

BOOKLET

HHRR

LEARNING NON FORMAL METHODOLOGIES TO
WORK AROUND HUMAN RIGHTS WITH YOUTH



taccbcn.com



Co-funded by the
Erasmus+ Programme
of the European Union

HHRR



"HHRR: Learning non formal methodologies to work around Human Rights with Youth" is a training course for youth workers that aims at improving the learning of individual skills of each professional in a participatory, collective and dynamic approach, through dynamics, exchange of good practices and activities led by expert professionals in the described subjects proposed by TACC.

It has been developed through a training with a dynamic methodology and working from the territory hand in hand with professionals and experts. Youth workers will get closer to the reality of artistic and community environments and will have the opportunity to delve into the difficulties and violation of human rights in specific groups of society in different contexts through a program of activities.

Through a program of talks, workshops and debates, as well as sessions for the collective construction of proposals, sessions led by the coordinating entity, local groups and experts in the matter are proposed so that youth professionals have the opportunity to know different experiences and methodologies to work with youngsters about HHRR through art.

In this booklet you can find different proposals in order to work with youth, that professionals have selected from the methodologies experienced during the training course.



Introduction

The principal aim of this booklet is to get professionals and youth workers a compilation of tools and strategies that can be used to work and awareness youth about Human Rights.

Every activity can be adapted to the specific collective and context where implemented.

When working about Human Rights, it is important to take into account the differences and different situations of every youth and to prepare the create a cohesion within the group in order to reach all the elements that confluences in the Human Rights topic.

Furthermore it is important work through empathy, respect and sensibility; so every youth feel free to express and share their experiences and opinions related to the topic.

When we talk about the youth we are referring to adolescents between 12 and 18 years old, even though every activity can be adapted to different ranges of ages.

The activities within this Booklet are divided in different phases, in order to structure the intervention according to the aims and specific topics:

- **Ice-breakers**
- **Dynamics**
- **Reflection**
- **Evaluation**

Ice-breakers



The aim of icebreakers is to promote young people to focus on themselves and get comfortable with the group with whom we are working.

Ice-breakers are dynamics to warm-up both individual and groupally, and to start getting in contact with the topic. Specifically, are games or activities used to introduce people to each other so that they feel more relaxed together. An ice breaker can be a useful way to start a presentation or training session.

For those activities that focus on specific and personal vulnerabilities, it is important to start with icebreakers, in order to connect the group and make youth comfortable. Those activities are marked with *

Proposals

1. Movement

- Start walking around the room, mapping body parts from the feet to the head.
- In the circle, tapping your body with your hands from the shoulders to the feet
- In the circle, stretch all the parts of your body and breathe deeply and noisily

2. To salute

Walk through the room, find a partner and present yourself. Each youth has to explain one thing they like and one thing they dislike. The activity finishes when every youth has presented to everybody within the group.

3. 1-2-3

In couples, one person starts saying 1, the other one has to follow with 2, and the first one responds with 3. Repeat different times. The second part of this warming-up is to replace every number with a different sound.

Dynamics



All dynamics have been selected based on their impact, functionality and adaptability in a close and empathic way. The main strategy of these is the promotion of participation and bonding, worked from art and creativity.

Every dynamic is described in a format that can be adapted to the different needs, groups and topics worked on, ensuring the achievement of the principal aims.

Short activities

1. Role Playing

Introduce to youth a topic about a violation of Human Right (gender equality, racism, etc.). Youth have to create a short scene through role-playing where they represent a specific role and develop that situation. In 10-15 minutes they have to plan the scene (focusing on the violation of the rights), the dialogue and the roles. After that, protagonists (4-5) represent the scene in front of the group.

At the end of the scene, facilitator initiates a debate in order to detect the infringement of rights, the behaviors and the consequences. They have to find a solution or a proposal of different characters behaviour or attitude, and they have to redo the scene being protagonists (youth who have played the roles change for youth who have proposed the changes).

After the role playing, a debate begins to analyze the behaviors and tools to change the situation.

2. Board game - Giant

Give a different role to each participant, related to the topic we want to work (racism: black guy, refugee, white woman, south immigrant), gender equality (rich man, black woman, transgender woman, white woman), disability (wheel-chair, blind person), etc.. Each role will have different privileges depending on their role in the society.

Draw/print a giant board game with a principal path within different boxes in it. Each box has a question related to the topic, or specific situation with consequences depending on youth roles.

When everybody has interacted, the young people must form a line, according to how they have felt treated, following an order where the first one is the one that felt the best and the last one is the one that felt the worst.

At the end, each young person looks at what their role was and debates why they have been treated that way and how the social image affects their relationships and the way they feel depending on their characteristics and social prejudices.

The game is played in turns, each young person must roll a die and advance through the squares until they reach the end of the game.

Every time they fall into a question, the facilitator asks them a written question about the topic (*How many refugees are in the world? / How many disabled people works? / Are women allowed to work everywhere?*).

With correct answer, they follow, with wrong answer they stop and wait for the next turn. When youth fall into a situation, they have to get over according to their role/character. Through this game, youth will know the privileges and vulnerabilities of people depending on their social category.

After the game, facilitator promotes a debate about how they feel and what they discovered about human rights.

3. Collage

Facilitator initiates this dynamic through the question "*what do you think an oppression is?*". It starts a debate with a brainstorming to open the session and find together a valid definition.

After that, every youth has to think about their oppressions and write them down in a paper. The facilitator must ensure that young women focus on human rights and related oppressions.

Youth select different images from magazines provided by the facilitator, and develop a collage that represents what they have felt thinking about their oppressions. At the end, every youth shares the collage with the group and explains their feelings and emotions during the dynamic, and what they have learned about privileges, human rights and oppression.

4. What do I have in mind?

To develop this dynamic, you will have to prepare material: write different roles in small papers, related to the HHRR topic to work with (ex: black man, poor women, homeless, etc.).

Facilitator designs every youth a role within the working topic. Each youth will have a paper with a name in their heads (*they cannot know who they are, but all the group knows it*). They start walking in the room, and every time they found another youth they have to salute them adapting the reaction and the way to deal with them depending on the character that is written in their head.

5. Three Cards

To develop this dynamic, you will need to create some material: select some of the Rights from UN Universal Declaration of Human Rights related to the topic you want to work with youth. Write these Rights in different cards; one card per Human right.

In different color cards, write the description of each Human Right selected.

After that, write some examples of these Rights in different cards.

At the beginning of the dynamic, facilitator puts all the cards on the floor, and give youth the instructions of the game:

- They have to structure the cards as a tree, where the top is the principal Human Rights and the branches are the description and examples below
- They have to develop group work in order to structure all the cards, and justify the selection at the end of the dynamic
- To resume the activity, facilitator initiates a debate with youth to explain the topic they are working with

6. Videoforum

Facilitator selects a film or short-video that talks about the violation of human rights in a particular topic. Before start watching it, youth work in groups to elaborate a document where they collect the topics they think are covered in the film.

After watching the movie or video, facilitator initiates a debate, prepared with different specific questions about the topic, to work with youth on the violation of Human Rights, and how it is represented in our society.

At the end, each group has to relate their document and the topics appeared on the video/film, and debate about the representation of these human rights and how it affects in a social way.



Long activities - projects

7. Shared stories

This activity or dynamic can be developed as a project or in different sessions. The aim is to search and select common stories between different cultures that are present in youth group and write it in their languages.

First session is to work and know the cultures existing within the group. Every youth has to explain typical things in their own culture to the group. If there is more than one youth from a culture/country, they can work together on this presentation.

Second and third session focuses on searching and selecting common stories within cultures. Facilitator accompanies youth in the research and selection, but youth select the stories they want to share.

When the selection is made, youth work on the presentation methodology.

The facilitator has to accompany them on the creation: a book, a film, a dance, theater.

The following sessions are for the preparation of the presentation or preparation of the material by the young people.

At the end of the project/sessions, youth present to the group or the community their product, to make the population aware of the richness that multiculturalism brings

8. Video-making

This activity can be developed as a project where youth are the protagonists of all their phases.

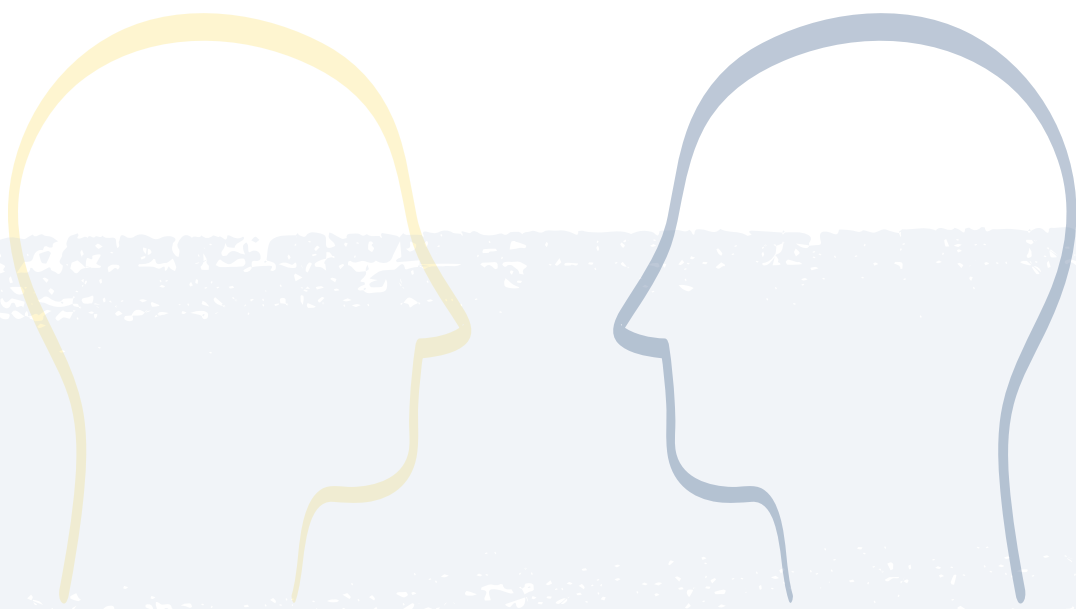
It is recommendable to invite different entities or professionals that work with vulnerable collectives and in the field of HHRR. First part of the project is to get to know different contexts and situations where Human Rights are being violated around the world and in a local way.

Once the young people have known the different situations and contexts, in groups, they select one of the existing problems.

The following sessions are focused on the planning and development of a short video, by youth groups, that summarizes that problem or situation selected. Youth have to plan the images, dialogs, roles and way to film it with their mobiles phones.

Facilitator accompanies youth in the planning to ensure they have access to resources and develop an accurate video of the problem.

Those videos are presented at the end of the project to the community, and used as an awareness action from the centre.





Reflection

The final reflection is an essential part in the development of the activities and proposals.

Every facilitator has to prepare a safe space after the development of the activity in order to ensure a horizontal and participatory debate within the group.

The reflection is focused on generating both individual and group debate and conclusions around the topic discussed, to be able to relate the different elements worked on and felt during the development of the activity.

Reflection encourages critical thinking and the development of own strategies and tools to deal with hate speech and socially exclusionary behaviour. Through reflection, we promote self-analysis and the detection of behaviors, attitudes and conduct that promote the exclusion and violation of human rights in our context, as well as we promote empathy and social cohesion.

So, in order to work with youth about Human Rights through non-formal methodologies, we have to ensure a time of group reflection, where the facilitator guides it to talk about values related to the specific Human Rights topic.

Evaluation



Each dynamic can be adapted to the needs of the group and facilitator, as their context. For this reason it is important to evaluate its impact and functionality.

After every dynamic or activity, we recommend to develop a non-formal evaluation with the participation of youth, to implement improvements and adaptations with the aim of promoting the involvement of young people and the impact of the actions.

To promote the participation of youth in the evaluation activities, we focus on non-formal methodologies, where facilitator has to prepare questions and elements to ask while preparing the activity. We recommend not to do formal evaluation activities while developing participative dynamics, to promote the participation of the youth in every part of the dynamic.

It is important to collect all the opinions and assessments of the young people, in order to be able to draw up a comprehensive evaluation of the activity

Proposals

1. Hand

Draw a hand in a paper, and write a valuation in each finger: 1st one one thing you want to keep, 2nd finger one thing you want to change, 3rd finger a thing you want to share, 4th finger a thing you haven't like and 5th finger a small thing you really like or disliked about the dynamic.

2. Freeze-wash-trash

In a big paper or blackboard, facilitator draws three icons: a fridge, a washing machine and a garbage can. Every youth has to write in a post-it or in blackboard a thing that they would "freeze" and continue doing, a thing that they would wash and re-define and a think they would throw in the trash and never repeat it about the dynamic.

The facilitator reads all the comments and debate about them with youth.

Participants



Taller d'Art, Cultura i Creació (Spain)



CAI- Conversas Associação Internacional (Portugal)



IPTA - Asociația Idei și Proiecte pentru Tineri Activi (Romania)



Mládež ulice (Slovakia)



Pi Youth Association (Turkey)



POLIANA - Politistiki Anazitisi Lesvou Amke (Greece)



Scambi Europei (Italy)

Collaborators



AJUNTAMENT VILAFRANCA DEL PENEDÈS





930 130 256

taccbcn.com



ONGD - Associació