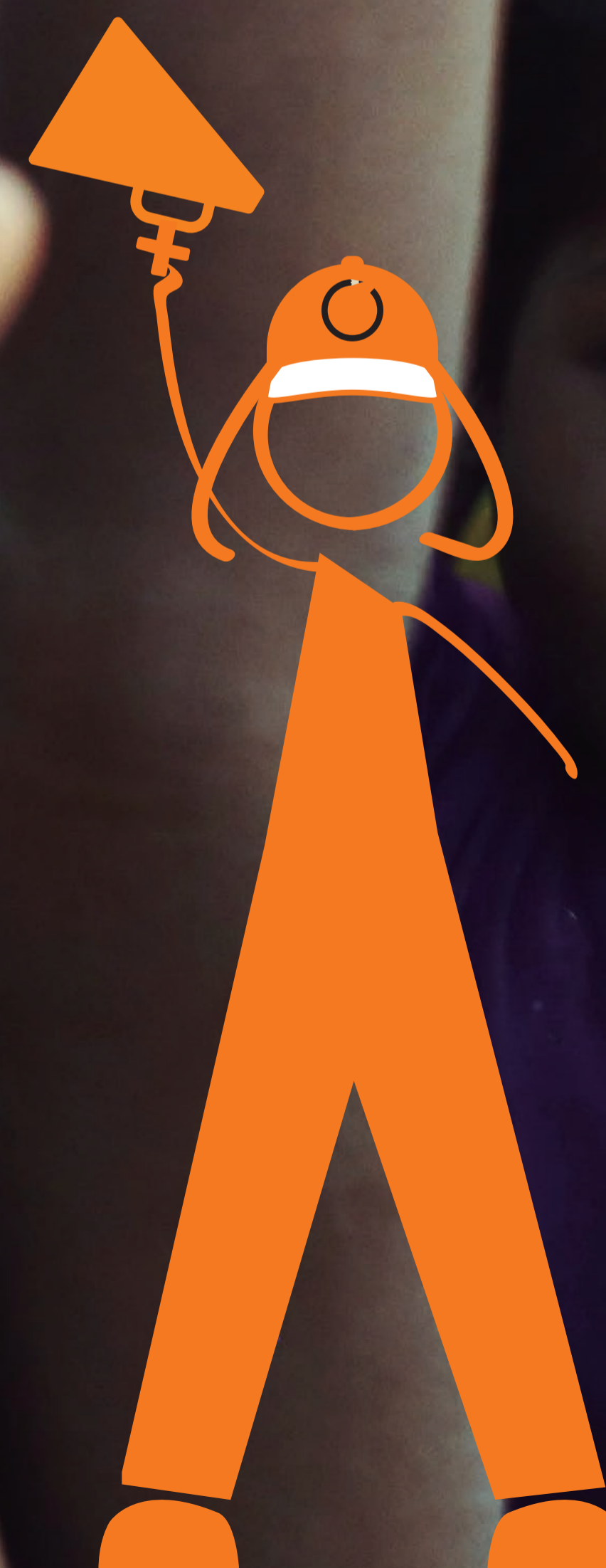


Children's Rights Day

WE PARTICIPATE
in equality

20

NOVEMBER



Children's Rights Day



Sustainable Development Goal 4: Ensure inclusive and equitable quality education. **Sustainable Development Goal 5:** Achieve gender equality and empower all women and girls.

Objectives

- 1/ Reflect on the rights of boys and girls the world.
- 2/ Become aware of everything we gain when boys and girls participate in equality.
- 3/ Promote the equal participation of boys and girls in school and community spaces.

We look AT The poster

We observe the photograph, what do we see?

Development of The activity

We begin the activity by pointing out that we are on the **Children's Rights Day**: a day to commit ourselves to defending the rights of all children in the world.

To start the activity, we ask the group to list **what rights they think children have**, writing their answers in a visible place of the room. We complete the list with some fundamental rights that are not represented and we ask the following question:

- Do you think these are rights that both boys and girls should have?

We reflect with them on their answers and we tell them that today there are still many children in the world who cannot enjoy these rights. Among them, millions of girls and female teenagers still do not enjoy the same opportunities as boys.

- What do you think about this situation? Do you think it is important for children to participate equally?

To reflect on this reality, we will divide the group into smaller teams, in each of which there must be both boys and girls. A **puzzle** will be distributed to each team (if we do not have puzzles we can also use a construction game). Each group will have a certain time to assemble the puzzle or construction element.

We start the time, but after a minute we will indicate to the girls of each group that they should leave, taking with them at least one or two important pieces of the puzzle or construction game. The boys should try to solve the puzzle even without them.

After the indicated time, we will reflect with the group:

- What has happened? How have the girls felt? And the boys? Can we move forward without boys and girls participating in equality?
- What happens when we lack the participation of a piece as fundamental as that represented by girls in our society?

It is Time for equality, where do we begin?

Once we reflect on these issues, the girls will return to their teams, completing the puzzles all together. As a group, we will write a large poster with the phrase **"In our school, boys and girls participate in equality"** that will be decorated around with the drawn or painted hands of all the boys and girls of the class and placed in a visible place of the classroom. Finally, they will identify what **activities and games they like to do all together** at school and they will play the chosen activity, celebrating the joy of participating in equality.

- Are there other activities and games in which not everyone participates in but would like to do? Where could they start?

Objectives

- 1/ Reflect on the rights of boys and girls in the world.
- 2/ Become aware of the importance of the right of boys and girls to participate in equality.
- 3/ Encourage the design and commitment of the group through the elaboration of actions to promote equal participation in school and community spaces.

We look AT The poster

We observe the photograph, what do we see?

Development of The activity

We begin the activity by pointing out that we are on **Children's Rights Day**: a day to celebrate and commit ourselves to defending the rights of all children in the world.

To begin the activity, we ask the group to list **what rights they think children have**, writing their answers in a visible place of the room. We complete the list with some fundamental rights that are not represented and we ask the following question:

- Do you think these are rights that both boys and girls should have?

We reflect with them on their answers and we tell them that today there are still many children in the world who cannot enjoy these rights. Among them, millions of girls, female teenagers, and women still do not enjoy the same opportunities as boys and men. To illustrate this reality, we can work with the group on the data offered by the **infographic "Human Rights of Women"** that can be found on the UN Women website <http://www.unwomen.org/en/digital-library/multimedia/2015/12/infographic-human-rights-women>

We reflect with the group on what consequences they think it may have that 50% of the population does not participate in equality. We encourage them to think about important moments that have happened in their life, whether at school, in their families, with their friends, in their neighborhoods, etc., in which equal participation has been fundamental.

- What would have been lost if this had not been possible?

We watch with the group the video of the Entreculturas campaign **"Mujeres que construyen futuro"** (Women who build the future) and **"Aventúrate al Encuentro"**, available on YouTube.

- Would we like to promote equal participation in our environments? Where could we begin?

It is Time for equality, where do we begin?

School is a very important place to begin because if girls and female teenagers study and participate equally in their schools, they will have more opportunities to do so also in their adult life. In groups, **they will draw a map with the different spaces of their educational center**, pointing out what activities are done in each space.

- How many are used indiscriminately by boys and girls? Which ones are more used by boys?

In a large group, we will establish at least three actions that can be done to encourage all spaces to be used by both boys and girls, with everyone participating in the same activities without discrimination. As a group, we will write a large poster with the phrase **"In our school, we all participate in equality"** under which we will point out the ideas that have arisen and we will establish a deadline to evaluate if they are implementing them and what effects they are having.

They can replicate the activity by also making **maps of their houses, neighborhoods, etc.**, thus designing strategies to encourage equal participation in their environments.

- How far could they go?

Objectives

- 1/ Reflect on the rights of boys and girls in the world.
- 2/ Become aware of everything we gain when children participate in equality.
- 3/ Promote the equal participation of boys and girls in school and community spaces.

We look AT The poster

We observe the photograph, what do we see?

Development of The activity

We begin the activity by pointing out that we are on **Children's Rights Day**: a day to celebrate and commit ourselves to defending the rights of all children and teenagers in the world.

To begin the activity, we ask the group to list **what rights they think children have**, writing their answers in a visible place in the room. We complete the list with some fundamental rights that are not represented and we ask the following question:

- Do you think these are rights that both boys and girls should have?

We reflect with them on their answers and we tell them that today there are still many children in the world who cannot enjoy these rights. Among them, millions of girls, female teenagers, and women still do not enjoy the same opportunities as boys and men. For example, they cannot go to school or perform the same activities, occupy the same spaces or access the same professions as their male classmates, just because they are girls.

To reflect on this reality, we will put the group in a circle. We would suggest them to think about all the things that boys and girls have done together at school.

- How many of them could not have happened if the girls had not been there? What things would have the boys lost? And the girls?

We reflect with the group on everything we gain when we participate in equality, and watch the video of the Entreculturas campaign **"Mujeres que construyen futuro"** (Women who build the future) and **"Aventúrate al Encuentro"**, available on YouTube

- Would we like to promote equal participation in our environments? Where can we begin?

It is Time for equality, where do we begin?

School is a very important place to start, because if girls and female teenagers study and participate equally in their schools, they will have more opportunities to do so also in their adult life. In groups, **they will draw a map with the different spaces of their educational center**, indicating what activities are done in each space

- How many spaces are used indiscriminately by boys and girls? Which ones are more used by boys?

When we have the maps, in a large group we will establish ideas and commitments to encourage all spaces to be used by both boys and girls, with everyone participating in the same activities without discrimination. To seal this commitment, we will write a large poster with the phrase **"In our school, we all participate in equality"** that will be decorated around with the drawn or painted hands of all the boys and girls of the class and placed in a visible place of the classroom.

Objectives

- 1/ Reflect on the rights of boys and girls in the world.
- 2/ To become aware of the importance of the right of boys and girls to participate in equality.
- 3/ Encourage the design and commitment of the group through the elaboration of actions to promote equal participation in school and community spaces.

We look AT The poster

We observe the photograph, what do we see?

Development of The activity

We begin the activity by pointing out that we are on **Children's Rights Day**: a day to celebrate and commit ourselves to defending the rights of all children and teenagers in the world.

To begin the activity, we ask the group to list **what rights they think children and teenagers have** writing their answers in a visible place of the classroom.

We reflect with the group on the list of rights that they have elaborated. Do you consider that among them should be the right to participate? Is this right and the rest of the rights exercised equally by all the children and teenagers in the world? We collect their answers and introduce them to the fact that today there are still many children in the world that cannot enjoy these rights. Among them, millions of girls, female teenagers, and women still do not enjoy the same opportunities as boys and men.

To illustrate this reality, we can work with the group, in a large group or in subgroups, on the data offered by the **infographic "Human Rights of Women"** that can be found on the UN Women website <http://www.unwomen.org/en/digital-library/multimedia/2015/12/infographic-human-rights-women>

We discuss this reality with the group. What do we miss when half of the population does not participate in conditions of equality? We can introduce them to relevant inventions that were invented by women, such as the case of Gertrude B. Elion, inventor of the drug against leukemia, or Maria Telkes, pioneer of solar energy, or the example of women driving important social changes such as Rosa Parks, symbol of the fight against apartheid or Indira Gandhi, promoter of education and the fight against the caste system in India. We encourage them to think about important moments that have happened in their life, whether at school, in their families, with their friends, in their neighborhoods, etc., in which equal participation has been fundamental.

- What would have been lost if this had not been possible?

After reflecting on these issues, we watch the video of the Entreculturas campaign **"Mujeres que construyen futuro"** (Women who build the future) and **"Aventúrate al Encuentro"**, available on YouTube.

- Would we like to guarantee the right to fair participation in our environments? Where could we begin?

It is Time for equality, where do we begin?

In groups, they should think about their school, their houses, and their neighborhoods, detecting spaces and activities in which girls and female teenagers do not participate in equal conditions, being excluded from some activities and/or participating in others by themselves. We gather all their common ideas, creating as a group at least 3 actions that can be done to encourage that all spaces are used by both boys and girls, with everyone participating in the same activities without discrimination.

As a group, we will write a large poster with the phrase **"All of us have the right to participate in equality"** under which we will write down the ideas that have emerged and established a deadline to evaluate if they are implementing them and what effects they are having.

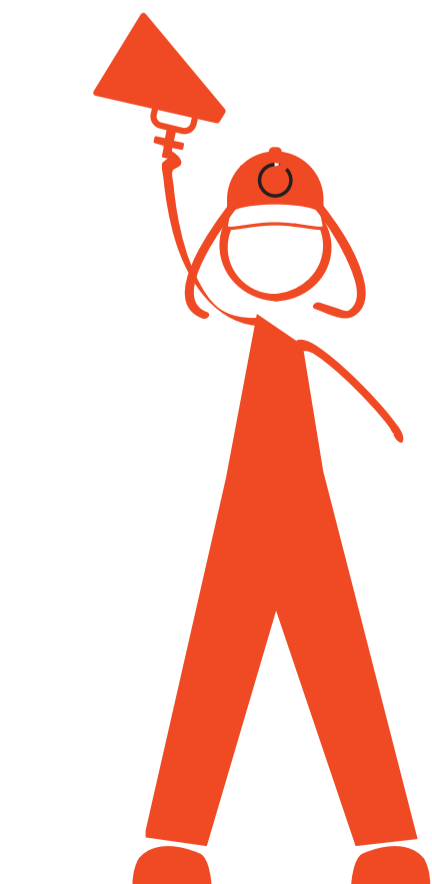
- How far could they go as promoters of rights in their environments?



Kindergarten,
1st and 2nd
grade



7th, 8th and
9th grade



3rd to 6th
grade



10th, 11th and
12th grade

