмислення. На основі вищезазначених правил вони вирішують, як дати назву своїй команді своїй команді. За якими критеріями? Яка мета? Назву команди пишуть над над їхніми виробами (афіша, правила).

7. Моє ім'я має свою історію: до наступної зустрічі діти забирають додому, щоб завершити історію свого імені за допомогою рідних (див. Додаток).

## من یک نام دارم - ما یک کلاس داریم

1. آشنایی: گروه با یک تمرین آشنایی کوچک در دایره فعال می شود (توپ را پرتاب می کنم، با یک حرکت می گویم، 2 حقیقت و 1 دروغ، چیزی در کیفم).

2. پنجره های رنگارنگ: کودکان در دایره به صورت تصادفی از میان پشته ای از پنجره های رنگارنگ که نامشان در داخل آن نوشته شده است، انتخاب می کنند. آنها هر کدام کودکی را که پنجره اش برایشان اتفاق افتاده را معرفی می کنند و چیز خوبی در این باره می گویند.

3. پوستر تیم ما: بچه ها تصویری از خودشان در پنجره شان می کشند. آنها پنجره ها را به یک پوستر می چسبانند. این گروه به مناسبت تولید جمعی خود، به رابطه بین فرد و گروه و همچنین هدف آموزش فکر می کند. چرا پنجره ها رنگارنگ هستند؟ آنها نماد چیست؟ به نظر شما کجا هستند؟ ما کجای مدرسه هستیم؟ مهمان هستیم؟ اعضا گیرندگان؟ سازندگان؟

4. مشورت دموکراتیک: تیم با مشکلی مواجه است: آنها باید به طور دموکراتیک تصمیم بگیرند که پوستر را کجا بچسبانند. از نظر دموکراتیک به چه معناست؟ تسهیلگر گروه را تشویق می کند تا در مواردی که تصمیم اکثریت ممکن است بر حق اقلیت تأثیر بگذارد چه اتفاقی می افتد و مفاهیم اجماع، اتفاق آرا و وتو را معرفی می کند. بچه ها مکان هایی را پیشنهاد می کنند که پوستر بالا را می توان در کلاس یا مدرسه چسباند. آیا لازم است آنها

از چیزی مطلع شوند؟ آیا باید استدلال‌ها شنید؟ استدلال‌های متقابل؟ آیا کودک می‌تواند جمله جدیدی را که شامل تمام ایده‌های مهم بیان شده باشد و مخالفت‌ها را با هم تطبیق دهد فکر کند؟

5. اساسنامه تیم: کودکان قوانین گفتگوی گروه را تعیین می‌کنند. تک تک افراد برای اینکه احساس کنند نظرشان در گروه شنیده شده و مورد احترام قرار می‌گیرد به چه چیزی نیاز دارند؟ با کمک پشتیبانی‌های بصری (فلاش کارت، بله/خیر، علائم می‌خواهم/نمی‌خواهم) چیزهای اساسی را انتخاب می‌کنند (سکوت، هنر/موسیقی، زمان برای فکر کردن، تمیزی، شکستن، توانایی شنیدن بدون وقفه). ، احترام / عدم توهین یا کنایه ، عدم استفاده از موبایل / امکان فیلمبرداری یا عکاسی توسط سایر کودکان بدون رضایت). در فلیپ‌چارت «می‌خواهم/نمی‌خواهم»، قوانین ذکر شده را ثبت می‌کنند.

6. چارچوب بندی مجدد: بر اساس قوانین فوق آنها تصمیم می‌گیرند که چگونه تیم خود را نامگذاری کنند. با چه معیاری؟ با چه هدفی؟ نام تیم بالای تولیدات آن (پوستر، قوانین) نوشته شده است.

7. اسم من داستان خودش را دارد: برای ملاقات بعدی، بچه‌ها با خود به خانه می‌برند تا با کمک خانواده داستان نام خود را تکمیل کنند (نگاه کنید به پیوست).

## 2. Names are more than just letters

### General Objective

Appreciation of diversity and of the individual's uniqueness

Cultivation of empathy and active listening

### Connections to the rights of the child

Familiarization with articles 7, 8, 12 and 13 of the UN Convention on the Rights of the Child (Name and Nationality, Protection of Identity, Respect for Children's Views and Freedom of Expression)

### Expected Learning Outcomes

Participants are expected to:

- Acknowledge the importance of their names.
- Connect their names both to their families' heritage and to elements of their personality
- Ask other children about their names, take an interest in their life stories.
- Express curiosity about others' histories.
- Discover similarities and embraces differences.
- Appreciate everyone's uniqueness through their name and history.
- Recognize the name as an identity element.
- Acknowledge, appreciate and defend their competences and experiences.
- Make solid arguments by using true premises and valid reasoning.
- Transform their points of view when they encounter new information or correct arguments.
- Speak up when they have something to say and listen when they do not know in order to learn.
- Identify and value basic human needs.

### Activities

1. Names: Children play games in the circle to remember their names and surnames. This time they depict (in writing, drawing or orally) a good quality they recognize in themselves and present it. *Does it match what their classmates highlighted last time?*

2. Where do I stand?: They express their opinion on a series of statements which concern the name (see

Appendix).

3. My name has its own story: They bring the completed worksheet from home and share information in the plenary based on the facilitator's questions. *What does their name mean to the child himself? What does it mean to others? Do they like that name? Would they prefer another?*

4. Similarities, patterns and differences: The children reflect with the help of the facilitator: *What do the stories of these names tell them about their similarities and differences? How are they unique? In which ways are we not alone?*

5. A Body of Knowledge: On A4 sheets they each form a "body of knowledge", the outline of themselves, with all the information they have about their history, abilities, languages they know, interests, identity elements, placing them (in writing in any language code they want or through drawing) in the corresponding parts of the body. *Why did they place them that way? Is something missing?*

6. A Collective Body of Knowledge: On a large sheet, they compose the group's collective "body of knowledge" based on the bodies of all members.

7. Human needs: The children take with them the same individual worksheet and for next time they are asked to think about and mark (in writing, by drawing) basic human needs on the figure. *Where would they place the need for food and water? Housing? Play? Free expression? Health? What other needs can they think of that are the same for all the people who inhabit the planet?*

### Adaptations / Learning Scaffolding

1. For the energizing activity (Names), the "Strengths Table" can be used once more, which can also be hanged on the classroom wall as a visual aid which is hereafter often enriched with new adjectives.

2. The activity Where do I stand? can be implemented by having students either moving in the space, or placing pawns/avatars on a table board. Instead of avatars, the colorful windows that the children have made can be used, supported on pegs/clips.

3. The presentation of the answers to the questionnaire (My name has its own story) can take place in pairs, while answering to the debriefing and reflection questions can take place voluntarily in the plenary. This adaptation is indicated for large groups, in order to maintain the safety of the learning environment and to avoid exposure of the students.

4. As a learning scaffold for exploring similarities, patterns, and differences in relation to the name (relationship between identity–subjectivity), the children can use labels ("We are similar", "I am unique") which they stick

labels next to their answers.

5. Activities aimed at exploring, acknowledging and valuing students' distinct but also shared experiences, competences and repertoires (A Body of Knowledge, Collective Body of Knowledge) can be carried out with participants writing, drawing or pasting cards (magazine or newspaper clippings) on the different parts of the body.

6. For the Collective Body, multilingual groups and groups with different levels of written language acquisition can work with roles: illustrator, coordinator, translator, editor, proofreader, etc., to facilitate the transfer of individual works to the collective body. Here, the collective body can be derived from the drawing of a volunteer's body outline on a large sheet.

7. Correspondingly, needs on the homework sheet (Human needs) can be depicted in writing or through drawing. A visual aid for this activity are the “Wants and Needs Cards”, which can be found in COMPASITO, pages 152-156, Sailing to a New Land (see Appendix).

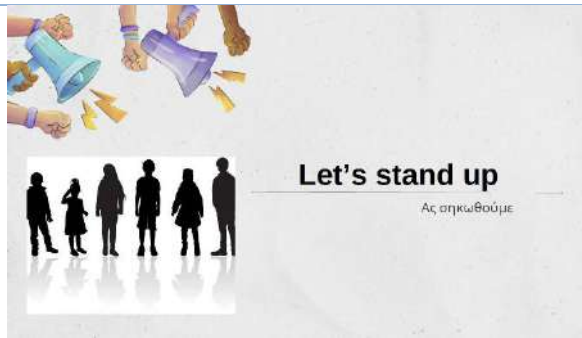
## Παράρτημα

- Strengths Table:



Based on “Choosing Strengths”, page 25, [UNHCR Teaching about refugees – Stress and Trauma Guidebook](#)

- Where do I stand?:



Based on the methodology of “Where do you stand?”, pages 337-339, [Compass Manual for Human Rights Education with Young People](#), and on the lesson plan Unit 2 “Names are more than just letters”, pages 10-13, [Exploring children’s rights](#).

- A Body of Knowledge:



### My knowledge

**Think**

- I know...
- I speak...
- I understand...
- I am good at...
- I like...
- I usually...

**Put down on paper**

Draw  
Write  
Note in any language you want

### My knowledge

**Γλώσσες**

languages    **ΜΟΒΙ**    اللغات    gjuhët    Diller  
 luqadaha    زبان ها    زبانیں

**Άνθρωποι**

لوج    people    njerëzit  
 الناس    مردم  
 Люди    insanlar    dadka

**Ενδιαφέροντα**

interesat    interests  
 مفادات    الاهتمامات    ilgi alanları  
 інтереси    منافع    danaha

**Ικανότητες**

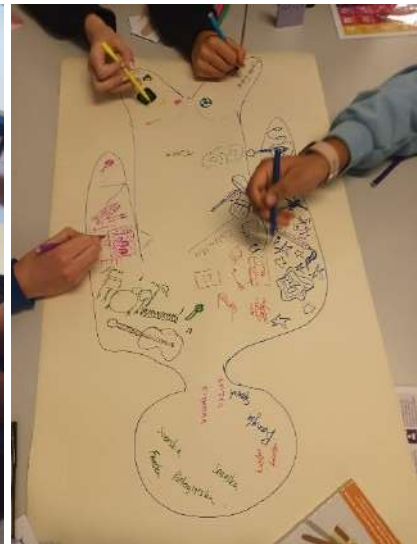
yetenekler    skills    مهارت ها    xirfado  
 навички    مهارت    aftësitë  
 مهارات

Based on “A Body of Knowledge”, page 53, [COMPASITO – Manual on Human Rights Education for Children](#).

- Collective Body of Knowledge:



Left: Bodies of Knowledge in an IOM Accommodation Center, ORioL, October 2024



Right: Collective Body of Knowledge by the Futuraskolan School Network, ORioL, November 2024

- Human Needs:

Wants and Needs Cards in “Sailing to a New Land”, pages 152-156, [COMPASITO – Manual on Human Rights Education for Children](#).



## الأسماء هي أكثر من مجرد حروف

1. الأسماء: يلعب الأطفال ألعابا في الدائرة ليتذكروا أسمائهم وألقابهم. هذه المرة يعبرون (كتابة أو رسماً أو شفهيًا) عن سمة جيدة عن أنفسهم ويقدمونها. هل يتطابق مع ما أبرزه زملاؤهم في المرة السابقة؟
2. أين أقف: يعبرون عن وجهة نظرهم في سلسلة من التصاريح المتعلقة بالاسم (انظر الملحق). أنا اسمي. الاسم لا يتغير. اسمي يعجبني. إلخ
3. اسمي له قصته الخاصة: يحضرون ورقة العمل المكتملة من المنزل ويشاركون المعلومات في الجلسة العامة بناءً على أسئلة الميسر / الميسرة. ماذا يعني للطفل إسمه؟ ماذا يعني للآخرين؟ هل يعجبه هذا الاسم؟ هل كان ليُعجبه إسم آخر؟
4. أوجه التشابه والأنماط و أوجه الاختلاف: يعيد الأطفال التفكير بمساعدة الميسر: ماذا تخبرهم قصص هذه الأسماء عن أوجه التشابه والاختلاف بينهم؟ أين هم فريدون؟ كيف لسنا وحدنا؟
5. جسد معرفة: على أوراق مقاس 4A يشكل كل منهم "جسم معرفة"، الخطوط المحيطة بأنفسهم، مع كل المعلومات التي لديهم عن تاريخهم، وقدراتهم، واللغات التي يعرفونها، والاهتمامات، بيانات الهوية، ووضعها (كتابة بأي رمز لغوي يريدونه أو مع رسم) على الأجزاء المقابلة من الجسم. لماذا وضعوها هكذا؟ هل هناك شيء مفقود؟
6. جسم المعرفة الجماعي: يشكلون "الجسم المعرفي" الجماعي للمجموعة على ورق يقاس بالتر، ومكونون على أساس أجساد جميع الأعضاء.
7. الاحتياجات الإنسانية: يأخذ الأطفال معهم نفس ورقة العمل الفردية وفي الاجتماع التالي يُطلب منهم التفكير و تدوين (كتابةً، مع الرسم) الاحتياجات الإنسانية الأساسية على مشكل. أين سيضعون الحاجة إلى الطعام والماء؟ مسكن؛ لعبة؛ حرية التعبير؛ صحة؛ ما هي الاحتياجات الأخرى التي يمكنهم التفكير فيها والتي يتقاسمونها مع جميع الأشخاص الذين يعيشون على هذا الكوكب؟

## Імена - це більше, ніж просто літери.

1. Імена: Діти грають в ігри в колі, щоб запам'ятати свої імена та прізвища. Цього разу вони фіксують (письмово, малюнком або усно) хорошу рису про себе і презентують її. Чи збігається вона з тим, що підкреслювали їхні однокласники минулого разу?
2. Моя думка: Учні висловлюють свою думку щодо низки тверджень, пов'язаних з їхнім ім'ям (див. Додаток). Я - це моє ім'я. Ім'я не змінюється. Мені подобається моє ім'я. тощо.
3. Моє ім'я має свою історію. Вони приносять заповнені аркуші з дому і діляться інформацією у колективі, спираючись на запитання помічника. Що означає його/її ім'я для самої дитини? Що воно означає для інших? Чи подобається їй це ім'я? Чи хотіла б вона мати інше?
4. Схожість, закономірності та відмінності: Діти розмірковують з допомогою помічника: Що ці історії про імена говорять їм про їхню схожість і відмінність? Чим вони унікальні? Чому ми не самотні?
5. Тіло знань: на стікерах формату А4 кожен учасник формує "Тіло знань" - схему себе, з усією інформацією

про свою історію, здібності, мови, які він знає, інтереси, особисті дані, розміщуючи їх (у письмовому вигляді будь-яким мовним кодом за бажанням або намалювавши) на відповідних частинах свого тіла. Чому вони розмістили їх саме так? Чи чогось не вистачає?

6. Колективне Тіло знань: Учасники формують колективне "Тіло знань" групи на аркуші паперу, синтезуючи його з тіл усіх членів групи.

7. Людські потреби: Діти беруть із собою індивідуальні робочі аркуші, і на наступному занятті їх просять подумати і позначити (письмово, намалювати) на фігурі основні людські потреби. Де б вони розмістили потребу в їжі та воді? Житло? Розваги? Свободу самовираження? Здоров'я? Які ще потреби вони можуть придумати, які вони поділяють з усіма людьми, що населяють планету?

## نام ها چیزی فراتر از حروف هستند

1. نام ها: کودکان در دایره بازی می کنند تا نام و نام خانوادگی خود را به خاطر بسپارند. این بار آنها (به صورت نوشتاری، نقاشی یا شفاهی) یک ویژگی خوب در مورد خود را به تصویر می کشند و آن را ارائه می دهند. آیا با آن چیزی که همکلاسی هایشان بار گذشته برجسته کردند مطابقت دارد؟

2. جایی که من ایستاده ام: آنها نظر خود را در مورد یک سری اظهارات در مورد نام بیان می کنند (ر. پیوست من اسمم هستم نام تغییر نمی کند. من اسمم را دوست دارم و غیره

3. اسم من داستان خودش را دارد: آنها کاربرد تکمیل شده را از خانه می آورند و بر اساس سؤالات مجری اطلاعات را در جلسه عمومی به اشتراک می گذارند. معنی نام او برای خود کودک چیست؟ برای دیگران چه معنایی دارد؟ آیا او این نام را دوست دارد؟ آیا او شخص دیگری را دوست دارد؟

4. شباهت ها، الگوها و تفاوت ها: کودکان با کمک تسهیلگر منعکس می کنند: داستان این نام ها از شباهت ها و تفاوت هایشان چه می گوید؟ کجا منحصر به فرد هستند؟ چگونه تنها نیستیم؟

5. مجموعه ای از دانش: روی برجسب های A4، هرکدام «مجموعه دانش» را تشکیل می دهند، طرح کلی خودشان، با تمام اطلاعاتی که درباره تاریخچه، مهارت ها، زبان هایی که می دانند، علایق، عناصر هویتی، قرار دادن آنها (به صورت نوشتاری به هر کد زبانی) می خواهند یا با طراحی روی قسمت های مربوطه بدن. چرا آنها را اینگونه قرار دادند؟ چیزی کم است؟

6. مجموعه دانش: آنها مجموعه "بدنه دانش" گروه را بر روی کاغذ اندازه گیری تشکیل می دهند و بر اساس بدن همه اعضا آهنگسازی می کنند.

7. نیازهای انسان: بچه ها همان برگه انفرادی را با خود می برند و برای جلسه بعدی از آنها خواسته می شود که در مورد نیازهای اساسی انسان فکر کرده و (به صورت نوشتاری، با نقاشی) روی شکل مشخص کنند. آنها نیاز به غذا و آب را کجا قرار می دهند؟ اقامتگاه؟ بازی بیان آزاد؟ سلامتی؟ آنها چه نیازهای دیگری را می توانند در نظر بگیرند که بین همه مردم ساکن این سیاره مشترک باشد؟

### 3. Our Rights: A subject of Research

#### General Objective

Familiarization with the rights of the child

Development of research methodology, Development of argumentation

Strengthening of Multilingualism

#### Connections to the Rights of the Child

Introduction to the full text of the UN Convention on the Rights of the Child - Familiarization with Economic, Social and Cultural Rights

#### Expected Learning Outcomes

Participants are expected to:

- Identify and recall the rights of the child.
- Classify rights according to their scope of application.
- Define the content of the concept "need" and identify basic human needs.
- Prioritize between needs and desires.
- Connect rights to universal human needs and values.
- Perceive themselves as persons with rights and needs.
- Perceive other people as right holders.
- Work independently and solve simple problems methodically.
- Cooperate with other children to solve a problem.
- Use different sources to answer to their questions.
- Connect rights to everyday practices and issues.
- Gather appropriate information about the issue at hand.
- Evaluate the validity of their sources of information.
- Value multilingualism and recognize their linguistic resources as a source of self-esteem.

#### Activities

1. **Needs:** Children look at their collective body of knowledge and brainstorm on basic human needs. The facilitator note their answers on a flipchart.
2. **Sailing to a New Land:** The group explores the relationship between needs and wants through the COMPASITO homonymous activity (page 149). *Can we live without water? No candy? Can we live without freedom of expression? With discrimination? Can all people live in a world where there is discrimination?*
3. **What is a Right?:** The group tries to answer the question "What is a right?" assisted by questions such as: *How do rights relate to needs? Do you know an example of a right?*
4. **The Convention:** To answer the previous question, the group is introduced to the UN Convention on the Rights of the Child. Guided by UNICEF's child friendly version of the Convention (see Appendix), the group looks for examples of rights. *What do all these examples have in common? What, after all, can we say is a right?* In order for the children to be able to better approach the question, the use of audio-visual material is also suggested (see Appendix).
5. **Classification:** In small working groups the children try to divide the rights into 4 categories: Survival, Development, Participation, Protection (see Appendix). *Are there points of disagreement or differentiation within the groups? What does this tell us about rights? Can we really separate them? Can we have one without the other? Can we survive without protection? Or develop without participation?*
6. **How well do you know your rights?** Participants try to answer to quiz questions to examine how well they know their rights (see Appendix).
7. **Multilingual Dictionary of Rights:** For the next meeting, each child is asked to complete one page of the "Multilingual Dictionary of Rights" (see Appendix).

### **Adaptations / Learning Scaffolding**

1. Brainstorming can be supported by the visual representation of the human figure, on whose body the stated Needs (eg. food, water, shelter, care, education, etc.) can be placed in writing or by drawing.
2. The adaptation of the activity Sailing for a New Land that can be found in the Appendix (see Traveling to a New Planet) is suggested for groups with refugee biographies.
3. The presentation of the 42 rights of the child in the activity What is a Right? can be done through differentiated material, depending on the composition of the team and the needs of every child. For example, rights flash-cards in different languages can be used (Arabic, English, Farsi and Ukrainian), as well as illustrated cards (Council of Europe teaching material) and their adaptation with short written text, audio-visual material, as

well as UNICEF’s child friendly version of the Convention on the Rights of the Child, in several languages (see Appendix).

4. The processing (practice) of the 42 rights of the child can be done through a simple activity of Classification, by sorting that is the cards that have presented, as in the "Grouping Children’s Rights into four dimensions" contained in the official teaching material of the Council of Europe (see Appendix). Classification can be given to small groups as a problem-solving activity with any discrepancies between work groups discussed in the plenary, or it can be done in the plenary with the children holding up YES/NO cards to each suggestion made by the facilitator. An alternative or additional activity (practice) is the creation of a “Human Rights Calendar” based on the COMPASITO activity (page 64). This activity is also suggested to be carried out in 2-3 small groups that will divide months among them. Small groups are suggested to work with roles (researcher, digital media consultant, visual artist, secretary, coordinator, translator/interpreter).

5. The Unit offers alternative routes for the consolidation of the rights of the child: A. For groups that are less familiar with the Convention, the board game “Do you know your rights? (page 70, COMPASITO) is suggested, which involves a simple board and rights cards. The multilingual and illustrated rights cards in the Appendix can be given as supports. B. For groups with diverse literacy levels the game Moksha – Patamu is suggested (page 77, COMPASITO), which is played like Snakes and Ladders. A variation of the game involves the facilitator reading the cards aloud and the participants raising YES / NO cards. C. For groups working on digital literacy, the InArt12 Quiz is proposed (see Appendix). These activities can be carried out alternatively and/or additionally.

6. For multilingual groups or groups with different literacy levels, the Quiz can be carried out by participants holding up collective response cards (YES/NO) to the adapted questions shown on the slides listed in the Appendix.

7. The Multilingual Dictionary of Rights is an activity carried out by the children themselves in between meetings. Learning scaffolds that can be given or made together with the children are the Dictionary Template, and ready-made pages with terms that the children will add to or choose from: Education, Name, identity, Refugees, Children with Disabilities, Health, Family, Development, Free Time, Participation, Survival, Culture, Religion, Nationality, Discrimination, Freedom, Opinion, Privacy, Minority (see Appendix). Each child is asked to illustrate the word they get, define it or translate it into one or more of the languages recorded in their "Body of Knowledge".

## Appendix

- Needs:

# Needs

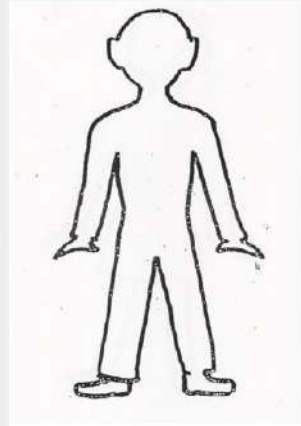


## Think of yourself

What do I need to survive?  
What do I need to develop in the best possible way?

## Think of the World

What needs to I share with every human being in the world?  
What needs may others have?



- Traveling to a new planet:



### Traveling to a new planet...

What would we take with us?

What is essential to our survival and growth?

How do we make sure everyone lives a decent and dignified life?



Based on the activity “Sailing to a New Land”, pages 149-155 , [COMPASITO – Manual on Human Rights Education for Children](#).

- The Convention:
  - Child Friendly Version of the CRC (Convention for the Rights of the Child) by UNICEF in [Arabic](#), [English](#), [Farsi](#), [French](#), [Greek](#) and [Ukrainian](#)
  - [Pupil’s Version of the Convention on the Rights of the Child](#) in [Exploring Children’s Rights](#), [Council of Europe](#)
- Classification:



Based on [Grouping Children’s right into Four Dimensions](#) in [Exploring Children’s Rights, Council of Europe](#)



Classification Activity in the Intercultural Primary School of Nea Ionia, ORioL, May 2024

- Audiovisual material:
  - Videos in [Greek](#), [English](#), [subtitled](#), [without words](#)
  - [GIFs](#) from UNICEF’s U Report
  - The illustrated Children’s Rights ([Children’s Rights Cards](#)), in [Exploring Children’s Rights, Council of Europe](#)
- How well do you know your rights?:





### ΝΑΙ ΌΧΙ

A child of any age has the right to believe and pray to God as they wish, or not to believe and pray at all.



### ΝΑΙ ΌΧΙ

Ο ελεύθερος χρόνος και το παιχνίδι είναι πολύτιμα για τα παιδιά, όμως δεν υπάρχει άρθρο στη Σύμβαση που να αναφέρεται σε αυτά.



### ΝΑΙ ΌΧΙ

Οι γονείς/κηδεμόνες έχουν ευθύνη να φροντίζουν και να συμβουλεύουν τα παιδιά τους, χρησιμοποιώντας οποιοδήποτε μέσο για να τα συμμορφώνουν.



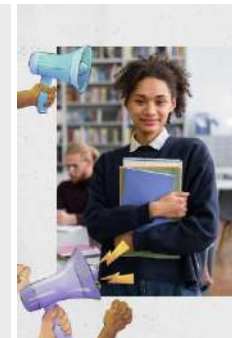
### ΝΑΙ ΌΧΙ

Children with disabilities should go to special schools.



### ΝΑΙ ΌΧΙ

The media, when dealing with cases of children who are victims of abuse or exploitation, should publicize details and detailed descriptions, so that other children are informed.



### ΝΑΙ ΌΧΙ

All children can be registered and attend school freely, except those whose parents do not have legal documents and those who cause problems with their behavior.



### ΝΑΙ ΌΧΙ



Για να μπορεί ένα παιδί να εργαστεί, χρειάζεται απλά να είναι 14 χρονών και να συμφωνούν οι γονείς του.



### ΝΑΙ ΌΧΙ

When a child arrives in a country without their parents and comes from a country where there is war or persecution, the state must guarantee them the same rights as all other children living in this country.

Based on the Quiz “What’s up with our Rights?” ([1<sup>st</sup> level](#), [2<sup>nd</sup> level](#)) by the Initiative for Article 12, [InArt12](#).

Digital adaptations/translations of the quiz in [Arabic](#), [English](#), [Farsi](#), [French](#), [Greek](#), [Somali](#), [Turkish](#), [Ukrainian](#)





Children answer YES or NO by raising collective response placards at the 1<sup>st</sup> Vocational High School of Imitos, ORioL, April 2024

- Alternative Practicing Activities from [COMPASITO – Manual on Human Rights Education for Children](#):
  - A Human Rights Calendar, page 60
  - Do you know your Rights?, page 70
  - Moksha Patamu, page 77

- Multilingual Dictionary of Rights:



Children's definitions, ORioL, April – December 2024

## حقوقنا: موضوع بحث

1. الاحتياجات: ينظر الأطفال إلى جسم المعرفة الجماعي بعاصفة من الأفكار حول الاحتياجات الإنسانية الأساسية. يقوم الميسر بتدوينها على لوح.

2. الإبحار إلى بلد جديد: تستكشف المجموعة العلاقة بين الاحتياجات والرغبات من خلال نشاط كومباسيتو المجانس (صفحة 167). هل يمكننا العيش بدون ماء؟ بدون حلوى؟ هل يمكننا العيش بدون حرية التعبير؟ مع التمييز؟ هل يمكن لجميع الناس أن يعيشوا في عالم يوجد فيه تمييز؟

3. ما هو الحق: تحاول المجموعة الإجابة على سؤال "ما هو الحق"؟ بمساعدة أسئلة مثل: كيف ترتبط الحقوق بالاحتياجات؟ هل تعرف مثالا عن الحق؟

4. الاتفاقية: للإجابة على السؤال السابق، تدخل المجموعة على اتفاقية الأمم المتحدة لحقوق الطفل. وبالاسترشاد بالنسخة الطلابية من اتفاقية اليونسيف (انظر الملحق)، تبحث المجموعة عن أمثلة للحقوق. ما هو الشيء المشترك بين كل هذه الأمثلة؟ في نهاية المطاف، ما الذي يمكن أن نقول عنه إنه حق؟ لكي يتمكن الأطفال من التعامل مع السؤال بشكل أفضل، يُقترح أيضًا استخدام المواد السمعية والبصرية (انظر الملحق).

5. تمرين التصنيف: في مجموعات عمل صغيرة، يتجادل الأطفال ويقسمون الحقوق إلى 4 فئات: البقاء، والتنمية، والمشاركة، والحماية (انظر الملحق). هل هناك نقاط خلاف أو اختلاف بين المجموعات؟ ماذا يخبرنا هذا عن الحقوق؟ هل يمكننا حقًا أن نفصل بينهما؟ أم يمكن أن يكون لدينا واحد دون الآخر؟ هل يمكننا البقاء على قيد الحياة دون حماية؟ أو تنمية بدون مشاركة؟

6. ما مدى معرفتك بحقوقك؟: تحاول المجموعة الإجابة على سؤال لغز المبادرة حول المادة 12 "ما خطب حقوقنا؟".

7. قاموس الحقوق متعدد اللغات: في الاجتماع التالي، يُطلب من كل طفل إكمال صفحة واحدة من "قاموس الحقوق متعدد اللغات" (انظر الملحق).

## Наші права: предмет дослідження

1. Потреби: Діти дивляться на колективне Тіло знань і обмірковують основні людські потреби в режимі мозкового штурму. Помічник записує їх на фліпчарті.

2. У пошуках нової країни: Група досліджує взаємозв'язок між потребами і бажаннями за допомогою однойменної вправи "Compasito" (с. 167). *Чи можемо ми жити без води? Без цукерок? Чи можемо ми жити без свободи самовираження? З дискримінацією? Чи можуть всі люди жити у світі, де є дискримінація?*

3. Що таке право: Група намагається відповісти на запитання "Що таке право?" за допомогою таких запитань: *Як права пов'язані з потребами? Чи знаєте ви приклад права?*

4. Конвенція: щоб відповісти на попереднє питання, група знайомиться з Конвенцією ООН про права

дитини. Керуючись версією Конвенції ЮНІСЕФ для учнів (див. Додаток), група шукає приклади прав. *Що спільного між усіма цими прикладами? Що ми можемо в кінцевому підсумку назвати правом? Для того, щоб діти могли краще підійти до цього питання, пропонується також використати аудіовізуальний матеріал (див. Додаток).*

5. Вправа на класифікацію: У малих робочих групах діти дискутують і розподіляють права на 4 категорії: Виживання, Розвиток, Участь, Захист (див. Додаток). *Чи є якісь розбіжності або відмінності між групами? Що це говорить нам про права? Чи дійсно ми можемо їх розділити? Чи можемо ми мати одне без іншого? Чи можливе виживання без захисту? Або розвиток без участі?*

6. Наскільки добре ви знаєте свої права? Група намагається відповісти на запитання вікторини "Що коїться з нашими правами" Ініціативи щодо Статті 12.

7. Багатомовний словник прав: на наступному занятті кожній дитині пропонується заповнити одну сторінку "Багатомовного словника прав" (див. Додаток).

## حقوق ما: قابل بررسی است

1. نیازها: بچه ها به مجموعه دانش نگاه می کنند و نیازهای اساسی انسان را مورد بررسی قرار می دهند. مجری آنها را در فلیپچارت یادداشت می کند.

2. حرکت بادبان برای سرزمینی جدید: این گروه رابطه بین نیازها و خواسته ها را از طریق فعالیت همنام Comasito بررسی می کند (ص. 167). آیا می توانیم بدون آب زندگی کنیم؟ آب نبات نداره؟ آیا می توانیم بدون بیان آزاد زندگی کنیم؟ با تبعیض؟ آیا همه مردم می توانند در دنیای زندگی کنند که در آن تبعیض وجود دارد؟

3. حق چیست: این گروه سعی دارد به این سوال پاسخ دهد که "حق چیست؟" با سوالاتی مانند: حقوق چگونه با نیازها ارتباط دارد؟ آیا نمونه ای از حق را می شناسید؟

4. توافقنامه: برای پاسخ به سوال قبلی، این گروه با کنوانسیون حقوق کودک سازمان ملل متحد آشنا می شود. با هدایت نسخه دانشجویی کنوانسیون یونیسف (نگاه کنید به ضمیمه)، تیم به دنبال نمونه هایی از حقوق است. همه این مثال ها چه چیزی مشترک دارند؟ بالاخره چه چیزی می توانیم بگوییم حق است؟ برای اینکه بچه ها بتوانند بهتر به سؤال پاسخ دهند، توصیه می شود از مطالب سمعی و بصری نیز استفاده کنند. پیوست

5. تمرین مرتب سازی: در گروه های کاری کوچک، کودکان بحث می کنند و حقوق را به 4 دسته تقسیم می کنند: بقاء، توسعه، مشارکت، حفاظت. پیوست آیا نقاط اختلاف یا تمایز بین گروه ها وجود دارد؟ این در مورد حقوق به ما چه می گوید؟ آیا واقعاً می توانیم آنها را از هم جدا کنیم؟ یا می توانیم یکی را بدون دیگری داشته باشیم؟ آیا می توانیم بدون محافظت زنده بمانیم؟ یا توسعه بدون مشارکت؟

6. چقدر حقوق خود را می شناسید؟ این گروه تلاش می کند به پرسشنامه حقوق ما در خطر چیست پاسخ دهد.

7. فرهنگ لغت چند زبانه حقوق: برای جلسه بعدی، از هر کودک خواسته می شود یک صفحه از "فرهنگ نامه حقوق چند زبانه" را تکمیل کند (نگاه کنید به پیوست)

## 4. Our Rights: A work of Art

### General Objective

Engagement with the Rights of the Child

Development of creativity and critical awareness

### Connections to the Rights of the Child

Familiarization with all 42 children's rights - Emphasis on Article 42 (Everyone must know the rights of the child) - Special reference to Article 31 (Minority Culture and Language) and Articles 22 and 23 (Ensuring Protection and Equal Participation for Refugee Children and Children with Disabilities).

### Expected Learning Outcomes

Participants are expected to:

- Recall and recognize basic human rights.
- Use art as a method of communication.
- Relate human rights to everyday life.
- Develop ideas on how to promote children's rights.
- Assess the human rights climate within their community.
- Utilize different sources to produce a complete work.
- Construct multimodal texts that contain information in a variety of codes.
- Code-switch and treat translanguaging as a valuable communication tool.
- Choose between different codes and tropes in order to better communicate their message.
- Treat the neighborhood and everyday life as living places of information, communication and research.
- Actively observe and listen, collect data and use it to tell a story.

### Activities

1. Music pages: Children place the Dictionary pages they prepared at home on their desks. The pages circulate from child to child to the sound of music. Once the music stops, each child fills in the page that has stopped in front of them. The exercise is repeated a few times until each term/page has 4-5 entries.

2. Multilingual dictionary editing: The team looks at the resulting dictionary pages and suggests additions to vocabulary and translations. They use dictionaries and search engines to add entries where they are missing.
3. Reflection: The plenary reflects on the value of information and awareness on the rights of the child. *Does the dictionary serve this purpose? What other actions do you think could be done to inform adults or other children? Do you remember any action that you or those around you may have carried out to protect rights?*
4. Putting Rights on the Map: In small working groups the children make a map of the important reference points of their neighbourhood/community and relate each of them to a human right/s (COMPASITO, page 135).
5. Advertising Human Rights: Again in small groups the children develop a short television commercial (or poster, or podcast) about a right of their choice (something that concerns them) through the homonymous activity from COMPASITO (page 64).
6. Photo Walk: The meeting ends with a neighborhood/school/community walk. *What did they notice? Did they find other rights that they had not mapped before? What right do they see flourishing in their neighborhood? Which right is languishing?*
7. Graphic curation: For the next meeting the children are asked to bring photographs, pictures or drawings to accompany their dictionary entries.

### **Adaptations / Learning Scaffolding**

1. Depending on what they have depicted in their Body of Knowledge, and on the foreign, second, first, home and heritage languages that have been captured in the Collective Body of Knowledge, the children are tasked with gathering words relevant to children's rights and translating them. An intermediate activity to highlight the students' multilingual repertoires is the "Language Portrait": the children answer (written in a questionnaire or orally with interviews in pairs) in which languages they speak (at home, with friends, at school), write, read, perform calculations, think, dream.
2. For the creative use of rights and their connection to children's everyday and community life, the activities Advertising Human Rights, Multilingual Dictionary of Rights, and Putting Rights on the Map are proposed as alternatives and/or complementary exercises. Another alternative or additional activity is the activity "Front page" (COMPASS, page 184), in which children create the Front page of a Human Rights Newspaper (see Appendix).
3. All the aforementioned activities are part of a multiliteracies approach, and include the comprehension and production of multimodal material. Depending on the interests, experience and abilities of the students, as reflected in their One Body of Knowledge, they can also be distributed into small working groups (video group,

podcast, dictionary, mapping, news group).

4. A learning scaffold for all the above activities is the prior presentation and processing of the respective text genre (television or radio advertisement, dictionary, map, newspaper), so that the students become familiar with the genre.

5. The Photo Walk around the neighborhood or school (if commuting outside the school is either not interesting or impossible) can be a plenary activity. However, it can also be a complementary small group activity (for the construction of the Map, the illustration of the Dictionary, or the production of the Advertisement). Finally, it can constitute an alternative to the above (multiliteracies) with the creation of a working group that will be responsible for the creation of a "Digital Photo Album of Rights" (Padlet). All the activities serve the learning objective of connecting rights to students' lives and therefore depending on the students' references (neighborhood, school, migrant community) appropriate configurations can be made.

6. For groups that have worked on the issue of disability or refugees, the Photo Walk can be carried out with an additional condition: each child is asked to try to photograph the neighborhood from the perspective of a person having a disability or from a refugee's perspective, as described in the COMPASS activity Change your glasses (page 126).

7. In the activities that require the selection and highlighting of one or more rights (advertisement, dictionary, photo album) it is important to encourage the children to choose a right that they consider important to them. Especially in groups including children who may have suffered trauma, taken part in a war, or are victims of violence or displacement, it is recommended that the instruction given by the facilitator should have an empowering orientation ("Choose a right that you consider important") and not instigate a possible revival of trauma ("Choose a right that that is being violated").

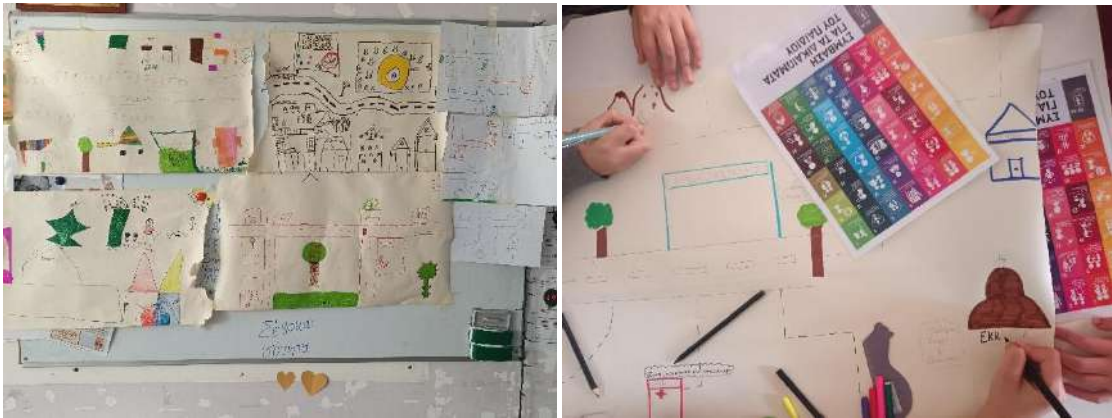
## Appendix

- Music pages:



- Activities for the creative depiction of Rights in [COMPASITO – Manual on Human Rights Education for Children](#):

- Advertising Human Rights, page 64
- Putting Rights on the Map, page 138



Rights Maps of Sageika (left) and Galatsi (right), ORIoL, November 2024

- Activities from [COMPASS – Manual for Human Rights Education with Young People](#):
  - Change your glasses, page 126
  - Front page, page 184

**Front Page**

Let's check some of today's front pages  
What do they contain?

Think that you are reporters in a local newspaper...

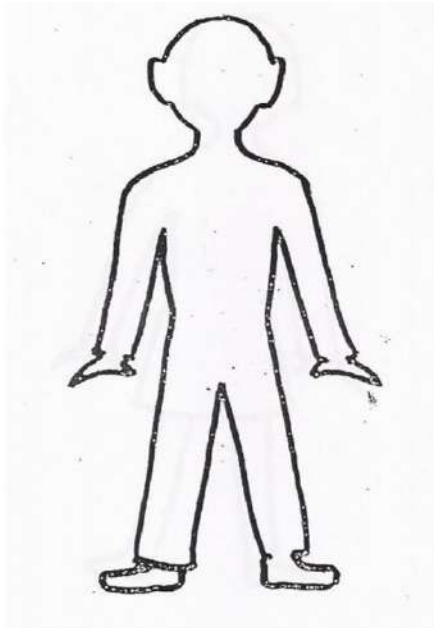
Look at the pictures  
Pick today's 5 top Human Rights stories  
Let's design today's front page

**THE BREAKING NEWS OF THE DAY**

Handwritten headlines and illustrations from children's newspaper front pages, including phrases like 'Ta Ankarimac', 'KATAOIMEN AKHANI TO KOSITTO VO MANIAPAI', and 'KATAOIMEN AKHANI TO KOSITTO VO MANIAPAI'.

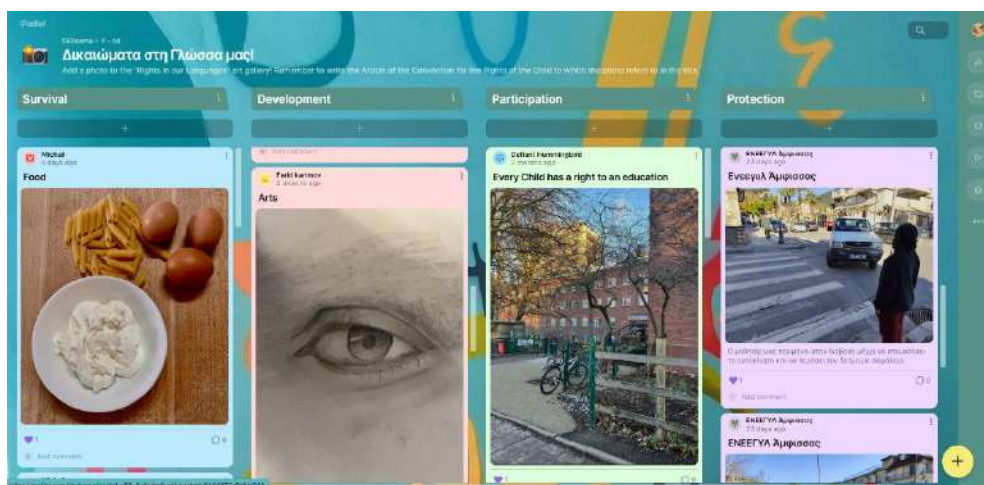
Front pages by the 3<sup>rd</sup> Vocational High School of Acharnes (left), the Integrated Special Vocational High School of Amfissa (center) and an IOM Accommodation Center (right), ORIoL, December 2024

- Language Portrait:



Work sheet for the activities A Body of Knowledge, Human Needs and Language Portrait

- Photo Walk and Digital Photo Exhibition:



Digital Photo Exhibition “Our Rights in Our Languages”, ORIoL 2024, available at the URL:

<https://www.diglosma.gr/Padlet/>



## حقوقنا: العمل الفني

1. صفحات موسيقية: يضع الأطفال على مقاعدهم صفحات القاموس التي قاموا بإعدادها في المنزل. تتدور الصفحات من طفل إلى آخر على صوت الموسيقى. بمجرد توقف الموسيقى، يقوم كل طفل بملء الصفحة التي توقفت أمامه. يتم تكرار التمرين عدة مرات حتى يحتوي كل إدخال على 4-5 تسجيلات.
2. تحرير القاموس متعدد اللغات: يقوم الفريق بالنظر إلى صفحات القاموس الناتجة ويقترح إضافات إلى المفردات والترجمات. ويستخدم القواميس ومحركات البحث لإضافة الإدخالات التي يجزم أنها مفقودة.
3. التفكير مجدداً: تعيد الجلسة العامة التأمل في قيمة الإعلام والتوعية بحقوق الطفل. هل يخدم القاموس هذا الهدف؟ ما هي الأفعال الأخرى التي تعتقد أنه يمكن القيام بها لإعلام البالغين أو بقية الأطفال؟ هل تتذكرون أي إجراء قمتم بها أنتم/أنتم أو من حولكم لحماية الحقوق؟
4. وضع الحقوق على الخريطة: في مجموعات عمل صغيرة، يقوم الأطفال برسم خريطة للنقاط المرجعية المهمة لحبيهم/مجتمعهم وربط كل واحد منهم بحق/حقوق الإنسان (كومباسيتو، صفحة 148).
5. الإعلان عن حقوق الإنسان: مرة أخرى، في مجموعات صغيرة، يقوم الأطفال بتطوير إعلان تلفزيوني قصير (أو ملصق/أو بودكاست) ملف صوتي (رقمي) لحق من اختياريهم (يتعلق بهم) من خلال نشاط كومباسيتو المتجانس (صفحة 76).
6. جولة التصوير: ينتهي الاجتماع بجولة في الحي/المدرسة/المجتمع. ماذا لاحظوا؟ فهل وجدوا حقوقاً أخرى لم يكن قد عبروا عنها على الخريطة من قبل؟ أي حق يرون أنه يزدهر في حبيهم؟ أي حق يذبل؟
7. تحرير التصميم الجغرافي: للاجتماع التالي، يُطلب من الأطفال إحضار صور فوتوغرافية أو صور أو رسومات لمرافقة إدخالات القاموس الخاصة بهم.

## Наші права: художній твір

1. Музичні сторінки: Діти розміщують на своїх столах сторінки Словника, які вони підготували вдома. Під звуки музики сторінки перегортаються від дитини до дитини. Як тільки музика зупиняється, кожна дитина заповнює сторінку, яка зупинилася перед нею/ ним. Вправа повторюється кілька разів, доки на кожній сторінці не буде 4-5 слів.
2. Редагування багатомовного словника: Група переглядає отримані сторінки словника і пропонує доповнення до словникового запасу та перекладів. Використовує словники та пошукові системи для додавання статей, яких, на їхню думку, бракує.
3. Рефлексія: Учасники зустрічі розмірковують про цінність інформації та підвищення обізнаності про права дітей. Чи слугує словник цій меті? Що ще, на вашу думку, можна зробити для інформування дорослих або інших дітей? Чи пам'ятаєте ви якісь дії, які ви або ті, хто вас оточує, могли зробити для захисту прав?

4. Нанесення прав на карту: У малих робочих групах діти складають карту важливих пам'яток у своєму районі/громаді та пов'язують кожну з них з правом (правами) людини (Compasito, с. 148).

5. Просування прав людини: Знову ж таки в малих групах діти розробляють коротку телевізійну рекламу (або плакат чи подкаст) для обраного ними права (яке їх стосується) через однойменну діяльність "Compasito" (с. 76).

6. Фотопрогулянка: Зустріч закінчується прогулянкою по району/школі/громаді. *Що вони помітили? Чи знайшли вони інші права, які раніше не відобразили на карті? Яке право, на їхню думку, розквітає у їхньому районі? Яке право занепадає?*

7. Графічне редагування: на наступне заняття дітей просять принести фотографії, зображення або малюнки, які супроводжують словникові статті.

## حقوق ما: آثار هنری

1. صفحات موسیقی: بچه ها صفحات دیکشنری را که در خانه تهیه کرده اند روی میز خود می گذارند. صفحات از کودکی به کودک دیگر با صدای موسیقی می چرخد. هنگامی که موسیقی متوقف می شود، هر کودک صفحه ای را که جلوی آنها متوقف شده است پر می کند. تمرین چند بار تکرار می شود تا هر ورودی 4-5 ورودی داشته باشد.

2. ویرایش فرهنگ لغت چند زبانه: تیم به صفحات فرهنگ لغت به دست آمده نگاه می کند و افزودنی هایی را به واژگان و ترجمه ها پیشنهاد می کند. از لغت نامه ها و موتورهای جستجو برای اضافه کردن مدخل هایی که گمان می کنند گم شده اند استفاده می کند.

3. انعکاس: جلسه عمومی ارزش اطلاعات و آگاهی در مورد حقوق کودک را منعکس می کند. آیا فرهنگ لغت در خدمت این هدف است؟ چه اقدامات دیگری؟ آیا فکر می کنید برای آگاه کردن بزرگسالان یا سایر کودکان چه کاری می توان انجام داد؟ آیا اقدامی را که ممکن است شما یا اطرافیانتان برای حفظ حقوق انجام داده باشید به خاطر دارید؟

4. قرار دادن حقوق روی نقشه: در گروه های کاری کوچک، کودکان نقشه ای از نقاط مرجع مهم محله/جامعه خود می سازند و هر یک از آنها را با یک حقوق انسانی مرتبط می سازند (Compasito، ص. 148).

5. ترویج حقوق بشر: مجدداً در گروه های کوچک، کودکان یک تبلیغ تلویزیونی کوتاه (یا پوستر / یا پادکست) برای حق انتخاب خود (که مربوط به آنها می شود) از طریق فعالیت Compasito به همین نام (ص. ۷۶ / ۰)

6. پیاده روی عکس: جلسه با پیاده روی محله/مدرسه/جامعه به پایان می رسد. آنها متوجه چه چیزی شدند؟ آیا آنها حقوق دیگری پیدا کردند که قبلاً آنها را ترسیم نکرده بودند؟ آنها به چه حقی شکوفایی در همسایگی خود را می بینند؟ کدام حق در حال زوال است؟

7. ویرایش گرافیکی: برای جلسه بعدی، از بچه ها خواسته می شود که عکس، تصویر یا نقاشی را به همراه مدخل های فرهنگ لغت خود بیاورند.

## 5. Rights in Our Languages!

### General Objective

Everyday problem solving methodology  
Planning an awareness raising campaign

### Connections to the Rights of the Child

Study of articles 4 and 42 of the Convention concerning the state's obligation to ensure the Implementation of rights and the Information of everyone about them

### Expected Learning Outcomes

Participants are expected to:

- Connect human rights to everyday problems and violations.
- Use their ingenuity and imagination to tackle social problems.
- Turn their ideas into tangible solutions to problems affecting their rights.
- Communicate with other children to multiply or coordinate their action.
- Work with other children to solve a problem.
- Strengthen their organizational skills.
- Identify the key components of an action plan.
- Plan an awareness campaign by defining the objective, target groups, appropriate activities, resources, and schedule.
- Organize an awareness-raising activity considering possible problems, alternative scenarios, available resources and materials, the optimal division of responsibilities.
- Prepare an awareness campaign.
- Take responsibility for the execution of a task.
- Prepare a presentation.

### Activities

1. A Diamond of Rights: The children, in small working groups, define the rights that hold an important place in

their lives, by placing the rights cards in a diamond arrangement (see Appendix). All group members must be represented in each diamond, i.e. each child must have chosen at least one card for their group's diamond.

2. Without a right to...: For each right children elaborate a statement about what it would mean to be deprived of it. "Without freedom of speech, a child cannot...", "Without protection from violence..., children will...".

3. Observation: Starting from the photo walk, the diamond of rights and their maps, the group (plenary) reflects on the issues faced by their community. *Which problem do they consider the most important? Whom should they address about it? Who should an awareness-raising activity target? Whom does the team have access to? What available resources does the tea have?*

4. Magical Solutions: Children reflect on solutions: a) that a magician would give, b) that an adult could suggest, c) that a child could implement, d) that several children together could implement. The facilitator explains to the children that it is the duty of all adults to protect children's rights and that rights are something that we all must defend. *Who would they themselves like to address to defend children's rights?*

5. Evaluation of material: In small groups the children evaluate the material they have created (Multilingual dictionary, Group poster, Photographic material, Advertisement). *Is it clear? Does it need additional means, or codes to be understood by the recipient?*

6. Action Plan: The team plans an awareness-raising action, considering the objective, the target group, the activities and their pacing, necessary resources (time, place, materials), possible challenges and the division of tasks. They also come up with methods of obtaining feedback from the target group (eg. interview, feedback form, feedback activity).

7. Presentation: For the Conference/Forum the group prepares a presentation of the group itself, its action plan and its outputs.

### **Adaptations / Learning Scaffolding**

1. In the activity A Diamond of Rights, each group is asked to choose one or more rights that they consider important or at risk. Here, depending on the vulnerability of the group, the instruction can have an empowering or critical direction: For groups with children who may have suffered trauma, have been in war, or are victims of violence or displacement, it is recommended that the instruction given by the facilitator has an empowering direction: *Choose a right that you consider important.* Groups of children who have worked together for a long time may adopt a more critical perspective: *What rights do you see at risk in our school/neighborhood?*

2. Again, depending on the direction the facilitator chooses to give (depending on the composition of the

group), the activity Without a right to..., which aims to relate abstract wordings to actual violations, may be omitted.

3. To identify and select real world issues (Observation), different methodologies can be applied depending on the group: A) Facilitator makes suggestions based on the children's productions – Children raise group response cards (YES/NO) – Children express serious objections (I disagree with this because...) – The plenary reaches a consensus, B) Children work in small groups – Group representatives present group suggestions – Rest of the children raise YES/NO cards – Children express serious objections (I disagree with this because...) – Plenary reaches a consensus, C) Brainstorming – Argumentation – Consensus. Through this process, the children are asked to highlight 1-3 main issues faced by their community.

4. To find Magical Solutions and draw up an Awareness-raising Action Plan, the following learning scaffolds are suggested depending on the group: A. In small groups the children work out solutions that a wizard, an adult, a child, many children would give. The solutions are marked on a card with pictures (wizard, adults, child, children). The groups decide which of these target groups they want to address. B. In small groups, the children complete their action plan, which has the following sections pre-marked: Objective, Target - Group, Activities (including Feedback), Materials. Next to the Materials and Activities the children stick responsibility tags with their names on (each child should claim at least 1 responsibility). C. In small groups, children give feedback about their available tools (advertisement, group poster, dictionary, photos) using a feedback form with emojis. Suggested criteria concern the multimodality of the materials, their suitability for the specific target group, accessibility (languages, codes), relevance to the objective of the action.

## Appendix

- A Diamond of Rights:



Based on the activity "Children's Rights", page 130 in [COMPASS – Manual for Human Rights Education with Young People](#).



Working groups in the Integrated Special Vocational High School of Amfissa (up) and the 1<sup>st</sup> Primary School of Galatsi (down) construct their Diamonds of Rights, ORioL, October 2024

- **Magical Solutions:**

Based on the lesson plan in Unit 3 "We are Wizards!", pages 22- 26, [Exploring Children's Rights](#), Council of Europe.

## حقوق في لغتنا

1. ماسة الحقوق: يحدد الأطفال في مجموعات صغيرة الحقوق التي لها دور مهم في حياتهم من خلال وضع بطاقات الحقوق في ترتيب ماسة (انظر الملحق). يجب أن يتم تمثيل جميع أعضاء الفريق في كل ماسة، بما معناه انه يجب على كل طفل أن يكون قد اختار بطاقة واحدة على الأقل لماسة فريقه.

2. يدون الحق: لكل حق يقومون بالمعالجة من خلال تصريح من كل منهم حول ما يعنيه الحرمان من هذا الحق المعين. "بدون حرية التعبير، لا يستطيع الطفل أن..."، "بدون الحماية من العنف...، الأطفال سوف...".

3. ملاحظة: بدءاً من المسيرة والماس وخرائطها، تفكر المجموعة (الجلسة العامة) مجدداً في مشاكل مجتمعها. ما هي المشكلة التي تعتبرها الأكثر أهمية؟ لمن ينبغي عليها أن تتوجه؟ من يحتاج إلى التوعية بحقوق الطفل؟ ما هي المواضيع التي يستطيع الفريق الوصول إليها وما هي الوسائل؟

4. الحلول السحرية: يفكر الأطفال مجدداً في الحلول: (أ) التي كان سيقدمها ساحر، (ب) التي كان من الممكن أن يقترحها شخص بالغ، (ج) التي من الممكن للطفل نفسه تنفيذها، (د) التي من الممكن للعديد من الأطفال معاً تنفيذها. يشرح الميسر/ الميسرة للأطفال أنه من واجب جميع البالغين حماية حقوق الطفل وأن الحقوق شيء يجب علينا جميعاً المطالبة بها. إلى من يودون أن يتوجهوا بالحديث؟

5. تقييم المواد: في مجموعات صغيرة، يقوم الأطفال بتقييم المواد التي قاموا بإنشائها (قاموس متعدد اللغات، ملصق جماعي للمجموعة، مواد صورية، دعاية). هل هو واضح؟ هل تحتاج إلى وسائل ورموز إضافية حتى تكون الرسالة مفهومة من قبل المتلقي؟

6. تخطيط النشاط: يخطط الفريق بتخطيط نشاط توعية، مع اخذ الهدف في عين الاعتبار، المجموعة المستهدفة، الأنشطة الفردية ووتيرتها، والموارد اللازمة (الزمان والمكان والمواد)، التحديات المحتملة وتقسيم المهام. يصمم وسائل الحصول على التغذية الإسترجاعية (الأمداد المستمر للمعلومات) من المجموعة المستهدفة (مثل المقابلة، نموذج التغذية الإسترجاعية، نشاط التغذية الإسترجاعية).

7. التقديم: بالنسبة للمؤتمر/المنتدى، تقوم المجموعة بإعداد عرض تقديمي للمجموعة نفسها وخطة عملها ومنتجها.

## Права нашою мовою!

1. Діамант прав: Діти в малих групах визначають права, які відіграють важливу роль у їхньому житті, розміщуючи картки з правами у вигляді діаманту (див. Додаток). На кожному діаманті повинні бути представлені всі члени групи, тобто кожна дитина повинна вибрати принаймні одну картку для діаманта своєї групи.

2. Без права: Для кожного права розроблено твердження про те, що означатиме позбавлення цього права. "Без свободи слова дитина не може...", "Без захисту від насильства... діти будуть...".

3. Спостереження: Починаючи з прогулянки, діаманта та її карт, група (у повному складі) розмірковує над проблемами своєї громади. *Яку проблему група вважає найважливішою? До кого слід звернутися? Кого потрібно поінформувати про права дитини? До яких суб'єктів група має доступ і якими засобами?*

4. Чарівні рішення: Діти розмірковують над рішеннями: а) які міг би запропонувати чарівник, б) які міг би запропонувати дорослий, в) які могла б реалізувати дитина, г) які могли б реалізувати кілька дітей разом. Помічник пояснює дітям, що захищати права дитини - це обов'язок усіх дорослих, і що права - це те, що кожен з нас повинен вимагати. *До кого б самі діти хотіли б звернутися?*

5. Оцінювання матеріалу: У малих групах діти оцінюють створені ними матеріали (багатомовний словник, груповий плакат, фотоматеріали, рекламу). *Чи вони зрозумілі? Чи потрібні додаткові засоби, коди для того, щоб повідомлення було зрозумілим для одержувача?*

6. Планування дій: Команда планує інформаційну кампанію, враховуючи мету, цільову групу, окремі заходи та їхній темп, необхідні ресурси (час, місце, матеріали), можливі труднощі та розподіл завдань. Планує методи отримання зворотного зв'язку від цільової групи (наприклад, інтерв'ю, форма зворотного зв'язку, заходи зворотного зв'язку).

7. Презентація: для конференції/форуму команда готує презентацію самої команди, її плану дій та виконавців.

## حقوق در زبان ما

1. گوهر حقوق: کودکان در گروه های کوچک حقوقی را که نقش مهمی در زندگی آنها دارد با قرار دادن کارت های حقوق در یک چیدمان الماس شناسایی می کنند (نگاه کنید به پیوست همه اعضای تیم باید در هر الماس نشان داده شوند، یعنی هر کودک باید حداقل یک کارت برای الماس تیم خود انتخاب کرده باشد).
2. بدون حقی: برای هر حقی، آنها با بیانیه ای در مورد معنای محروم کردن آن حق خاص توضیح داده می شوند. "بدون آزادی بیان، کودک نمی تواند..."، "بدون حمایت از خشونت...، کودکان...".
3. مشاهده: با شروع از پیاده روی، الماس و نقشه های آنها، گروه (Plenary) مشکلات جامعه خود را منعکس می کند. کدام مشکل را از همه مهمتر می داند؟ خطاب به چه کسی باید باشد؟ چه کسی به آگاهی از حقوق کودک نیاز دارد؟ تیم به چه موضوعاتی و چه رسانه ای دسترسی دارد؟
4. راه حل های جادویی: کودکان در مورد راه حل هایی فکر می کنند: الف) که یک شعبده باز می دهد، ب) اینکه یک بزرگسال می تواند پیشنهاد دهد، ج) اینکه خود کودک می تواند اجرا کند، د) اینکه چند کودک با هم می توانند اجرا کنند. مجری به کودکان توضیح می دهد که وظیفه همه بزرگسالان است که از حقوق کودک حمایت کنند و حقوق چیزی است که همه ما باید ادعا کنیم. آنها دوست دارند خود را خطاب به چه کسی کنند؟
5. رتبه بندی مواد: در گروه های کوچک، بچه ها مطالبی را که ایجاد کرده اند ارزیابی می کنند (فرهنگ لغت چند زبانه، بوستر گروهی، مطالب عکاسی، تبلیغات). آیا مشخص است؟ آیا به ابزار و کدهای اضافی نیاز دارد تا پیام توسط گیرنده قابل درک باشد؟
6. برنامه ریزی اقدام: این تیم با در نظر گرفتن هدف، گروه هدف، فعالیت های فردی و سرعت آنها، منابع لازم (زمان، مکان، مواد)، چالش های احتمالی و تقسیم وظایف، اقدامی برای افزایش آگاهی برنامه ریزی می کند. روشهای دریافت بازخورد از گروه هدف (مثلاً مصاحبه، فرم بازخورد، فعالیت بازخورد) را طراحی می کند.
7. ارائه: برای کنفرانس / انجمن، گروه ارائه ای از خود گروه، برنامه عملیاتی و تولیدکنندگان آن آماده می کند.



## 6. Who are we?

### General Objective

Συνάντηση, γνωριμία, ανταλλαγή και ανατροφοδότηση μεταξύ των ομάδων εργασίας  
Εξάσκηση του δικαιώματος του παιδιού στην ελεύθερη διατύπωση της γνώμης του

### Connection to the Rights of the Child

Emphasis on rights 12, 13 and 15 (Respect for Children's Views, Freedom of expression and Group Formation and Membership)

### Expected Learning Outcomes

Participants are expected to:

- Introduce themselves and present their work in front of an audience.
- Follow others' presentations, actively listen, and give feedback.
- Distinguish the important from the unessential.
- Agree on and co-develop a common framework.
- Suggest improvements to others' action plans based on their experience.

### Activities

1. I brought a right from home: Each child draws on a piece of paper an important object from their home that is associated with a human right. The children walk around the area and at each stop signaled by the facilitator they exchange their paper with the child in front of them. After 4-5 stops they return to the circle and each presents the paper they ended up with.

2. Introductions - Activation: Children engage in introduction and energizing games in the plenary.

3. Rights Bingo!: Children get to know each other and to connect to the theme of the Conference by playing this adapted version (see Appendix) of the homonymous activity from COMPASS (page 268).

4. Stands: Behind group stands all work groups introduce and present themselves. They display their outputs and explain how they came up with them. At the same time, members from all working groups ask questions

and give feedback on the work of the other groups, based on the following questions: a) A question you have for this group, b) Something you learned from this group, c) Something you have in common with this group, d) Something you would suggest to this group.

5. Coordinated discussion: Children discuss based on their plans: *What action do they plan to take? What is its objective? Who will they address? Can they somehow coordinate to multiply the impact of their action?*

6. Evaluation: By holding up the YES/NO collective response cards, participants answer the following assessment questions: A. Is there anything you will be keeping from today? B. Is there anything that impressed you? C. Is there anything you learned? D. Can you think of something you would like to change if you could? E. Do you want to share a wish for the future?

7. Closing: The Conference adjourns with a game. The children close their eyes and think of a takeaway word from the meeting. They spontaneously share their word with the group.

### **Adaptations / Learning scaffolding**

1. The pre-organizing activity I brought a right from home can be done with each child passing a card (depicting a household or other everyday object associated with a right) to the child next to them, while the children remain seated. In the "Give me five!" variation, children share voluntarily in the plenary, while any child who has drawn the same right, shouts "Give me five!".

2. Both the cards with the objects and the name tags of the participants can be prepared with the help of the facilitators during the children's arrival at the Forum. At this stage, multilingual Convention posters or picture cards can be used as visual aids.

3. Introduction Games can include motor exercises ("Say it with a movement"), coordination exercises (Collective counting in turn from 1 to 20), or exercises that highlight multilingualism, such as the activity «Πώς σε λένε; Με λένε...ismi...je m'appelle...» (Φτου και Βγαίνω, pages 25-26).

4. For large groups, the presentation process is proposed to take place through Stands which the members of each group decorate with their poster and productions. Members of each group in rotation (or based on roles: journalists, presenters, secretary, child ombuds(wo)man, feedback officer) wander around the other groups' stands or sit at their post to present their own work and get feedback. At each stand there is a Feedback Book in which visitors can write if they want (in any language they want): a) A question they have for the group, b) Something they learned from this group, c) Something they have in common with this group, d) Something they would suggest to this group. Alternatively, presentations can take place in the plenary in the form of projections (advertisements, padlet) followed by Q&A questions. For the group that

presents, the following roles are suggested: interpreters, time keeper, presenter, question moderator, projectionist, ombuds(wo)man, feedback officer, etc.

5. For groups with a different levels of Greek language acquisition, “Pin it down!” is proposed as a Closing activity. During “Pin it down!”, participants make a pin or sticker of a right and take it with them.

### Appendix

- Introduction and energizing activities that promote and strengthen multilingualism in *Φτου και Βγαίνω*:
  - Πώς σε λένε; Με λένε...ismi... je m'appelle..., page 25
  - Το παιχνίδι με το κουβάρι. Με λένε... Σε λένε..., page 27
- Rights Bingo!:

#### Find someone who...

Speaks more than 2 languages	Likes Math	Has a pet	Can play a musical instrument	Can write “Hello” in Arabic
Has 3 siblings (brothers/sisters)	Can say “Hello” in Farsi	Has seen a snake in the wild.	Has their birthday the same month as you.	Has the most letters in their name
Can sing a song in Greek	Was born south of the equator	Knows a film/song or book that speaks about human rights	Is taller than 1.70 m.	Is older than 35
Wears a white shirt	Likes hip hop	Enjoys watching movies	Was born in March	Can recall more than 10 childrens’ rights
Has a baby brother	Has a baby sister	Can write in three language systems	Can say “Good morning” in more than 4 languages	Is younger than 12 years old

## من نحن

1. حق من بيبي: يرسم كل طفل على ورقة شيئاً مهماً من منزله مرتباً بحق من حقوق الإنسان. تتمشى الأطفال في المكان وفي كل توقف للميسر/ الميسرة يقوم كل طفل باستبدال ورقته بورقة الطفل الذي أمامه، بعد 4-5 توقفات يعودون إلى الدائرة ويقدم كل منهم الورقة التي انتهى بها المطاف إليه.
2. التعارف - التفعيل: في الجلسة العامة، يلعب الأطفال ألعاب التعارف و التفعيل (ما اسمك؟ الحركة، الكرة، الإيقاع، Zip-Zap، العد الجماعي).
3. حقوق بنغو (!Bingo): يتعرف الأطفال على بعضهم البعض و يرتبطون بموضوع المؤتمر من خلال لعب هذه النسخة المعدلة (انظر الملحق) للنشاط الذي يحمل نفس الاسم من Compass (صفحة 292).
4. الأكشاك: في الأكشاك تقوم جميع مجموعات العمل بتقديم و التعريف عن أنفسهم. يعرضون منتجاتهم ويشرحون كيف وصلوا إليها. في الوقت نفسه، يقوم أعضاء من جميع مجموعات العمل بطرح الأسئلة و تزويد بالمعلومات حول عمل المجموعات الأخرى، بناءً على الأسئلة التالية: أ) سؤال لديك حول هذه المجموعة، ب) شيء تعلمته من هذه المجموعة، ج) شيء مشترك بينك وبين هذه المجموعة، د) شيء قد تقترحه على هذه المجموعة (انظر الملحق)
5. مناقشة منسقة: يتناقش الأطفال حول تجربتهم: ما الفعل الذي ينوون إتخاذة؟ ما هو الهدف منه؟ لمن سيتوجهون؟ هل يمكنهم التنسيق بطريقة ما لتضخيم تأثير فعلهم؟
6. التقييم: من خلال رفع بطاقات الإجابة الجماعية نعم/لا، يجيب الأطفال على أسئلة التقييم التالية: أ. هل هناك شيء تحتفظ به من هذا اليوم؟ ب. هل هناك شيء أثار إعجابك؟ ج. هل هناك شيء تعلمته؟ د. هل يمكنك التفكير في شيء ترغب في تغييره إذا استطعت؟ هـ. هل تريد مشاركة أمنية للمستقبل؟
7. الاختتام: يُختتم اللقاء بلعبة. يغمض الأطفال أعينهم ويفكرون في كلمة علق في ذهنهم من الاجتماع. يقفزون بحرية ويشاركون كلمتهم مع المجموعة.

## Хто ми такі?

1. Право з мого дому: Кожна дитина малює на аркуші паперу важливий предмет зі свого дому, який асоціюється з правом людини. Діти ходять по кімнаті і на кожній зупинці від помічника обмінюються своїми папірцями з дитиною, яка знаходиться перед ними. Після 4-5 зупинок вони повертаються в коло і кожен презентує папірець, який йому дістався.
2. Знайомство - Активізація: Всі разом діти грають в ігри на знайомство та активізацію ("Як тебе звати?", "Рух", "М'яч", "Ритм", "Зіп-Зап", "Колективний рахунок").
3. Бінго прав!: Діти знайомляться один з одним і підключаються до теми конференції, граючи в цю адаптовану версію (див. Додаток) однойменної вправи з посібника Compass (с. 292).
4. Павільйони: У павільйонах всі робочі групи представляються і презентують себе. Вони демонструють свої роботи і пояснюють, як вони до них прийшли. У той же час члени всіх робочих груп ставлять запитання

і дають відгуки про роботу інших груп, спираючись на такі запитання: а) запитання до цієї групи; б) чого ви навчилися від цієї групи; в) що у вас спільного з цією групою; г) що б ви запропонували цій групі (див. Додаток).

5. Модерована дискусія: Діти обговорюють свій досвід: *Які дії вони планують здійснити? Яка мета цієї дії? На кого вони будуть спрямовані? Чи можуть вони якимось чином координувати свої дії, щоб максимізувати їхній вплив?*

6. Оцінювання: Піднімаючи картки з колективними відповідями ТАК/НІ, діти відповідають на наступні запитання для оцінювання: А. Чи є щось, що ви винесли з сьогоднішнього дня? В. Чи є щось, що вас вразило? Г. Чи є щось, чого ви навчилися? D. Чи можете ви пригадати, що б ви хотіли змінити, якби могли? Е. Чи хотіли б ви поділитися побажанням на майбутнє?

7. Закінчення: Зустріч завершується грою. Діти заплющують очі і думають про слово, яке запам'яталося їм під час зустрічі. Вони вільно виходять і діляться своїм словом з групою.

## ما کی هستیم؟

1. یک حق از خانه من: هر کودک روی یک تکه کاغذ یک شی مهم از خانه خود می کشد که به حقوق بشر مرتبط است. بچه ها در اطراف منطقه قدم می زنند و در هر توقف مجری، کاغذشان را با کودک مقابلشان رد و بدل می کنند. پس از 4-5 توقف، آنها به دایره برمی گردند و هر کدام کاغذی را که با آن پایان دادند ارائه می دهند.

2. درباره – فعال سازی: در Plenary بچه ها بازی های معرفی و فعال سازی انجام می دهند (اسم شما چیست؟ حرکت، توپ، ریتم، زیپ زاپ، شمارش جمعی).

3. حقوق یکنوع بازی شبیه لوتو: کودکان با پخش این نسخه اقتباسی با یکدیگر آشنا می شوند و با موضوع کنفرانس ارتباط برقرار می کنند (نگاه کنید به پیوست) فعالیت همانام از Compass (ص. 292).

4. غرفه ها: در غرفه ها همه گروه های کاری خود را معرفی و معرفی می کنند. آنها محصولات خود را به نمایش می گذارند و توضیح می دهند که چگونه به آنها رسیده اند. در همان زمان، اعضای همه گروه های کاری بر اساس سؤالات زیر سؤال می پرسند و در مورد کار گروه های دیگر بازخورد می دهند: الف) سؤالی که در مورد این گروه دارید، ب) چیزی که از این گروه آموخته اید، ج) وجه اشتراک شما با این گروه، د) چیزی که به این گروه پیشنهاد می کنید (نگاه کنید به پیوست)

5. بحث تعدیل شده: کودکان در مورد تجربه خود صحبت می کنند: آنها قصد دارند چه اقدامی انجام دهند؟ هدف آن چیست؟ چه کسی را خطاب خواهند کرد؟ آیا آنها می توانند به نحوی هماهنگ شوند تا تأثیر عمل خود را بزرگتر کنند؟

6. رتبه بندی: با بالا نگه داشتن کارت های پاسخ جمعی بله/خیر، کودکان به سوالات ارزیابی زیر پاسخ می دهند: الف. آیا چیزی هست که از امروز نگه دارید؟ ب. آیا چیزی هست که شما را تحت تأثیر قرار داده باشد؟ سی. چیزی هست که یاد گرفتی؟ D. آیا می توانید به چیزی فکر کنید که دوست دارید اگر می توانید تغییر دهید؟ E. می خواهید آرزوی برای آینده به اشتراک بگذارید؟

7. بسته شدن: جلسه با یک بازی به پایان می رسد. بچه ها چشمانشان را می بندند و به یک کلمه باقی مانده از جلسه فکر می کنند. آنها آزادانه پرواز می کنند و حرف خود را با گروه در میان می گذارند.

## 7. What have we done?

### General Objective

Feedback

Reflection

### Connections to the Rights of the Child

Connection to Right 29 (Aims of Education)

### Expected Learning Outcomes

Participants are expected to:

- Evaluate their action and note shortcomings as well as strong points.
- Understand the abilities of the group as well as their own competences.
- Identify elements that need improvement and treats mistakes as a source of learning.
- Accept and utilize feedback.
- Analyze data and compile a report.
- Redesign and adjust parts of an action based on feedback received and considering its original objectives.

### Activities

1. The team evaluates the awareness-raising action, based on the experience of its members. *What went well? What did not go as well as they expected? How did participants feel? What needs improvement? If we were to redo the action, what would we add? What would we change? What would we remove?*

2. The team evaluates the awareness-raising action, based on feedback from the target group. What does the data say? How do we interpret them? The debriefing of the feedback has been done in advance by the feedback officer with the help of the teacher.

3. The group reflects on the process of planning and organizing the action. *How will we better plan collective*

*actions in the future?*

4. Children propose other collective actions to address issues of their community.

### **Adaptations / Learning Scaffolding**

1. The evaluation can be held in the plenary or be preceded by work in small groups, after feedback officers have first presented the relevant results. As a guide groups can be given a Reflection Journal with the questions accompanied, if necessary, by visual supports.

### **Appendix**

- Reflection Journal:

Group Name: .....
Date:
Questions we received:
Our answers:
Positive comments:
Ideas for future actions:
Things we have in common with other teams:
Possible cooperations:
Suggestions made:
Possible improvements and adaptations:

## ماذا فعلنا؟

1. تقوم المجموعة بعمل تقرير للعمل التوعوي بناءً على تجربة أعضائها. ما الذي سار على ما يرام؟ ما الذي لم يسير على ما يرام بقدر ما توقعت؟ كيف كان شعور المشاركين؟ ما الذي يحتاج إلى تحسين؟ لو أردنا إعادة الإجراء ماذا كنا سنضيف؟ ماذا كنا سنزيل؟
2. يقوم الفريق بعمل تقريب عن نشاط التوعية، بناءً على المعلومات الواردة من المجموعة المستهدفة. ماذا تقول المعطيات؟ كيف نفسرها؟ وقد سبق هنا تقديم تقرير بتزويد المعلومات من المجموعة المستهدفة من قبل مسؤول التغذية الإستراتيجية بمساعدة المعلم.
3. تفكر المجموعة مجدداً في عملية تخطيط وتنظيم العمل. كيف يمكننا التخطيط بشكل أفضل للأعمال الجماعية الأخرى في المستقبل؟
4. يقترح الأطفال أعمال جماعية أخرى لحل مشكلات المجتمع الطلابي.

## Що ми зробили?

1. Група підбиває підсумки інформаційно-просвітницької діяльності, спираючись на досвід своїх членів. *Що пройшло добре? Що пройшло не так, як очікувалося? Що відчували учасники? Що потрібно покращити? Якби ми проводили цю акцію ще раз, що б ми додали? Що б змінили? Що б прибрали?*
2. Група підбиває підсумки заходу з підвищення обізнаності, спираючись на відгуки цільової групи. *Про що свідчать отримані дані? Як ми їх інтерпретуємо?* Відгуки цільової групи були записані тут менеджером зворотного зв'язку за допомогою викладача.
3. Група розмірковує над процесом планування та організації заходу. *Як у майбутньому ми можемо краще планувати інші колективні дії?*
4. Діти пропонують інші колективні дії для вирішення проблем навчальної спільноти.

## چه کار کردیم؟

1. گروه بر اساس تجربیات اعضای خود اقدام به افزایش آگاهی را بررسی می کند. چی خوب شد؟ چه چیزی آنطور که انتظار داشتید پیش رفت؟ شرکت کنندگان چه احساسی داشتند؟ چه چیزی نیاز به بهبود دارد؟ اگر بخواهیم عمل را دوباره انجام دهیم چه چیزی اضافه می کنیم؟ چه چیزی را تغییر خواهیم داد؟ چه چیزی را حذف کنیم؟
2. تیم بر اساس بازخوردهای گروه هدف، اقدامات افزایش آگاهی را شرح می دهد. داده ها چه می گویند؟ چگونه آنها را تفسیر کنیم؟ از کار انداختن بازخورد گروه هدف در اینجا توسط افسر بازخورد با کمک معلم انجام شده است.
3. گروه در مورد روند برنامه ریزی و سازماندهی اقدام منعکس می کند. چگونه می توانیم سایر اقدامات جمعی را در آینده بهتر برنامه ریزی کنیم؟
4. کودکان اقدامات جمعی دیگری را برای حل مشکلات جامعه دانش آموزی پیشنهاد می کنند.



## “Our Rights in our Languages” Educator’s Evaluation / Feedback Form

Date:

1. Describe in a few words your experience from participating in the program.
  
2. Identify 2-3 key learnings that you can apply in the future in your work.
  
3. Was there anything that you deemed inappropriate regarding the objectives of the program? If yes, give 2-3 examples.
  
4. What impact do you think the specific program had on the participants?
  
5. Please indicate the degree of your disagreement or agreement with the following statements:

Statements	I completely disagree	I disagree	I neither agree nor disagree	I agree	I totally agree
The expected learning outcomes of the program were clearly defined.					
The program helped most of the participants master some skill that they did not have before.					
The program met my expectations.					
The learning material was appropriate (multimodal, multilingual, original, differentiated, relevant).					
The proposed activities were relevant, inclusive and experiential.					
In the framework of the program, participation and interaction of the students was encouraged.					
During the program I had a clear understanding of my role and I derived satisfaction from my collaboration with					

the facilitators.					
I feel that I can build on the specific curriculum and extend its learning outcomes.					
Connections were made between the aims of the 'Our Rights in our Language' program and the courses I teach.					
The time spent on the program was sufficient.					
The facilitators were well prepared and experienced.					
In the future I will seek to participate in other Education for Democratic Citizenship / Human Rights Education programs.					

6. In general, how could this particular program be improved?

7. What alternative or additional activities would you suggest to enhance its content?

8. Do you have any additional comments?

## 9 strong "YES" + 1 absolute "NO"

based on the Convention for the Rights of the Child



Everyone should know about children's rights, and those who work with children have a responsibility to do their best to ensure them.



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



Rest, play, free time and participation in cultural and artistic life are the right of all children.



Children have the right to access public health services even if their parents cannot pay for them.



Children, in addition to being children, are also persons and their privacy, residence, and communications are inviolable.

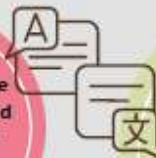
Every child has the right to go to school even if their parents do not have legal documents.



Children have the right to set up and join groups and organizations.



Every child has the right to use their own language together with other members of their group, even if it is not the official or dominant language of the country where they live.



These "yes" apply to every child regardless of race, gender, disability, national origin and regardless of who their parents are.



No, no matter what, parents are not allowed to use violent means, such as corporal punishment, to get their children to conform. According to Article 19 children must be protected from all forms of violence, abuse or neglect.





## Rights in Our Languages

A small Guide for Adults:  
parents, guardians, people who work with children,  
all of us

More information at:  
[www.diglosma.gr](http://www.diglosma.gr)  
[www.elix.org.gr](http://www.elix.org.gr)



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Translations of the Guide in: [Arabic](#), [English](#), [Farsi](#), [French](#), [Greek](#), [Russian](#), [Somali](#), [Turkish](#), [Ukrainian](#), [Urdu](#)

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