



CANADIAN MUSEUM FOR HUMAN RIGHTS
MUSÉE CANADIEN POUR LES DROITS DE LA PERSONNE

Human Rights Activities

Grades 7-9

Adapted from:

Equitas – International Centre for Human Rights Education, *Speaking Rights*

Human Rights Education Toolkit for Youth

Play It

Fair!®

speaking
rights®

equitas



Table of Contents

Human Rights Activities Grades 7-9	1
What are these activities?	4
How do the activities work?.....	4
Activity 1: Draw it Right	5
Purpose of the Activity.....	5
Human Rights and Responsibilities.....	5
Instructions.....	5
Group Discussion	6
Tips for Facilitation	7
Children’s Rights	8
Activity 2: Action Reaction	9
Purpose of the Activity.....	9
Human Rights and Responsibilities.....	9
Instructions.....	9
Variations	10
Group Discussion	11
Tips for Facilitation	12
Role cards (to be copied)	13
Role cards (to be copied)	14
Role cards (to be copied)	15
Possible solutions	16
Activity 3: Gender Matters.....	20
Purpose of the Activity.....	20
Human Rights and Responsibilities.....	20
Instructions.....	20
Variation.....	20
Group Discussion	21
Tips for Facilitation	22

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014





List of Characteristics Words 23

Activity 4: On a Tight Rope 24

 Purpose of the Activity 24

 Human Rights and Responsibilities 24

 Instructions 24

 Variations 25

 Group Discussion 26

 Tips for Facilitation 27

 Statement on youth rights (to be copied) 28

Activity 5: Wall-to-Wall Graffiti 29

 Purpose of the Activity 29

 Human Rights and Responsibilities 29

 Instructions 29

 Variation 30

 Group Discussion 31

 Tips for Facilitation 32

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014



What are these activities?

These activities are part of an educational resource designed to help to promote human rights, non-discrimination, and peaceful conflict resolution. The activities in this section support the integration of human rights values into the attitudes and behaviours of students Grades 7-9.

To help those using the activities become more familiar with human rights principles as well as to provide support for the facilitation of the activities, a package of 5 Reference Sheets is also provided. We recommend that you consult this reference package before using the activities.

How do the activities work?

Each activity has as its starting point the experience of the students and provides them with the opportunity to live a concrete experience together in their group from which they can learn.

A group discussion is the last step of each activity, which engages the students in a process of critical reflection. The students have the opportunity to talk about what they experienced, reflect on their behaviour in relation to human rights values, and propose ways of integrating human rights values into their lives.

Participating in an activity (*concrete experience*) followed by a group discussion (*critical reflection*) helps to build in the students an awareness of human rights values and reinforces positive behaviours based on these values (*action*).

Activity 1: Draw it Right

Time: 10-15 minutes

Human Rights Values: Rights, cooperation

Materials: 1 piece of large paper per group, 2 felt tip pens and a list of 10 rights

When To Do: Before Museum visit

Purpose of the Activity

To experience teamwork and to think about:

- Children's rights
- How we can work together to increase respect for children's rights

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC). For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Instructions

1. Prepare a list of 10 children's rights (see below).
2. First, ask students if they know any of their rights.
3. Divide the group into 3 or 4 teams of 4 to 6 students per team. Ask each team to sit around a piece of paper that you have placed on the wall at one end of the classroom. Place yourself at the opposite end of the classroom.
4. Explain to students that this is a competition. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins.
5. Ask 1 member of each team to come to you. You will whisper a children's right in his/her ear.
6. The team members return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team comes to you for the next right.
7. The activity ends when one of the teams has identified all the rights.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like best about this activity?
- Did you know all the rights in this activity?
- Do you know other rights?

Think

- Do we all have the same rights?
- Can you think of some rights that are not always respected?

Examples: Can all children go to school? Do all children get to see a doctor when they are sick?

Act

- We all want to enjoy our rights, but what do we need to do to make sure that this is possible?
- All of us have the right to express ourselves. In addition we all have a responsibility to make sure that everyone else in our group also has the freedom to express him/herself. How can we cooperate to make sure that this right is respected in our group?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, ensure his/her team has a white piece of paper and a thick black marker to increase the contrast.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- Give a right to the students who come up to the front. Whisper the right in their ear, and allow all the students at the front 20-30 seconds to have-a-think about what they will draw before returning to their group.
- If a student has difficulty with fine motor skills, give the student hand-over-hand support to help them draw.
- If a student is unable to draw, have students act out the right instead.
- If a student is unable to come up to the front, go to him/her instead or have a partner help him/her to retrieve the right.

For more Tips for Facilitation, please see Reference Sheet 4.



Children's Rights

- The right to go to school
- The right to practice a religion
- The right to a decent home
- The right to eat
- The right to medical care
- The right to play
- The right to express your ideas
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right to privacy

Activity 2: Action Reaction

Time: 35 minutes

Human Rights Values: Acceptance, respect, responsibility

Materials: Role cards (included) and red and green cards for voting

When To Do: Before Museum visit

Purpose of the Activity

To experience conflict situations and to think of ways of resolving conflict peacefully.

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to know and exercise your rights (Article 16, CRC); right to express your views (Article 12, CRC). In order to enjoy these rights, we need to respect differences, learn what our rights and responsibilities are, and learn to respect other people's right to their own opinions.

Instructions

1. Copy and cut out the role cards provided below. Choose role cards you feel are appropriate for the group.
2. Divide the group in teams of two. Assign one person on each team to be the 'Challenger' and the other person to be the 'Respondent'.
3. Explain to the group that the activity involves reacting spontaneously to different situations that may cause frustration and anger. The teams take turns improvising a situation according to the information on the role cards. The Challenger begins by picking a role card and reading it to him/herself. Then, the Challenger states what role he/she is playing in the situation and reads the statement on the card out loud to the Respondent. The Respondent must react spontaneously by improvising his/her reaction to the situation.
4. After each improvisation, the other students act as judges and decide whether the Respondent's reaction was appropriate. Give coloured cards to each student 'judge' for voting. 'Red' means that the response was inappropriate and 'green' means that it was good. Ask the judges to comment. Listen carefully to the comments and, when appropriate, add in some of the possible solutions provided at the end of this activity.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

5. To make sure the group understands, model an example using a role card. Ask the group whether your reaction was appropriate, invite additional comments and provide some of your own, based on the possible solutions provided.

Variations

- Form teams of 3 or 4 people and ask them to create a skit based on a role card.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like best about this activity?
- Was it easy to respond quickly to conflict situations?
- What was the hardest part of this activity?

Think

- How did you react in these situations?
- What strategies did you use to handle the situations?
- Are there services in the community to help us find peaceful solutions to conflict?

Act

- How can you respond to conflict situations that arise at school or at home?
- How can we resolve similar situations without getting angry?
- How can we teach others to peacefully resolve conflict?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, print the role cards in Braille or read the role card to him/her.
- If a student is unable to see well, use black and white and enlarge print when printing the role cards to ensure high contrast.
- Use black and white cards for voting. White means that the response was inappropriate and black means that it was good.
- Encourage all students to use verbal cues and expressions in their reactions.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

For more Tips for Facilitation, please see Reference Sheet 4.

Role cards (to be copied)

<p>Role #1</p> <p>Role: I am your friend.</p> <p>Statement: “I saw you talking that lesbian at school. I don’t want you to talk to her.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #2</p> <p>Role: I am your friend.</p> <p>Statement: “I saw a picture of me on your Facebook page. You have no right to put my picture on Facebook without my permission.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #3</p> <p>Role: I am your basketball coach.</p> <p>Statement: “You’re wearing a head scarf. You can wear it off the court, but when you play basketball, you can’t play with a hijab on!”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #4</p> <p>Role: I am a police officer.</p> <p>Statement: “Hey young man. Show me your ID.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #5</p> <p>Role: I am a person walking down the street.</p> <p>Statement: “Excuse me? You just pushed me. Watch where you’re going. You’re not the only one on the street.”</p> <p style="text-align: right;">Activity 2</p>

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Role cards (to be copied)

<p>Role #6</p> <p>Role: I am your mother.</p> <p>Statement: “I heard you went to see the nurse the other day at school. What was that all about?”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #7</p> <p>Role: I am your teacher.</p> <p>Statement: “Open up your locker right now! I want to see what’s inside. I’m sure you have drugs in there.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #8</p> <p>Role #8: I am a friend of your mother’s.</p> <p>Statement: “Young people today don’t have any values anymore. They’re totally irresponsible.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #9</p> <p>Role: I am a school social worker.</p> <p>Statement: “I’ll have to call your parents. You have drug issues and we have to do something about it!”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #10</p> <p>Role: I am your boss.</p> <p>Statement: “I’m sure somebody’s stealing stuff from the office. I’ve decided to install a security camera to keep an eye on everyone.”</p> <p style="text-align: right;">Activity 2</p>

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Role cards (to be copied)

<p>Role #11</p> <p>Role: I am your friend.</p> <p>Statement: “Check out that new kid at school! He just arrived from a reserve! What’s he doing here anyway?”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #12</p> <p>Role #12: I am your parole officer.</p> <p>Statement: “I know that some of your friends are a bad influence. You shouldn’t be hanging out with those people.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #13</p> <p>Role #13: I am your foster parent.</p> <p>Statement: “Why would you want to spend time with your biological family? Aren’t we good parents?”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #14</p> <p>Role #14: I am your respite worker/caregiver.</p> <p>Statement: “I’m responsible for you when your parents aren’t here, so you need to listen to me.”</p> <p style="text-align: right;">Activity 2</p>
<p>Role #15</p> <p>Role #15: I am your educational assistant.</p> <p>Statement: “I know that you don’t like to do this, but to get better at it, you need to practice.”</p> <p style="text-align: right;">Activity 2</p>

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Possible solutions

- **Role #1:** I am your friend.

Statement: “I saw you talking to that lesbian at school. I don’t want you to talk to her!”

Discuss discrimination and homophobia with students. Homophobia is fear of homosexuals or people perceived to be homosexual. Homophobia takes the form of hatred that often turns into physical or verbal abuse. Ask students to talk about the reasons why some people are homophobic. Ask them for possible solutions. For example, how can we respond to a homophobic person? How can human rights values help us?

- **Role #2:** I am your friend.

Statement: “I saw a picture of me on your Facebook page. You have no right to put my picture on Facebook without my permission!”

Before publishing a picture of a friend or stranger on the Internet, we need to get permission from them. Did you know that the media is not allowed to publish a person’s face without that person’s authorization? Ask students to suggest ways of requesting permission from other people to put their photos on Facebook.

- **Role #3:** I am your basketball coach.

Statement: “You’re wearing a head scarf. You can wear it off the court, but when you play basketball, you can’t play with a hijab on!”

Nobody can be prevented from playing. That qualifies as discrimination. However, a person may be asked to wear a hijab specifically designed for sports.

- **Role #4:** I am a police officer.

Statement: “Hey, young man. Show me your ID!”

When police officers have reasonable grounds to believe that a person has committed an offence, they may ask that person to identify him/herself (giving first and last names, address, date of birth and phone number). They may ask for an ID card, but, in Canada, as in other countries, there is no official ID card that people are required by law to have on them. The person might, therefore, not be carrying ID. However, it is important for all everyone, including youth, to provide their true identity

and to cooperate when they are being questioned by the police. Lying about your identity is a criminal offence.

- **Role #4:** I'm a person walking on the street.

Statement: "Excuse me? You just pushed me. Watch where you're going! You're not the only one on the street."

Ask students to share their views on this. Explore solutions together.

- **Role #5:** I am your mother.

Statement: "I heard you went to see the nurse the other day at school. What was that all about?"

Registered nurses cannot disclose any confidential information they have received. However, if the young person's security or development is considered to be in danger, the nurse will have to contact social services (youth protection). Youth have the right to privacy, but they also have the right to be protected from abuse. For more information see provincial legislation (e.g. Youth Protection Act in Quebec).

- **Role #6:** I am your teacher.

Statement: "Open up your locker right now! I want to see what's inside. I'm sure you have drugs in there!"

Teachers may search a locker if they have reasonable grounds to believe that there are drugs inside. On the other hand, a teacher is not allowed to search a particular student's locker or all student lockers routinely.

- **Role #7:** I am a friend of your mother's.

Statement: "Young people today don't have any values anymore. They're totally irresponsible!"

Ask students to share their views on this. Explore positive ways to respond to this kind of statement.

- **Role #8:** I am a school social worker.

Statement: "I'll have to call your parents. You have drug issues and we have to do something about it!"

Registered social workers cannot disclose any confidential information they have received. However, if the young person's security or development is considered to be in danger, the social

worker will have to contact social services (youth protection). Youth have the right to privacy, but they also have the right to be protected from abuse. For more information see provincial legislation (e.g. Youth Protection Act in Quebec).

- **Role #9:** I am your boss.

Statement: “I’m sure someone is stealing stuff from the office. So I’ve decided to install a security camera to keep an eye on everyone.”

Ongoing video surveillance of employees violates the right to privacy, honour and reputation, as well as the right to fair and reasonable working conditions. For security reasons, a camera could be installed at the entrance of a building. When employers believe that someone is stealing from them, they can call the police.

- **Role #10:** I am your friend.

Statement: “Check out that new kid at school! He just arrived from a reserve! What’s he doing here anyway?”

Discuss discrimination and racism with students. Ask students to discuss the reasons why some people make racist/discriminatory comments and why they are directed at certain groups. Ask them for possible solutions. Reinforce the idea of open, diverse communities where everyone has a place and should be respected regardless of where they come from or their cultural background. Get students to identify some of the strengths of a diverse community.

- **Role #12:** I am your parole officer.

Statement: “I know that some of your friends are a bad influence. You shouldn’t be hanging out with those people.”

Discuss what being on parole means, and how it affects the choices of youth on parole. Ask students what type of circumstances lead to a young person being put on parole. Also ask whether they think that his/her rights, for example the right to choose their friends, are the same when he/she is on parole.

- **Role #13:** I am your foster parent.

Statement: “Why would you want to spend time with your biological family? Aren’t we good parents?”

Discuss what being part of a foster family means. Explore positive ways of responding to this kind of statement.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

- **Role #14:** I am your respite worker/caregiver.

Statement: “I’m responsible for you when your parents aren’t here, so you need to listen to me.”

A respite worker or caregiver has the responsibility to ensure that no harm comes to you in the absence of your parents or guardian. Explore positive ways of responding to this kind of statement.

- **Role #15:** I am your educational assistant.

Statement: “I know you don’t like to do this, but to get better at it, you need to practice.”

Discuss the role of an educational assistant in a classroom.

Activity 3: Gender Matters

Time: 35 minutes

Human Rights Values: Respect

Materials: Magazines, list of characteristics, markers, glue, tape 2 large pieces of paper, strips of paper, scissors

When To Do: After Museum visit

Purpose of the Activity

To think about gender stereotypes, roles and issues.

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to privacy (Article 16, CRC); right to express your views (Article 12, CRC). In order for everyone to enjoy these rights, it is important to respect differences, as well as other people's privacy and views.

Instructions

1. Ask students to cut out pictures of men and women from magazines, flyers, catalogues or newspapers.
2. Have students glue the pictures of men on a large piece of paper and the pictures of women on another. Display both of these on the wall.
3. Give each student 3 or 4 strips of paper and a marker.
4. Ask the students to think of characteristics they associate with men and women and have them write these in large print on the strips of paper. Then ask them to stick the words next to the pictures. If necessary provide examples from the list of characteristics below.
5. Explore the question of stereotypes associated with men and women by asking students to explain why they chose those characteristics.

Variation

Get the male and female students to do the activity separately and then compare the results. Do they both perceive gender characteristics of men and women in the same way?

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- Describe in 1 word the activity you have just done.
- Do you agree with the characteristics associated with men? With those associated with women?

Think

- Why do we associate particular characteristics with men and others with women?
- Are these characteristics always accurate? Why or why not?
- Are some of the characteristics that describe you different from those traditionally ascribed to women or men?
- What are the consequences of stereotyping?

Act

- How can we promote a more positive image of both men and women?
- What could you do if someone doesn't respect you or someone else because you are different?
- What can we do to change gender stereotypes and discrimination within our class or when we are with our friends or family?

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, instead of selecting pictures from magazines, have the student name well-known men and women and place their names on the appropriate large piece of paper. Help him/her understand the pictures posted by describing them.
- Pair the student with a classmate to prepare the strips of paper with characteristics.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student is unable to cut out pictures from a magazine with scissors, assign him/her an alternative task, such as sticking the pictures cut out by other students on the large pieces of paper.

For more Tips for Facilitation, please see Reference Sheet 4.



List of Characteristics Words

- Dependent
- Independent
- Sensitive
- Submissive
- Dominant
- Good at cooking
- Strong
- Takes care of his or her appearance
- Considerate
- Faithful
- Courageous
- Discrete
- Gentle
- Good at business
- Spiritual
- Hot
- Sexy
- Brave

Activity 4: On a Tight Rope

Time:	35 minutes
Values:	Acceptance, responsibility
Materials:	3 pieces of string or rope (each 1 meter long each), post-its, talking stick, large pieces of paper, tape and markers
When To Do:	After Museum visit

Purpose of the Activity

To express individual views on the human rights of youth.

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC); right to express your views (Article 12, CRC). In order to enjoy these rights, we need to learn what our rights and responsibilities are, and learn to respect other people's views.

Instructions

1. Hang 3 pieces of rope horizontally, one above another on the wall. Write "yes" at one end of the 3 pieces of rope and "no" at the other end.
2. Enlarge, if necessary, and copy and cut out the 3 statements listed at the end of this activity and tape a statement above each piece of rope. Each piece of rope then represents that statement about youth rights.
3. Give 3 post-its to each student. Read the statements out loud. Everyone must 'vote' as to whether or not they think the right expressed in each statement is respected at school, at home and in the community. Students can answer "yes" or "no" or nuance their responses by sticking their post-its wherever they want along the rope.
4. Ask students to explain their answers and to give examples.
5. Ask the group to suggest ways to ensure the right referred to in each statement is respected.
6. Write down the solutions proposed by the students on a large piece of paper and tape it on the wall.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Variations

1. Instead of using pieces of rope and post-its to vote, students vote by positioning themselves on an imaginary line (continuum) that goes from “yes” to “no.”
2. You may create other statements on issues facing youth. This type of activity can be used to explore the group’s views on a range of topics.



Group Discussion

- After the activity, have students reflect on the experience.
- You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?
- Is it easy to discuss youth rights?

Think

- What did you learn from this activity?
- What are the most important rights for young people?
- Which rights are most at risk in our school or community?

Act

- You have come up with ways to ensure that our rights are respected. Can some of these ideas be put into practice?
- How can you educate other young people and adults in our community about the rights of youth?

Tips for Facilitation

Ensuring everyone can perceive

- Use white post-its and a thick black marker to increase the contrast of students' responses.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student has difficulty with mobility, pair him/her with a classmate who can help place their post-its on the wall.

For more Tips for Facilitation, please see Reference Sheet 4.

Statement on youth rights (to be copied)

Youth can express their views and be heard

You have the same rights as adults.

All youth are treated equally.

Activity 5: Wall-to-Wall Graffiti

Time:	Three 90-minute sessions
Human Rights Values:	Responsibility and rights
Materials:	Large pieces of paper, sheets of paper, pencils or paint pens, magazines, glue, scissors
When To Do:	After Museum visit

Purpose of the Activity

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

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to privacy (Article 16, CRC); right to express your views (Article 12, CRC). In order for everyone to enjoy these rights, it is important to respect each other's differences, as well as other people's privacy and views.

Instructions

1. Tape large pieces of paper on a wall. Ask students to write graffiti they have seen on bathroom walls, in parks, at school or other places, without censoring anything on the large piece of paper. Add other graffiti as needed.
2. Lead a discussion about the graffiti by asking a few questions. Get the group to take a critical look at racist, sexist, homophobic or discriminatory language.
 - How do you feel when you see this graffiti? Do you agree with it? Why?
 - Is graffiti helpful or harmful? In what ways can graffiti be helpful or harmful?
 - Graffiti is sometimes described as "youth art." Do you agree with this statement? Why do you think some youth do graffiti?
3. After the discussion, have students create a graffiti wall that reflects their personalities. Give each student a sheet of paper that will represent one brick of the wall. Ask each student to design a brick that somehow describes him/her by creating a tag (hip-hop style signature), a drawing or a collage. The "brick" could, for example, portray a student's most important value, his/her greatest quality, personal motto, wildest dream, or a cause he/she feels strongly about.
4. Create the graffiti wall by taping the "bricks" of paper side by side and ask each student to explain what his/her brick represents.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Variation

- Using a sheet of vinyl create a graffiti wall to display in the school. Alternatively, create graffiti on a legitimate graffiti wall that the municipality has made available to young people.

Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- Did you like creating a graffiti wall? Why or why not?

Think

- Is graffiti a good way to express who we are and what we think?
- Why is it important to express what we think and what we experience?
- Looking at the different bricks, is it possible to identify patterns that are common to the whole group?
- Are bricks created by the female students different than those by the male students? In what way?

Act

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

Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well provide an exemplar with high contrasting colours, or dimensional paint to help him/her understand the activity.
- Create a tactual outline or border of the area the student needs to color in (use a glue gun or dimensional paint).
- Help him/her to “look” with their hands and fingers for the location of the materials.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student is unable to draw, pair him/her with another student. Have them come up with a system of working collaboratively.

For more Tips for Facilitation, please see Reference Sheet 4.