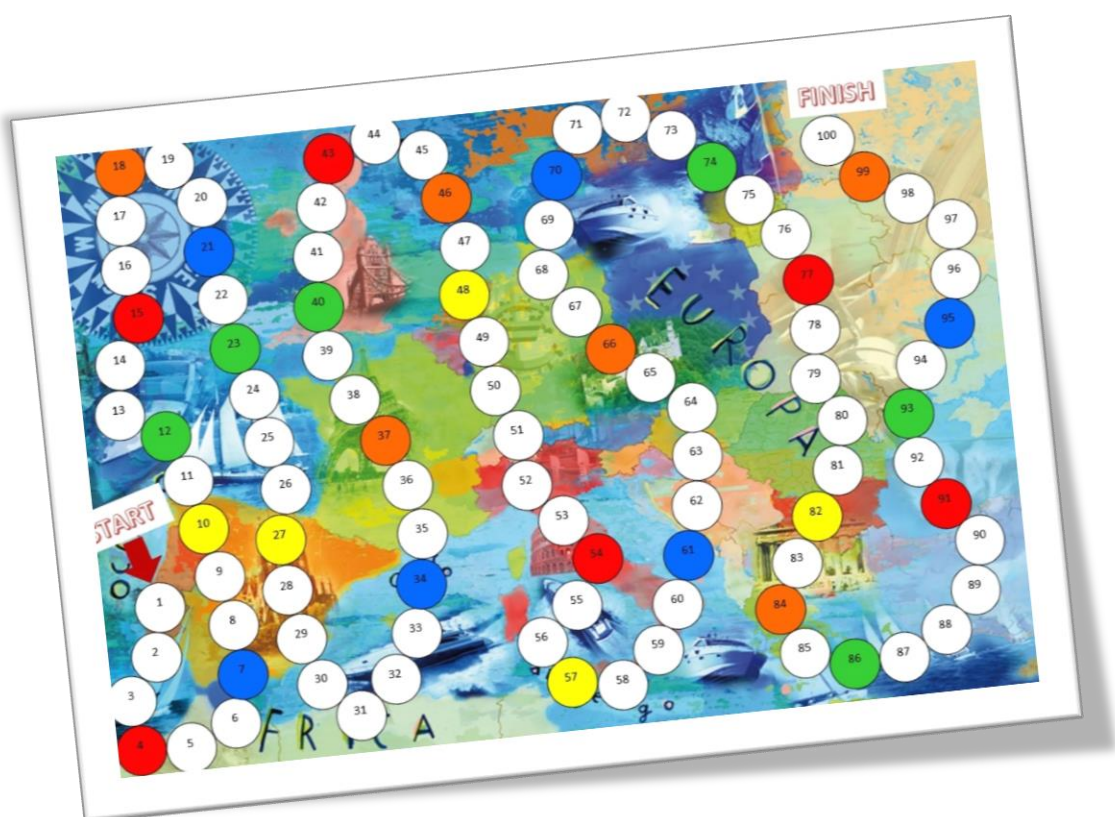




SCHOOLS PROMOTING INTERCULTURAL COMPETENCE  
THROUGH GAMES

# GAMES BOOKLET



Education and Culture  
Lifelong learning programme  
COMENIUS



This project has been funded with support from the European Commission.  
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# LET'S PLAY!



Education and Culture  
Lifelong learning programme  
COMENIUS

**S**chools **P**romoting **I**ntercultural competence through **G**ames (**SPRING**) was born out of a shared idea that learning through games and play helps children and young adults to develop socially and cognitively; helps children and young adults to mature emotionally and gain the self-confidence required to engage in new experiences and environments. Our aim was to work together, cohesively as a strong European team to use games as a tool to promote intercultural competence. We understand the importance of educating all of our pupils in a way that they respect and celebrate other cultures. We have a desire to develop a sense of European citizenship within our schools, both with pupils and staff. We recognise the need to promote cross-cultural and social emotional skills among students with and without disabilities through a common feature and action.

So collectively, hundreds of pupils got together and shared their ideas, coming up with fun filled games in which they can learn about each other's similarities and differences, celebrate the uniqueness of their identity, the many ways in which we are all the same and demonstrate the qualities which make each of our countries so great. We do hope that you get as much fun out of the games in this booklet as we have had in both creating them and sharing them.

Spring has Sprung!



The SPRING team





# FREEDOM





**NAME OF THE GAME:**

**Liberation of the prisoners**

**COUNTRY:**

Germany

**SCHOOL:**

Grundschule Woffenbach

**THEME:**

Freedom

**AGE GROUP:**

6 to 14 years

**GROUP SIZE:**

20 to 30 pupils

**TIME:**

15 minutes

**RELATED THEMES/RIGHTS:**

Equality, solidarity, respect, justice

**OBJECTIVES:**

Encourage team work

**MATERIALS:**

Two benches

**PREPARATION:**

Preparation of the field, divide the pupils in two groups

**INSTRUCTIONS:**

Two teams stand in the hall face to face. There is a bench (which is the prison) in each half of the hall. Behind each bench are five "prisoners". Each team must try



to free their prisoners. For this purpose, a child has to run into the opponent's prison, take a prisoner's hand and try to come back with the prisoner into their own half of the hall. If they manage to escape, the prisoner is free and can now participate in the liberation of other prisoners. If the rescue attempt fail, both children have to come into the opponent's prison. The winner is the team without prisoners.



## NAME OF THE GAME:

Robots

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Freedom

### AGE GROUP:

6 to 10 years

### GROUP SIZE:

10 to 16 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, justice

### OBJECTIVES:

Encourage team work

### MATERIALS:

Something to build a square (ropes, chalks)

### PREPARATION:

Preparation of the square

### INSTRUCTIONS:

A group of "robots" is locked up in a square. There is only one exit. The robots cannot find this exit independently. Now a "human being" comes and tries to direct





the robot by touching the shoulders to free them from their prison.



## NAME OF THE GAME:

Prisoner Ball

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Freedom

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

Two teams

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Equality, freedom

### OBJECTIVES:

Playing respecting rules; supporting the team game as exercise of freedom; learn to support the group instead of the single person

### MATERIALS:

Ball

### PREPARATION:

Use a volleyball field without the net, or draw a field on the floor (a rectangle divided in two identical parts).



## INSTRUCTIONS:

The two teams draw lots and the first team to begin has to hit the players of the other team, launching the ball, so that they are prisoners.

One player launches the ball to hit an adversary. If the adversary stops the ball without make it fall down, he can begin to launch the ball against the other team.

If the ball falls down, the hit player becomes a prisoner and has to move in the backward of the other team's field.

The winner is the team who is able to have as prisoners all the players of the other team.

The prisoners can release if the ball arrives in their position, at the end of the adversary filed. So they can launch the ball and come back in their field if they hit an adversary and make him prisoner.





## NAME OF THE GAME:

The Bell

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Freedom

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

From a couple to a group

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Equality, freedom

### OBJECTIVES:

Playing respecting rules; use the team game as exercise of freedom (if the game is in teams); learn to support the group instead of the single person

### MATERIALS:

Chalk, pebbles

### PREPARATION:

None

### INSTRUCTIONS:

Draw the bell on the floor: the bell is composed with 10 rectangles with a number, as shown in the pictures.



The players, in turns, throw the pebble in the rectangles, beginning from number 1. If the pebble exit the drawing, the player loose his turn.

After throwing the pebble, the player has to jump all over the drawings (also coming back) on a single feet (with both the foot in the couples of rectangles). He has also to recover the pebble when he pass on the rectangle which contains it.

The player goes on throwing the pebble until he makes a mistake or complete the bell. If the player exit the drawing while jumping, he has to throw again.

If the players are divided in teams, they throw the pebble in turns until one of them makes a mistake.

The winner is the player or the team who is the first to complete the bell throwing the pebble in all the rectangles.



## NAME OF THE GAME:

Circle Jail

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Freedom

### AGE GROUP:

Suitable for 12 to 14 years old but requires physical effort

### GROUP SIZE:

8 or more players

### TIME:

40 minutes

### RELATED THEMES/RIGHTS:

Freedom

### OBJECTIVES:

The game aims to make students to feel how freedom is valuable and important, even if it is just in a game. And gives the idea of freedom does not come along without rhyme or reason, but each player should expand an effort to reach freedom.

### MATERIALS:

2-3 balls, ground painting material (ex. chalk), a kind of training uniform to recognize different groups.





## **PREPARATION:**

The rules of the game should be told to the students and the circle and square should be drawn to the ground according to the size of the group.

## **INSTRUCTIONS:**

A square and a circle inside are drawn to the ground in an outdoor place.

The students are divided into 2 groups and at least one of the groups should wear a training uniform in order to be recognized during the game.

Then half of each group states into the circle and half of each group states into the square but out of circle. In other words, each group has to be divided into inside and outside of the circle. For example if the game is played by 8 player, then 2 groups means 4 player each. Then inside the circle, there has to be 2 players of group 1 and 2 players of group 2, and the same amount for the out of circle. And this is their limited area that they have to stay into the borders during the whole game.

Then the referee throws the ball up, by heading to the circle and the game starts.

The group member who catch the ball throw it towards to outsiders and tries to hit the one from the other group. If he/she would be successful, then the one who hit and the one who has been hit change their position which means the one who was able to hit became free and get out of circle jail. But the one who was hit became non-free and get into the circle jail.

And it goes on like this until each members of one group became free at the same time.

If the players out of circle can hold the thrown ball, he/she earns an extra life which means that he can keeps continuing being free even if he/she was hit or she/he can uses this extra life in order to save his group friend from the jail.



There also should be some ball boys around who are responsible for catching the thrown balls and send them back to the circle jail not to lose too much time after the balls.

After explaining the rules and aim of the game, it is better to give the groups 5 minutes long meeting time to create a strategy which will let them to make cooperation.



## NAME OF THE GAME:

Free Together

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Freedom

### AGE GROUP:

Suitable for 12 to 14 years old but requires physical effort

### GROUP SIZE:

5 or more players

### TIME:

40 minutes

### RELATED THEMES/RIGHTS:

Freedom

### OBJECTIVES:

The aim of this game is to let the students to think about freedom concept and apply it in a simulative ground by trying to save a non-free friend of them.

### MATERIALS:

One ball, training uniforms, ground painting material (ex. chalk), whistle and pieces of fabric

### PREPARATION:

The rules of the game should be told to the players.





## INSTRUCTIONS:

One of the students from the group is selected and stands in the middle of the area by tied up from at least 4 parts of body loosely with pieces of fabric (from eyes, feet, hands, knuckles...). The rest of the students are divided into two groups. One of the groups wears the uniforms. A referee throws the ball up with the sound of whistle. Whenever the ball is caught by a player, the referee whistles and everybody stays in their location until the referee clearly announce that shooter and saver groups. And the game starts with the next whistle. The group whose member catch the ball become shooters and the other group become the savers. You can call the groups as goods or bads. The savers' aim is to untie the victim and the shooters' aim is not to let them. So, whenever savers try to be close and untie the victim, the shooters try to hit them with the ball. The player hit by shooters goes out of the game and rest of the savers try to untie victim. The savers try to untie the victim mostly during the ball goes away, so it is important to pass the ball between the shooters in a strategic way. The shooters can pass the ball between themselves during the game. If the shooters hit all members of savers, then they are the winner. But if savers achieve to untie the victim, then they are the winner. After explaining the rules and aim of the game, it is better to give the groups 5 minutes long meeting time to create a strategy which will let them to make cooperation. For example ball passing strategy, strategic member location during the game etc.



## NAME OF THE GAME:

Free Your Mind

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Freedom

### AGE GROUP:

13 to 18 years

### GROUP SIZE:

A class divided into 2 groups (at least two children)

### TIME:

2 school hours

### RELATED THEMES/RIGHTS:

Justice, equality, dignity, human rights

### OBJECTIVES:

To educate children about the right to freedom and about human rights in general;  
to educate children about people, things, and declarations significant for freedom;  
to develop the sense for freedom, justice, equality, tolerance, solidarity and mutual respect.

### MATERIALS:

Dart ball board and dart balls that stick anywhere on target, printed and plasticized cards with questions, a note book for points, a bag for cards



## **PREPARATION:**

Prepare dart ball board and dart balls, cards with questions, print them and plasticize; do a research on freedom based on the given guidelines; use books, encyclopedia, published material on EU, the Internet; repeat all types of rights, freedoms and terms related to freedom; when pupils do the research on the given topic and do the presentation (other pupils write down important facts), the game may start

## **INSTRUCTIONS:**

Players throw the ball (one player from each team). If the player hits the board, he/she pulls out from a bag a card with a question. The player has 30 seconds to answer the question. If the player answers correctly, his team receives points that the player hit on the board (if the answer is not right they don't receive points and the player from the other teams throws the ball). If the player pulls Joker card (drawings on freedom theme), the group receives automatically points without answering any questions. If the player pulls Joker card ( X2), the group receives automatically points without answering any questions multiplied by 2. If the player pulls Joker card (-10), group's points are automatically decreased for 10 points.

The winner is the group who score 1000 points first or who in case there are no cards with questions has more points.

## **Related topics for the research and presentation**

- the term liberty
- forms of liberty
- aspects of liberty
- liberalism, liberals
- Declaration of Independence





- writers, singers, songs, quotes related to freedom, the Nobel Peace Prize Winners
- the Statue of Liberty
- Universal Declaration Of Human Rights
- Fundamental Freedoms
- the EU Charter of Fundamental Rights exists
- Symbols of freedom
- The Statue of Freedom

### QUESTIONS:

1. When was the word LIBERTY first mentioned?
2. What is the full name of the Statue of Liberty?
3. Who was the Roman goddess of liberty?
4. What does the robed female figure of the Statue of Liberty represent?
5. What does the female figure of the Statue of Liberty hold in her arms?
6. Who gave the Statue of Liberty to America?
7. Who was the Greek equivalent for the Roman goddess of liberty?
8. Name three winners of the Nobel Peace Prize.
9. When was the Statue of Liberty given to America?
10. What is inscribed on the Statue of Liberty's tablet?
11. What is the synonym for liberty?
12. What do spikes on the crown of the Statue of Liberty represent and indicate?
13. When was Declaration of Independence written?
14. What does negative liberty mean?
15. How many spikes does the crown of the Statue of liberty have?
16. Name three writers who wrote about liberty and freedom and who dedicated their lives to civil rights and liberty.
17. Name at least five ideas that liberals support.
18. Who favors positive liberty?
19. What is Natural Liberty?
20. What is liberalism?
21. Name four fundamental freedoms.
22. Name at least three Acts which secure freedom and liberty of all people.
23. How is called the liberty enjoyed by the people in civil society that is the direct outcome of civil rights?



24. Name at least four forms of liberty?
25. What does positive liberty mean?
26. Which two aspects has liberty?
27. What is the positive meaning of the Statue of Liberty?
28. What is freedom of speech?
29. What is the freedom of thought, conscience and religion?
30. What is the freedom of movement?
31. What does National Liberty imply?
32. When and where was the European convention on Human Rights signed?
33. When did the European convention on Human Rights enter into force?
34. How is called the liberty derived from political rights?
35. What does Economic Liberty mean?
36. What are human rights?
37. What does the Charter of Fundamental Rights of the EU brings together?
38. Name six titles that the Charter of Fundamental Human Rights of the EU contains.
39. Why does the EU Charter of Fundamental Rights exist?
40. Who said: "Equality is the soul of liberty; there is, in fact, no liberty without it."
41. Who said: "They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."
42. Who helped the Jews during the World War II to stay alive and to be free?
43. When was the Charter of Fundamental Human Rights of the EU proclaimed and when did it enter into force.
44. What is the Statue of Freedom?
45. Who said: "There can be no liberty unless there is economic liberty."
46. Who said: "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."
47. Who said: "Freedom is nothing but a chance to be better."
48. Who said: "The God, who gave us life, gave us liberty at the same time."
49. Who said: "If liberty means anything at all, it means the right to tell people what they do not want to hear."
50. What is the antonym of liberty?
51. From which word derives the word LIBERTY?
52. Tell at least three definitions of liberty.





53. Give at least three examples of liberty.
54. What road is the symbol of liberty and free spirit?
55. Where are located three main statues of liberties?
56. Who is the principle author of Declaration of Independence?
57. Name at least three articles of the Universal Declaration of Human Rights that secure liberty.
58. Name at least three organizations that promote and "fight" for liberty and freedom.
59. Name at least three symbols of liberty.
60. What is the other name of the Statue of Freedom?
61. Name at least three organizations that promote and "fight" for liberty and freedom.
62. What literal work is one of the fundamental texts on modern liberalism?
63. Who wrote On Liberty?
64. Name three singers and songs about liberty.
65. Which Convention establishes the standards of international law for humanitarian treatment of law and establishes protection for the wounded and civilians in and around war zone?
66. Where is the Statue of Freedom located?
67. What does the Statue of Freedom depict?
68. To what freedom may refer?





## NAME OF THE GAME:

Madagascar at school

## COUNTRY:

Croatia

## SCHOOL:

Osnovna škola - Scuola elementare Dolac

## THEME:

Freedom

## AGE GROUP:

10 to 14 years

## GROUP SIZE:

17 pupils: 4 groups; each group has 4 pupils and one person who reads questions (the keeper)

## TIME:

Two school hours (1 hour for the introduction of the theme of freedom, 1 hour for playing the game)

## RELATED THEMES/RIGHTS

Freedom, justice, equality, citizenship, dignity

## OBJECTIVES:

Recognize the term of freedom and types of freedom, recognize monuments, implement and broaden the knowledge of history, geography, common knowledge and develop the sense for freedom, equality, solidarity and tolerance.



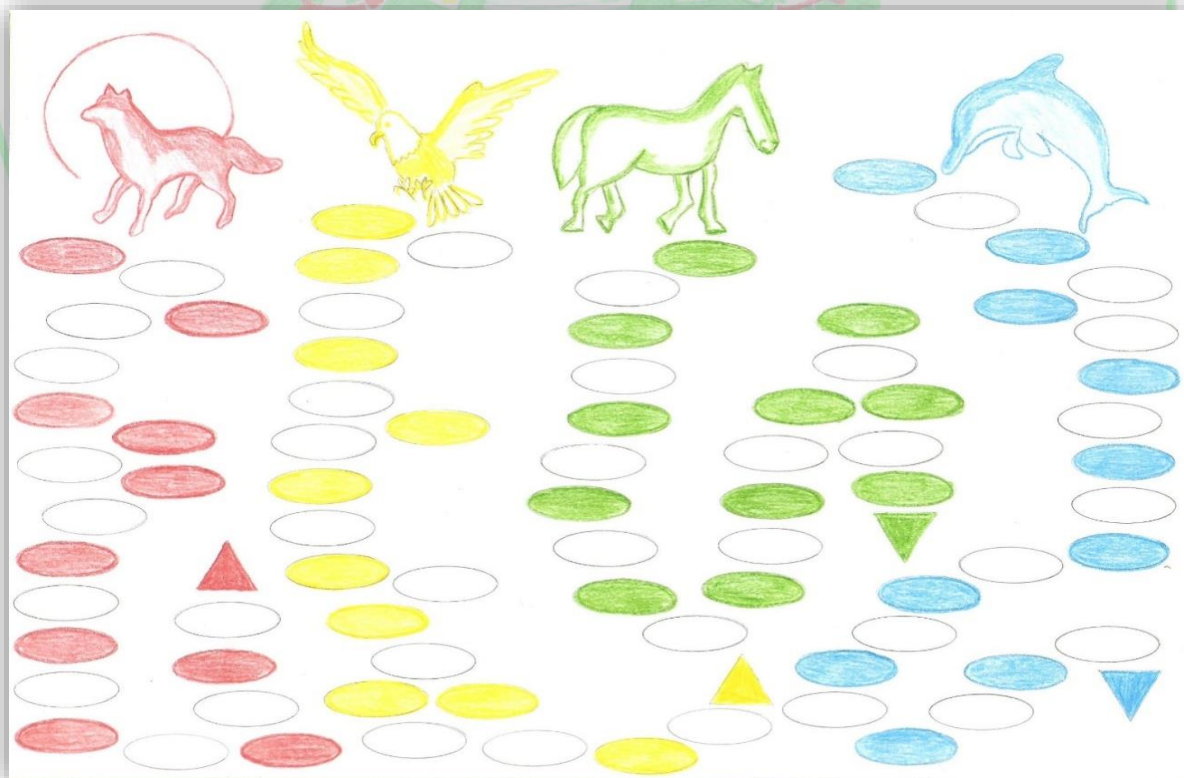
## **MATERIALS:**

Colored A4 paper (red, green, yellow and blue) - 10 sheets each; white A4 paper - 40 sheets; 4 dices with numbers from 1 to 6; stop-watch; printed paper with questions and answers for the keeper; a mascot for cones (e.g. a toy)

## **PREPARATION:**

One hour for the introduction of the theme of freedom, discussion about questions and answers related to the game

The game can be played in the classroom or in the school yard but the area should be prepared. Sheets of paper should be set on the floor for all 4 groups as it is shown on the picture below, and dices and mascots should be given to each group. The stop-watch, and questions with answer key should be given to the keeper



## **INSTRUCTIONS:**

17 pupils participate in the game. 16 pupils are divided in 4 groups (each group has 4 pupils) and one pupil is chosen to be the KEEPER who will read questions and clock the time for answers (15 seconds).

Each group represents one animal: a wolf, a horse, an eagle and a dolphin. Groups dress up like these animals or have these animals for the mascot (these animals are chosen because each of them represents freedom).

In each group one pupil is a cone, and other three players are in the cage located on the starting point. The point of the game is that the cone should come to the final destination and in that way free himself and his co-players i.e. animals in the cage.

The game can be played in the classroom or in the schoolyard. Fields (A4 papers) should be set in the way it is shown the picture where every color, i.e. path, represents one group of animals:

wolves - red

horses - green

eagles - yellow

dolphins - blue

The game starts when one player from each group throws the dice. The group with the highest number on the dice starts first. The same player throws the dice again and moves on the field for the given number on the dice.

If he comes on the white field that doesn't have a question, the next group throws the dice.

If he comes on the colored field, the keeper reads a question to the pupil (cone). He answers it with the help of his group. The pupil has to answer the question in 15 seconds (the keeper measures time).





Questions are arranged in order of difficulty and are labeled as E - M - H.

(E) An easy question - the cone moves for one field forward, and if he doesn't know the answer he moves for three fields backwards

(M) A medium question -the cones moves for two fields forward, and if he doesn't know the answer he moves for two fields backwards

(H) A hard question -the cone moves for three fields forward, and if he doesn't know the answer he moves for one field backwards

After answering the question, the keeper gives to the pupil instructions how many fields he should go forward or backward, depending on the question and right or wrong answer.

After that, another group throws the dice.

The winner of the game is the group whose player comes to the goal first and liberates his team mates.

## GAME QUESTIONS

Number of the question	QUESTION	ANSWER	DIFFICULTY
1.	Who sings the song Freedom?	George Michael	S
2.	Name at least two cultural monuments that denote freedom.	The Statue of Liberty The statue of the Christ the Redeemer	S
3.	Where the Statue of Liberty is located?	New York	L
4.	Where the statue of the Christ the Redeemer is located?	Rio de Janeiro	L



5.	At the mouth of what river is located the island with the Statue of Liberty?	Hudson	T
6.	Which country and on what occasion gave the Statue of Liberty to America?	France, for the 100 <sup>th</sup> anniversary of independence	T
7.	What's the name of the hill where the Christ the Redeemer is located?	Corcovado	T
8.	What does the Portuguese word „corcovado" mean?	Hump	T
9.	Name at least three types of freedom.	Freedom of speech, religion, thoughts, etc.	L
10.	Who fought for freedom and the equality of African people?	Nelson Mandela	L
11.	Who fought for freedom and civil rights of Afro-Americans?	Martin Luther King	S
12.	What's the title of M. L. King's speech from 1963 cited during the March on Washington?	„I Have a Dream"	S
13.	Recite verses of the negro spiritual song „Free at last".	„Free at last, Free at last, Thank God almighty we are free at last.'	T
14.	What animal symbolizes freedom?	White dove	L
15.	What plant symbolizes freedom?	Olive	L
16.	Name three sports that symbolize freedom.	Freestyle climbing, <i>bungee jumping, paragliding</i> etc.	S
17.	What is written on the flag of the Republic of Dubrovnik?	Libertas	T



18.	What is the national moto of the Republic of France that dates from French revolution and has three words?	Libertè, égalité, fraternité	T
19.	What is the name of a style that has an influence on architecture and is characteristic for its floral motives?	Liberty	T
20.	What is the name of the verse that doesn't have rhyme?	Free verse	S
21.	What is the name of the cartoon in which animals on the island located near Africa find out the true meaning of freedom?	Madagascar	L
22.	What island is the Statue of Liberty located on?	The Liberty Island	T
23.	What is the Greek word for „freedom“?	Eleftheria	S
24.	What is the Croatian word for „freedom“?	Sloboda	S
25.	What is the Turk word for „freedom“?	özgürlük	S
26.	What is the Italian word for „freedom“?	Libertà	S
27.	What is the English word for „freedom“?	Freedom	L
28.	What is the Spanish word for „freedom“?	Libertad	S
29.	What is the German word for „freedom“?	Freiheit	S
30.	Who sings the song which refrain is „Think, think, think about it, You better think! Think let your mind go, Let yourself be free“? (you can also put the song on CD)	Aretha Franklin	T





31.	What is the name of the group whose song is „Freedom is here“ and whose singer Joel Houston is one of the priests who sings and composes for a new generation of believers?	Hillsong United	T
32.	What is the name of the singer who was the member of the Beatles and who was killed in front of Dakota building. He wrote the song "Imagine".	John Lennon	L
33.	How many reasons did Matt Redman have on the album with the song „We are the Free“?	10 000	T
34.	Who of the Beatles sings „Freedom“?	Paul McCartney	S
35.	What group sings „I Want to Break Free“?	Queen	L
36.	What is the name of the group and the song which refrain is: „Don't be afraid of your freedom Freedom I'm free To do what I want Any old time I said I'm free To do what I want Any old time“?	The Soup Dragons, „I'm Free“	T
37.	What is the title of a song about freedom, that Wiz Khalifa, Snoop Dogg and Bruno Mars sing. It is a single from the album „Mac&Devin Go to High School“?	„Young, Wild and Free“	T
38.	What is the name of the singer who won 'BET Hip Hop Awards and sings „Freedom“?	Nicki Minaj	S



39.	What is the title of the film in which William Wallace fights for the independence of Scotland?	„Brave Heart“	T
40.	What is the title of the biographical drama of African-American Solomon Northup, an adaptation of the 1853 slave narrative memoir? Starring also Brad Pitt	„Twelve Years a Slave“	T
41.	Who is the most popular invented hero from books written by American writer Edgar Rice Burroughs? The plot was set in the jungle.	Tarzan	S
42.	What is the title of the cartoon in which a group of turkeys fights for the change of a menu on the table and for their freedom as well?	„Free birds“	T

### Note:

Every state removes the question that relates to their mother tongue in questions 23 to 29.



## NAME OF THE GAME

### Ticket to Freedom

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS, Dungannon

#### THEME:

Freedom

#### AGE GROUP:

9 to 11 years

#### GROUP SIZE:

4 - 6 pupils

#### TIME:

1 hour

#### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, citizenship

#### OBJECTIVES:

Children to understand wide scope of experiences available to them and what they would love to do with total freedom and why. Children encouraged to explore imaginative scenarios and share with others,

#### MATERIALS:

Movie clip, worksheets, extension activities

#### INSTRUCTIONS:

Tell children that today we will be examining what freedom we would have if we had a "Golden Ticket". Watch clip of Charlie and the Chocolate Factory, where Charlie finds his ticket.





Talk about what made Charlie so happy, his ultimate dream was to visit the Chocolate factory. Discuss his feelings. Ask children that if they were given a golden ticket which enabled them to do anything in the world, realistic or unrealistic, what would they do.

Ask children to give verbs which will form the basis of their dreams, record on board. Example of verbs: buy, visit, own, appear, be, catch, donate, get, go, invent, participate, plant, jump, fly, walk, eat, stay, do, swim, join, run, play, dance.

Tell class that in (mostly mixed ability) groups, they will be discussing their wishes which will be used to form the basis of the writing: Encourage children to be imaginative, to include things that they know are unachievable. Discuss in groups why they would like to do these things.

Allow five minutes for discussion.

Children with Language/Literacy difficulties will be given visual clues (PICS INCLUDED ON MEMORY STICK) and will pick at least five things which they would particularly like to do (from the given sheet) and discuss in their groups why they would like to do these things. They will be given the opportunity to add their own if they wish, by choosing the blank box with a question mark inside.

Bring class back together for discussion, collating all of the ideas the children have come up with. Discuss some of the more unusual ideas presented, question children's choices, discuss which are realistic and which aren't and why.

Children to use Book Creator app on I pad to write their own golden ticket dreams specifically:

What they would like to do

Why they would like to do it

Whether it is an achievable or and unrealistic hope and why.

Children with specific needs will be given a checklist (ON MEMORY STICK) to assist them in their written work.





## NAME OF THE GAME

### Jailbreak

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS Dungannon

#### THEME:

Citizenship

#### AGE GROUP:

9 to 11 years

#### GROUP SIZE:

Two teams

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity

#### OBJECTIVES:

To encourage children to work together as a team and work co-operatively together.

#### INSTRUCTIONS

Jailbreak begins with children split into two teams. One team begins as the "cops" and the other as the "criminals." When a member of the cop team captures a criminal, he takes him to a designated area that is called "jail." A free member of the criminal team can free their teammate by tagging him and yelling "freedom." However, if the child trying to free his team member is caught, he must also go to jail. The teams switch roles once every criminal is captured.





**NAME OF THE GAME:**

**The secrets in the library**

**COUNTRY:**

Spain

**SCHOOL:**

IES Carlos Cano

**THEME:**

Freedom

**AGE GROUP:**

10 to 16 years old

**GROUP SIZE:**

Two groups from 6 to 15 students

**TIME:**

30-45 minutes

**RELATED THEMES/RIGHTS:**

Citizenship

**OBJECTIVES:**

Educate in values; reflect on the difference between affection and submission; publicize the idea of freedom provided by writers, thinkers and philosophers; recognize and identify symbols, visual and verbal, representing freedom; establishing cooperation among people in a group to achieve a common task or objective.

**MATERIALS:**

T-Shirts of two different colors, copies of each mini-game (A-2), paperboard, scissors, cutter, glue or spray adhesive, cutting board or cutting table.



## PREPARATION:

Print copies accompanying each mini-game. Cut with scissors and paste the copies on the paperboard. Cut with cutter the paperboard by the marked lines on the copy.

## INSTRUCTIONS:

There are two teams. Each team kidnapped members of the opposing team. To rescue them, each team has to order the pieces of puzzles:

### 1) The Poet

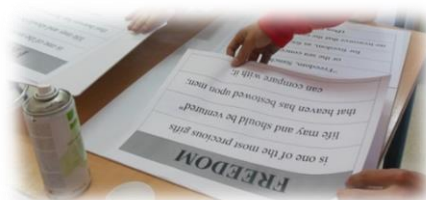
Order the sentences of a text of "Don Quixote" by Cervantes.

### 2) The Artist

Order artworks while someone reads the poem: "How to Paint the Portrait of a Bird" by Jacques Prèvert.

### 3) The Cage

Order the pieces of two artworks by Mordicai Gerstein. The team that completes all the puzzles before, it's the winner.



**NAME OF THE GAME:**

**To conquer the castle**

**COUNTRY:**

Spain

**SCHOOL:**

IES Carlos Cano

**THEME:**

Freedom

**AGE GROUP:**

10 to 16 years old

**GROUP SIZE:**

Two groups from 6 to 15

**TIME:**

45 minutes

**RELATED THEMES/RIGHTS:**

Solidarity, citizenship

**OBJECTIVES:**

1. Establishing cooperation among people in a group to achieve a common task or objective.
2. Coordinate, organize and build in team.
3. Assess the speed of the decision and learn from the mistake.
4. Work the confidence in the other.





## **MATERIALS:**

T-shirts of different colors, copies of each minigames A-2, paperboard, scissors, cutter, glue or spray adhesive, cutting board or cutting table, Red or green markers or chalk.

## **PREPARATION:**

Print copies accompanying each mini game.

Cut with scissors and paste the copies on the paperboard.

Cut with cutter the paper board by the marked lines on the copy.

## **INSTRUCTIONS:**

There are two teams. Each team kidnapped members of the opposite team.

To rescue them, each team must overcome a series of test.

a) The maze.

One or two people of the same team must exit the same maze.

b) The ladder.

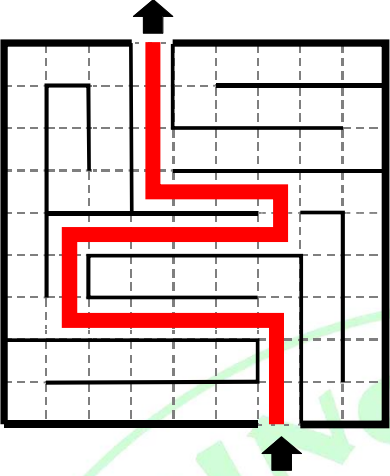
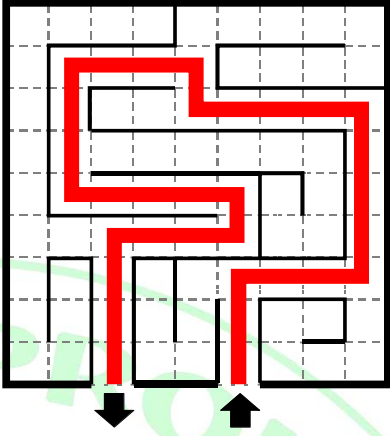
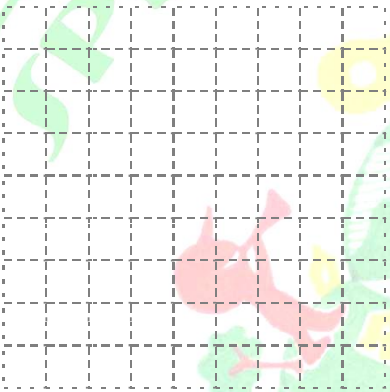
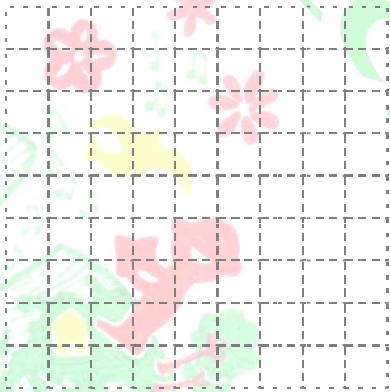
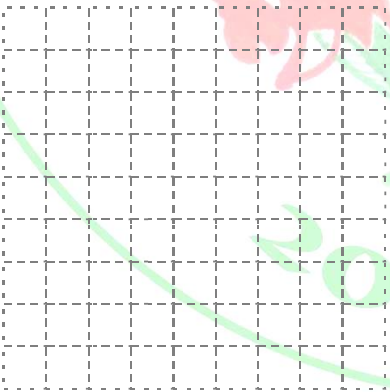
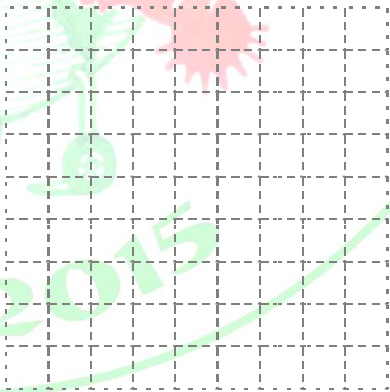
The member of a team choose the participant from the other group to answer the questions.

c) The tower.

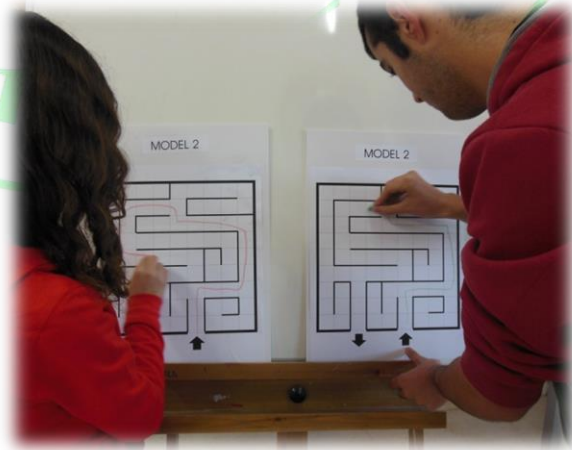
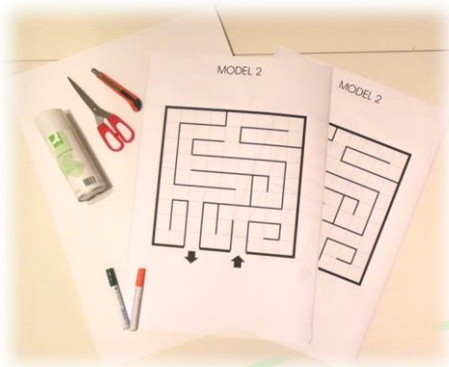
Both teams have to build a tower with cards, at least two floors using 15 cards.

The team that finishes all the test before, will be the winner.



MODEL 1	
MODEL 2	
MODEL 3	
MODEL 4	
MODEL 5	
MODEL 6	







## NAME OF THE GAME:

Ball Fire

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Freedom

### AGE GROUP:

You can play the game when you reach the age of 6.

### GROUP SIZE:

Two groups and each more than 3

### TIME:

5 minutes

### RELATED THEMES/RIGHTS:

Solidarity

### OBJECTIVES:

Cleaning up your field from balls and throw these balls in the other people's field

### MATERIALS:

Two fields where you can play, two groups, 10-25 balls for each group

### PREPARATION:

Mark out two fields, take the same number of balls in each field; choose the two groups

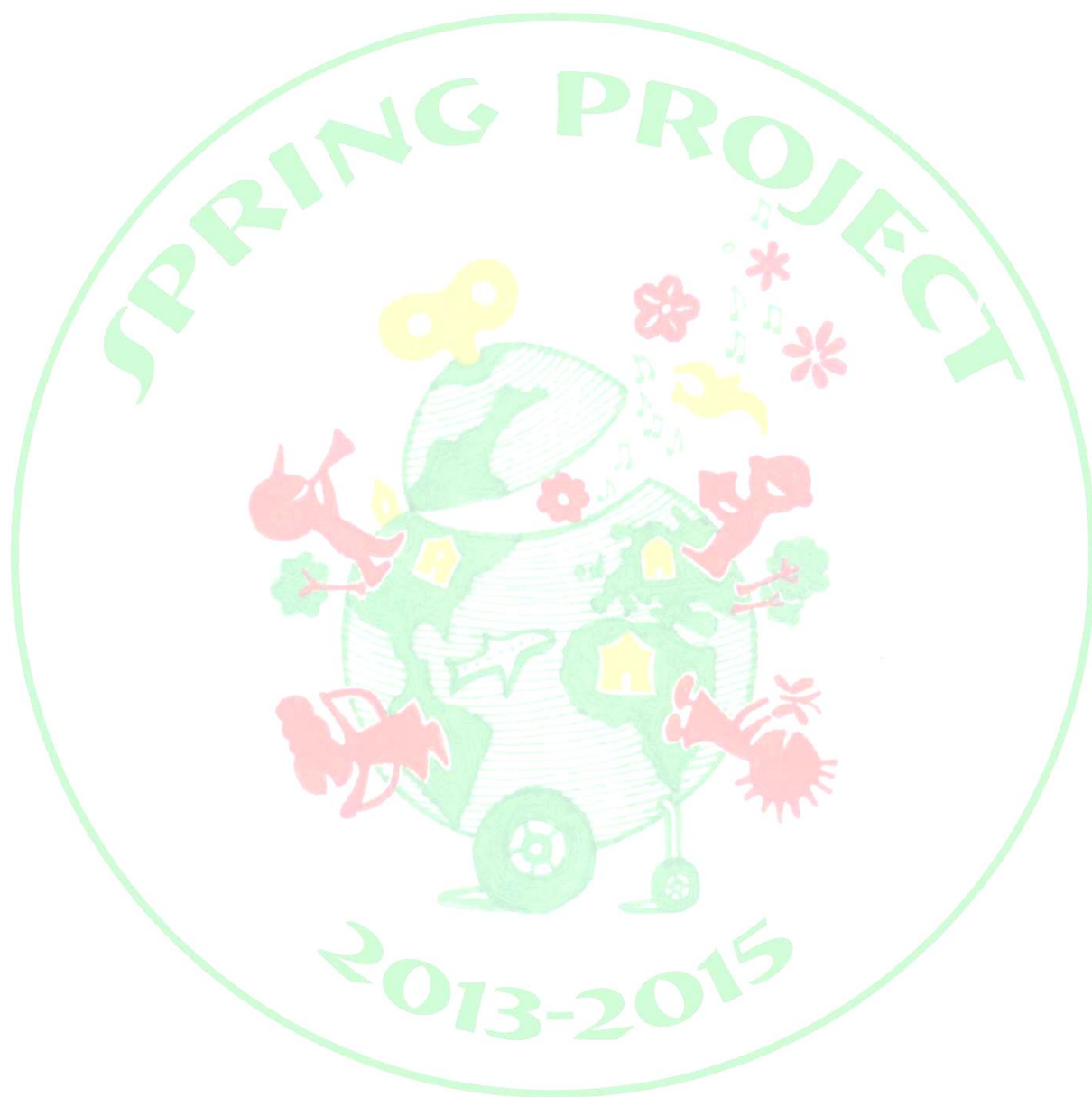
### INSTRUCTIONS:

The two groups play against each other. They have to start the game together.

When the game starts the groups have to clean up their fields from balls and



throw the balls in the other group's field, but your group have also to throw the balls, which came from the other people, back in your opposing field. The game is finished when the five minutes are lost and the group with the smallest number of balls is the winner.



## NAME OF THE GAME:

### Linked Race

#### COUNTRY:

Germany

#### SCHOOL:

Altmühltal Realschule Beilngries

#### THEME:

Freedom

#### AGE GROUP:

You can play the game when you reach the age of 6

#### GROUP SIZE:

4, 6, 8, 10 .... pupils

#### TIME:

About 1 to 2 minutes per race, it depends on the difficulties that are built into the rope-course

#### RELATED THEMES/RIGHTS:

Solidarity

#### OBJECTIVES:

Let two people find a way to reach freedom together

#### MATERIALS:

A clock or a stop watch, lots of ropes about 12 to 17 (depends on the length of the ropes), a room (classroom)

#### PREPARATION:

Read the instruction; build a small parkour out of ropes; tie two people together with a rope around their wrists





## **INSTRUCTIONS:**

Two players have to tie their hands together and go as fast as possible through the parkour. Each group has to go on their own through the parkour and the time has to be stopped. Each time a group touches the ropes there is 10 seconds added to the finale time. The fastest team wins.

## **Video:**

<https://www.youtube.com/watch?v=e-abZsMW9eo&feature=youtu.be>



## NAME OF THE GAMES:

Dignity quiz

Freedom quiz

Justice quiz

Traditional dresses quiz

Traditional food quiz

## COUNTRY:

Cyprus

## SCHOOL:

Lynopetra Gymnasium

## THEME:

Freedom, citizenship, justice, dignity

## AGE GROUP:

The game is appropriated for children from 12 to 15 years old. It always depends on the questions you will add in the Quiz.

## GROUP SIZE:

Two teams of students or each student alone (depends how many computers are available)

## TIME:

One school period

## RELATED THEMES/RIGHTS:

Justice, citizenship

## OBJECTIVES:

Students to learn about freedom, dignity, justice and citizenship as well as come across other countries culture, customs, places and traditions.



## **MATERIALS:**

A computer, the quiz file (there are 5 Quiz files)

## **INSTRUCTIONS:**

The Quiz files are executable files and everyone can run the Quizzes from a computer and follow the instructions given in each Quiz. There are different kinds of questions in each quiz. There are multiple choice questions, multiple answer questions, matching words-sentences or images questions and there are questions with video clips. If you want to create your own quiz with your questions then you will need the **iSpring Quiz maker** software or the **Wondershare QuizCreator** software or the **Hot Potatoes** software. These software will be given to all the other schools on a CD. But anyway the Quiz games given are executable so you can all test them. You only need to have Adobe Flash Player on the computer that will run these Quizzes.

Students are divided in groups (or each student if there are enough computers can play alone). Each group starts the game and after every answer the Quiz gives an answer whether is correct or incorrect. At the end of the quiz you get the total result - percentage of the Quiz. In order someone to succeed the Quiz must have a total percentage of 80% and up. The winner is the group or student that has the higher percentage.







DIGNITY

2013-2015  
DIGNITY



## NAME OF THE GAME:

Chatterbox

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Dignity

### AGE GROUP:

The game is assigned for children from 9 to 11 years old

### GROUP SIZE:

3 to 4 pupils in every group, the maximum is 5 groups

### TIME:

Two school hours

### RELATED THEMES/RIGHTS:

Respect, justice, citizenship, freedom

### OBJECTIVES:

- familiarizing with children's/human rights
- developing the sense for equality, solidarity, justice, tolerance and dignity throughout respecting the rules of the game
- respect the diversity
- to develop a sense of tolerance, dignity and respect towards persons who are different



- to develop logical thinking through the game so that in real life pupils can differ justice and injustice, honesty, dignity and pride, and that in accordance with that they can acquire manners, accept diversity, respect other people and treat them with dignity respecting them

### **MATERIALS (FOR ONE GROUP OF 3 OR 4 PUPILS):**

A large paper with „pockets“ which represent HONESTY, PRIDE, RESPECT, small papers of various colors (each group has its own color)

### **PREPARATION:**

Just before the game starts, the teacher interprets the texts to the pupils (novels, fairy tales, fables...). Thereby the terms such as honesty, respect and dignity become illuminated. Interpretation of the texts can last even for a couple of hours before the game starts. The preparatory texts are in the attachment, even though the teacher can choose the texts by himself/herself.

- prepare the table and small colorful papers
- enable the access to the large paper on the blackboard for each group
- explain the term of ''dignity'' throughout various short stories

### **INSTRUCTIONS:**

The teacher explains to the pupils the term of ''dignity'' by telling stories about pride, respect and honesty. The stories are being read during the school hours and children have to answer the questions. (The stories with questions are in the attachment). After the introduction and explanation of dignity and how to develop it and keep it, the teacher sorts out the pupils into groups. Each group chooses its representative. On the large paper, there are „pockets“ on which are written the terms related to dignity (respect, pride, honesty). Each group receives small





papers in certain color. The goal of this game is that the pupils write as many situations as possible for every term:

- honesty (when did they feel honest)
- pride (when did they feel proud)
- respect (when did they show respect towards somebody)

The teacher gives a sign when the game starts. Pupils have 5 minutes for each term. One situation has to be written on one paper. The teacher measures the time. After the time has expired, the representatives of the groups throw the papers in the adequate 'pocket' and continue with the next term (the rules are the same for the two remaining terms).

After the game has been played, it is time to evaluate the situations. The teacher reads the situations for each term of every group and gives 1 point for every situation which is correctly described. The winner is the group who has won the most points.

## INTRODUCTIVE TEXTS AS THE PREPARATION FOR THE GAME

It is advisable that the teachers adapt the texts to their pupils. The game does not have to be introduced with these texts necessarily, since the teacher can choose any other texts. For the explanation of the term of 'dignity', it is advised that each country chooses its own national anthem.

## HONESTY

### The Message of Friendship

Once upon a time, there were two sparrows: Chik i Chirik. Once, Chik received a package of wheat from his grandmother. The whole case of wheat. But



Chik didn't say a word to his friend about the gift. „If I give the wheat to everyone, there won't be anything left for me” - he thought. And he ate the whole package of wheat by himself. When he threw the empty case, some of the grains were spilt on the ground.

Chirik found the grains, collected them in a small package and immediately ran to his friend Chik:

- Hi Chik! Today I have found ten grains of wheat. Let's share it and eat it.
- There's no need... Why...? - Chik waved with his hands. - You have found it.
- But we are friends - Chirik said. Friends should share everything. Isn't it right?

Chik was very ashamed of himself. He ate the whole case of wheat without sharing anything with his friend - he didn't give him a single grain.

Chik took five grains and said:

- Thank you Chirik! Thank you for the wheat and what you have thought me.

(Mihail Pljackovskij)

#### QUESTIONS:

1. What did Chik do?
2. What did Chirik do?
3. Why was Chik ashamed?
4. Why did Chik said thanks to Chirik?
5. How do you show friendship?
6. Have you ever made a mistake when it comes to friendship? How did you feel?



## RESPECT

### Unusual training

In the supermarket, one of the salesman inconspicuously observes a kid approximately six years old. The kid goes around the most beautiful part of the store, looking the full shelves without touching anything. In the braided basket, he has only the things which his mother ordered from the store.

Chocolates and sweets in shiny papers, these are all very attractive things. But if you have only the money for bread and milk, then it takes a lot of strengths to resist the shelves packed with chocolates and sweets.

The salesman are familiar with the temptations of the buyers who have many wishes but not enough money. Hence, they try to get rid of them as soon as possible.

- Hi kid, why are you moving around here without buying anything? - asks the salesman the kid. It is the third time that you have been passing by these shelves. Decide what you will buy or go home!
- I'm not planning to buy anything else - the kid answers calmly.
- So what are you doing here?
- Nothing! I'm just training myself!
- Training?!... You think this is a playground?
- I don't need a playground... I'm training my honesty!

### QUESTIONS:

- Where does the action take place?
- Which are the characteristics of the salesman as person?
- Which characteristics has the kid?
- What is the kid's training? Explain.
- What is honesty in your opinion?





## DIGNITY

### My wish

If I catch a golden fish, I would wish my four favorite wishes.

First wish: That there were no fights and all people love each other.

Second wish: That everybody who is sick and immobile would heal themselves, and the poor had their homes and food.

Third wish: That there is no stealing of the children.

And my last fourth wish: That there is more peace and love in the world.

(pupil's work: Lorena Belač, 3rd grade, Ivanec,  
OŠ Ivana Kukuljevića Sakcinskog)

### QUESTIONS:

1. Which are Lorena's wishes?
2. What happens in the world because of the wars, jealousy, bullying...?
3. Which are your wishes?

## DIGNITY

### A Friend in a Wheelchair

A friend in a wheelchair can be an amazing friend so that we will devote a special page to him. A friend in a wheelchair can play basketball as well as handball. As he cannot jump, his adventures should be more admired. His goals are much bigger undertakings because he must achieve them with a wheel or a crutch.



It can be great to play table tennis with a friend in wheelchairs. Table tennis is even more fun if three players play it. One player on one side and one on another side, and the third one a little bit on one side and a little bit on another side collecting also the balls. Collecting balls can be fun when it is done for a friend. Friends with disabilities can achieve high scores and become successful, and the proof for that are Paralympic games on which the disabled athletes participate.

There are disciplines in which the friend in wheelchairs is hard to reach such as his loyalty and devotion, and perhaps friends with disabilities hold the world record and are Olympic winners in these disciplines. The friend in wheelchairs holds world record in keeping secrets and is an excellent playmate in dreaming together, in writing letters to friends and in reading letters that he receives. Persons who will read a letter, sent by his friend, with so much attention, pleasure and love are rare. Every effort made for those boys and girls shouldn't be regretted.

(Zvonimir Balog)

#### QUESTIONS:

1. Who is a friend in a wheelchair?
2. Why a letter to such a friend is very important?
3. Why effort made for such friends should not be regretted?
4. What can we learn from people with disabilities?
5. Do you know a person with disabilities?



## PRIDE

### Homeland

Homeland is the sea,  
And a gull in flight;  
Fields of grain, rivers  
And dew on flowers.

Homeland breathes,  
Grows and blossoms.  
I babble to my homeland:  
Our beautiful and holy one!

My homeland, I love  
And I am proud of it.  
And wherever I go,  
I cherish it in my heart.

(Nada Zidar - Bogadi)

#### QUESTIONS:

1. What is the name of your homeland?
2. What is homeland for the author?
3. What kind of feelings does this poem evoke in you?
4. What does the word pride mean?
5. What are you proud of?





## PRIDE, HONOUR

Croatian anthem: Our Beautiful Homeland

Our beautiful homeland,  
O so fearless and gracious.  
Our fathers' ancient glory,  
May you be blessed forever.

Dear, you are our only glory,  
Dear, you are our only one,  
Dear, we love your plains,  
Dear, we love your mountains.

Sava, Drava, keep on flowing,  
Danube, do not lose your vigor,  
Deep blue sea, tell the world,  
That a Croat loves his homeland.

Whilst his fields are kissed by sunshine,  
Whilst his oaks are whipped by wild winds,  
Whilst his dear ones go to heaven,  
Whilst his live heart beats.

### QUESTIONS:

1. What is an anthem?
2. What is the name of your country's anthem?
3. How do you feel when you sing it?



## NAME OF THE GAME:

Retain dignity

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Dignity

### AGE GROUP:

13 to 15 years

### GROUP SIZE:

Two groups, 4 to 7 pupils in each

### TIME:

One school hour

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, justice, humanity

### OBJECTIVES:

Point out various forms of loss of basic human dignity in modern society and through history. Point out the disempowered, the oppressed, the exploited members of society and show positive behavior models that stimulate retrieve of dignity. Encourage team work, raise the awareness of the quality among people and develop human behavior.

### MATERIALS:

- cards with pictures showing various forms of losing dignity or dignified life
- additional notes and explanations for teachers (pictures with the text)



- two boxes (green - positive examples, red - negative examples)
- one bigger box to put all cards at the beginning of the game
- a stop-watch

### **PREPARATION:**

Prepare boxes and cards. Put the box with cards on one bench, and a green and red box on another bench.

### **INSTRUCTIONS:**

Pupils are divided into two groups and they stand on both sides of the bench with a big box. Each group chooses a representative.

Groups alternately draw cards (first one group than another one). Positive and negative examples of behavior are on cards. Every group has a brief consultation (30 seconds max., the teacher measures the time), then they put the card into the green or red box, depending on the positive (green) or negative (red) example. If the card is put into the right box, the group receives one point. They get an extra point if their representative explains exactly what that specific illustration represents.

### **NOTES AND EXPLANATIONS FOR TEACHERS**

#### **PARAOLYMPICS - WITH SPORTS TO DIGNITY**





## A DISABLED HOMELESS - IGNORED BY SOCIETY



## TO LOSE WITH "DIGNITY"



## FAIR PLAY



## DIGNIFIED OLD AGE - SUPPORT AND HELP TO ELDERLY PERSONS



## A LOSS OF DIGNITY DUE TO LOW PENSIONS



## COMMUNITY KITCHEN - HELP FOR THE POOR AND THE DISEMPOWERED





## DISHONEST BEHAVIOUR IN SPORT



## FAIR PLAY

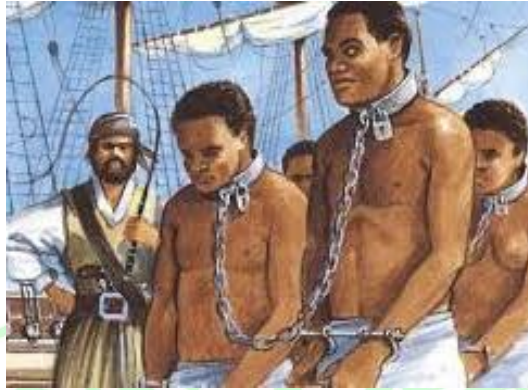


## DISEMPOWERED WAR PRISONERS





## DISEMPowered SLAVES IN THE SLAVEHOLDING SOCIETY



## DISEMPOverED PEASANTS IN FEUDALISM



## A HAPPY CHILD - A DIGNIFIED LIFE



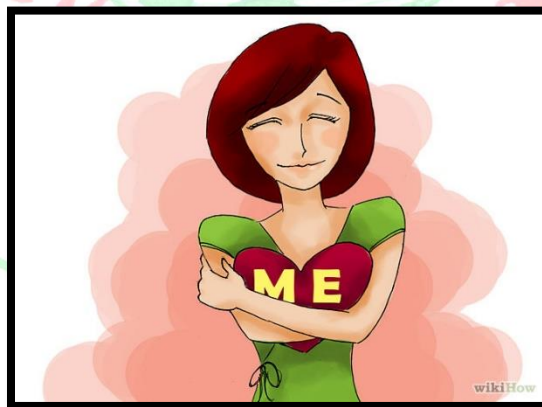
## A CHILD WITHOUT BASIC CONDITIONS FOR A DIGNIFIED LIFE



## BULLYING - THE LOSS OF SELFCONFIDENCE



## BUILD UP SELFCONFIDENCE

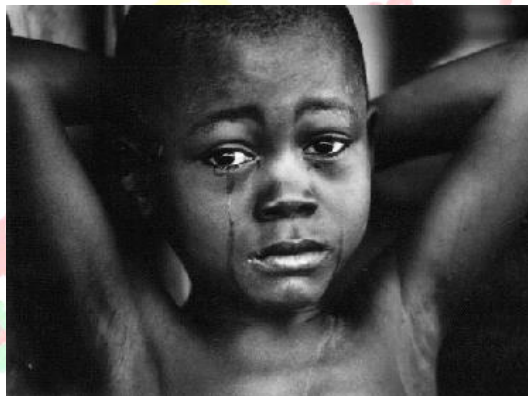




## FRIEND SUPPORT - THE DEVELOPMENT OF SELFCONFIDENCE



## UNHAPPY CHILD - LOST OF SELFCONFIDENCE



## ABANDONED ANIMALS IN INHUMAN CONDITIONS

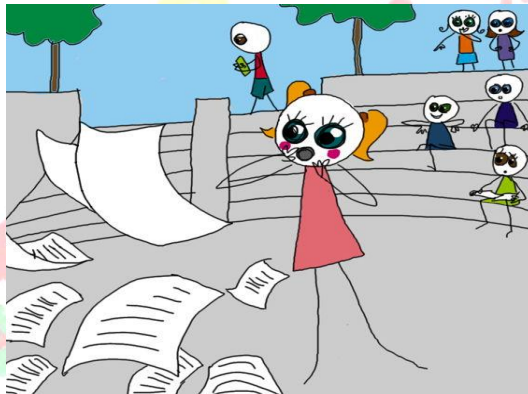




## A POSITIVE RELATIONSHIP WITH ANIMALS



## LOSS OF SELFCONFIDENCE - NO PEER SUPPORT



## PEER SUPPORT



HELP AND SUPPORT FOR THE ONES WHO NEED IT



CONTEMPT FOR THE HOMELESS



RESPECT FOR DIFFERENT PEOPLE



## VIOLENCE TOWARDS DIFFERENT PERSONS



## DOMESTIC VIOLENCE



## A HARMONIOUS FAMILY LIFE





## ADOPTED CHILDREN - A CHANCE FOR A DIGNIFIED LIFE



## ORPHANS IN AFRICA



## SHELTER FOR HOMELESS PEOPLE



## A HOMELESS PERSON ON THE STREET



## INTERGENERATIONAL SOLIDARITY

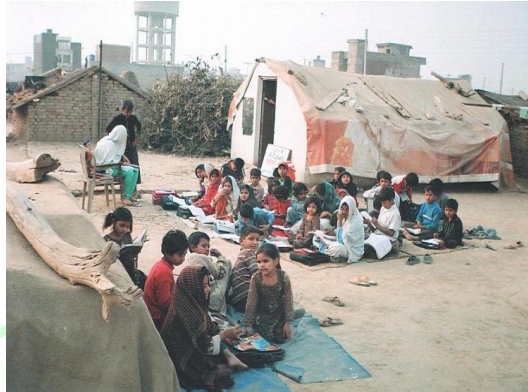


## INTERGENERATIONAL SOLIDARITY





## THE RIGHT ON EDUCATION DESPITE DIFFICULT CONDITIONS



## THE EXPLOITATION OF CHILDREN FOR HARD PHYSICAL WORK



## HELP FOR THE ELDERLY





## CHILD TRAFFICKING



## CHILDREN ACCEPTED IN THE GROUP



## MATERIAL GOODS OBTAINED WITH THEFT AND VIOLENCE



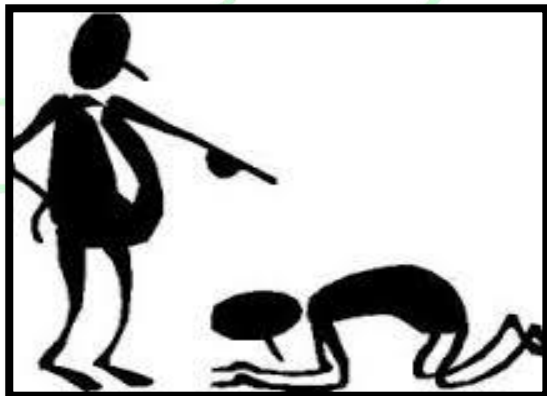
## MATERIAL GOODS OBTAINED WITH OWN WORK AND INTEGRITY



## HUMAN TRAFFICKING



## MOBBING AT WORK



## DISEMPOWERED WOMEN



## DISEMPOWERED WORKERS



## SEXUAL ABUSE AT WORK





## PEER VIOLENCE



## NAME OF THE GAME

Antonio y Mohamed

### COUNTRY:

Spain

### SCHOOL:

IES Carlos Cano

### THEME:

Dignity

### AGE GROUP:

6 to 18 years old

### GROUP SIZE:

8 to 10 participants, larger groups must be subdivided

### TIME:

30 minutes

### RELATED THEMES/RIGHTS:

Solidarity, dignity

### OBJECTIVES:

Explore the images we have about people from other cultures, social groups.

To understand the importance of dignity in our society.

To improve our students creativity.

To develop the participants' imagination while also strengthening group interaction.

### MATERIALS:

A ball, paper and pen for the observer (the story can be recorded on a proper device), flip chart and marker pen, dignity words bank.



## INSTRUCTIONS:

Ask people to sit in a circle. Ask one of them to be the observer. Explain that the observer has to sit outside the circle and write down or record the story that is going to be created.

Then say: "This is the story of Antonio, a boy from... (the place you are) and pass the ball to a member of the group and invite them to continue with the next one or two sentences of the story, and then pass the ball to someone else.

Continue in this way but the words used to create the story must be from the dignity bank.

After 10 or 12 turns ask for the ball and say: "Antonio knows Mohamed, a Sub-Saharan boy who also has a story", and pass the ball back to someone in the circle and ask them to start telling Mohamed's story.

Bring the story to an end after about 10 or 15 minutes.

Ask the observer to read the notes they took about the stories. Then ask the group to say what the stories of Antonio and Mohamed tell them about their different lives and follow on with comments about how this relates to the images we have about young men from your country and other parts of the world.

This activity can be adapted to any situation where there is discrimination or any other aspects to analyze by setting the scene in the first sentence of the story:

"This is the story of Franck, a young homosexual..."

"This is the story of Mary who is physically disabled..."





## NAME OF THE GAME

### The Magic Word

#### COUNTRY:

Spain

#### SCHOOL:

IES Carlos Cano

#### THEME:

Dignity

#### AGE GROUP:

6 to 18 years old

#### GROUP SIZE:

One class

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Justice, dignity, equality

#### OBJECTIVES:

To achieve a form of collaboration through a common task and to use alternative forms of communication.

To understand the value of group work and communication as well as the capacity to make a collective decision and how it is used such as in following rules.

To develop the participants' imagination while also strengthening group interaction.

#### MATERIALS:

A piece of paper and a pencil for each participant



## **INSTRUCTIONS:**

The participants should pay attention to the music that will maintain the rhythm of the game. Each time that the music is stopped, the students will change partners.

The coordinator will slowly say and emphasis their directions. For example: "I am a wizard and with my magic, I am going to take away all the words you know! But, since I'm feeling generous, I will give four words back to each of you. You can choose three of the four words, but there is one word that everyone must have in common... and it is FAIR that these words be used from here on out. Choose them carefully."

After this, the sheets of paper and pencils are distributed to the participants so that they can write their words down.

The wizard will continue to say "Look for a partner with whom you can communicate using only those four words and some type of gesture. Everyone should start to walk around the room and when the music stops, the partner closest to you is the one with whom you must communicate. Starting now, because I'm feeling generous, you can use your four words and your partner's four words, too."

The participants will be writing down the new words on their sheets of paper. The wizard will continue to give directions until everyone has communicated with at least four other people.

To finish the game, the partners will write a thoughtful and coherent message using the words that they had written down while interacting with their classmates.

The participants will be asked about how they felt about the game and if they were satisfied with the outcome.



## NAME OF THE GAME:

Rescue Robinson

### COUNTRY:

Germany

### SCHOOL:

Altmühltal-Realschule Beilngries

### THEME:

Dignity and Justice

### AGE GROUP:

You can play the game when you reach the age of 10

### GROUP SIZE:

3 to 5 pupils

### TIME:

25 to 40 minutes

### RELATED THEMES/RIGHTS:

Equality

### OBJECTIVES:

For improving the student's English skills.

For learning how to work together and how to respect the dignity of each other.

For having fun.

### MATERIALS:

A dice, 3 - 5 game cones (for each player one), game board, several packs of cards (objects, questions, tasks)

### PREPARATION:

Read the instruction. One token per person, one dice, prepare the game board, put the different packs of cards on their storage areas:





- Brown → question cards deck
- Orange → task cards deck
- Green with stars → special object cards deck
- Green → normal object cards deck

## **INSTRUCTIONS:**

Different people are meeting each other as castaways on a lonely island and try to get on top of the volcano so that a rescue plane will pick them up.

On the way to the top each of them has to work together as a team and use different objects to master obstacles which might occur.

The youngest player begins the game by throwing the dice.

You use the dice in the game to see how many steps you can take on the board.

When you go to a field which is green you can take an object card and hold on to it until you need to use it (after you used it put it back to deck). You only can take one that isn't marked by a star those are special object cards, which can only be obtained when you solve a problem or a question.)

When you go to a brown field or an orange field you need to fulfil what is written on the card you take to move on. After you took the card you must put it under its deck.



## NAME OF THE GAME:

Dignity Wins

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Dignity

### AGE GROUP:

Suitable for 10 to 14 years old

### GROUP SIZE:

2 groups, 5-8 students in each group

### TIME:

20-30 minutes

### RELATED THEMES/RIGHTS:

Dignity, solidarity

### OBJECTIVES:

The aim of this game is that the students learn how to be a respected person in society. The students become aware of the wrong behaviours in society and they learn if they do the right behaviour, they will be respected one in society. They both learn this and have a good time while playing this game.

### MATERIALS:

Some cards with pictures, a box, a desk, some colourful cardboards, paste



## **PREPARATION:**

There must be some pieces of cards. The sentences, words or pictures about how we can increase and decrease our respect in society are pasted or written on the cards. The cards are pasted on the box on a desk. The colourful cardboards are pasted on a wall. Group members are selected. They stand in two lines.

## **INSTRUCTIONS:**

The students form two groups. They stand in two lines. The students in front of each group runs to the box, choose a card, look at the card and decide if it is about increasing or decreasing our dignity in society.

After deciding the card, the students run to the cardboards (that are different for each group) on the wall and paste the card that increases self-respect on the cardboard and the other cards out of the cardboard.

After they paste it, they come to their group members by jumping on one leg and touch his/her hand. S/he begin to do the same thing. They do the same until they finish the cards in the box.

Every right answer is 10 points and every wrong answer is -10 points for each group. The group who has more points wins the game.





## NAME OF THE GAME:

### Arrows

#### COUNTRY:

Turkey

#### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

#### THEME:

Dignity in jobs

#### AGE GROUP:

Suitable for 10 to 14 years old

#### GROUP SIZE:

2-4 players

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Dignity, respect

#### OBJECTIVES:

The aim of this game is to be aware of the self-respect of all jobs. Every job in society has their own respect. The students learn self-respect through playing.

#### MATERIALS:

Colourful cardboards, colourful pencils, some pictures, a big dice, some rope

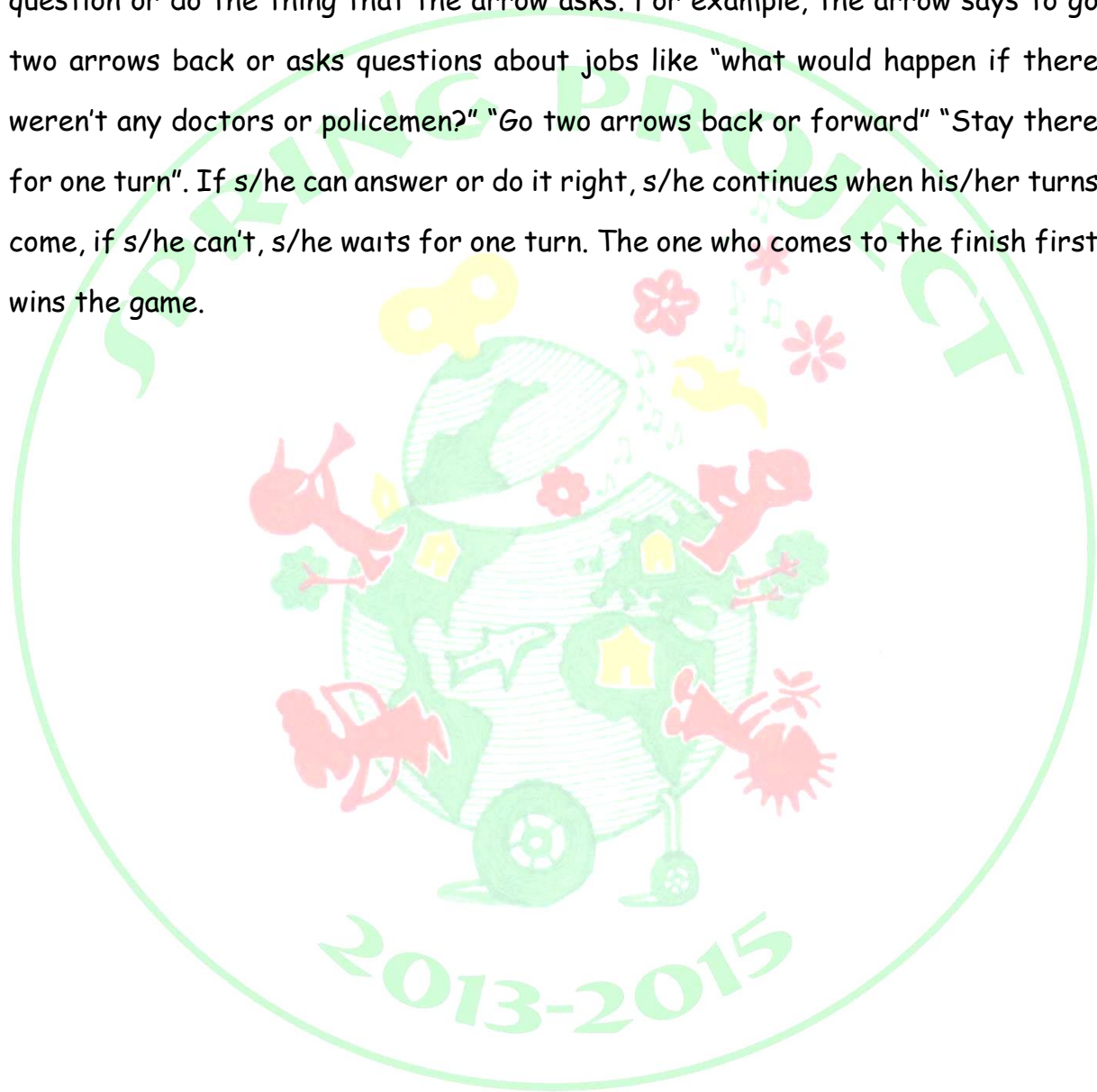
#### PREPARATION:

Arrows and a big dice are prepared with the colourful cardboards. Some pictures about professions are pasted and some sentences are written at the back of the arrows. The arrows are tied together with the rope.



### INSTRUCTIONS:

Two or more students come to the start. The student who throws the higher number on the dice starts the game. They follow the arrows in any direction they want. When they stop at one arrow, they look at the back of it and answer the question or do the thing that the arrow asks. For example, the arrow says to go two arrows back or asks questions about jobs like "what would happen if there weren't any doctors or policemen?" "Go two arrows back or forward" "Stay there for one turn". If s/he can answer or do it right, s/he continues when his/her turns come, if s/he can't, s/he waits for one turn. The one who comes to the finish first wins the game.



## NAME OF THE GAME:

Dancing Game

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Dignity

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

Groups in pairs - two judges

### TIME:

30 minutes

### RELATED THEMES/RIGHTS:

Dignity, equality

### OBJECTIVES:

Learning to help each other, learning to solve a problem together, finding creative solutions to a problem, understanding every music has its dignity

### MATERIALS:

Rectangular pieces of cloth of different color, compilation mix of music, one number for each pair, a large space to play the game

### PREPARATION:

None





## INSTRUCTIONS:

Put the rectangular pieces of cloth on the floor. Each couple has to stand on one piece of cloth. When the music starts each couple has to dance. When the music stops every couple has to fold in half their piece and stand on it. The couple whose players are not able to stand on the piece is out from the game. Last couple touching the floor is the winner.



## NAME OF THE GAME:

The ode to Joy Game

## COUNTRY:

Italy

## SCHOOL:

I. C. "Via della Tecnica"

## THEME:

Dignity

## AGE GROUP:

11 to 16 years

## GROUP SIZE:

Two groups

## TIME:

60 minutes

## RELATED THEMES/RIGHTS:

Dignity, equality

## OBJECTIVES:

Learning to listen each other, learning to solve a problem together, learning to play from simple musical instruments (sticks, triangles, etc.) to more complex musical instruments (guitar, keyboard, etc.)

## MATERIALS:

Billboard with route, two counters, two dices, one hourglass, percussion and melodic instruments



## **PREPARATION:**

Preparing a billboard with a path in the shape of treble clef with pictures of percussion and melodic instruments.

Learning to play Beethoven's Ode to Joy with melodic and percussion instruments.

Researching information about instruments and Beethoven's life.

## **INSTRUCTIONS**

Work in two groups. Put the counters on the square with the start. Roll the dice and move the correct number of square. The musical image where the counter stops, indicates the instrument the student must play. If the counter lands on a square with CULTURE the student has to answer a question. If the player can't answer or answers incorrectly, the other group can start to play. The winner is the first group that arrives to the end. At that point, all the students play Beethoven's Ode the Joy.



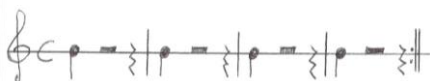


SONAGLI grandi



RATTLES

FRUSTA



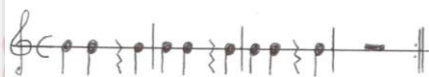
WHIP

TAMBURELLO



TAMBOURINE

LEGNETTI



STICKS

TIP TOP

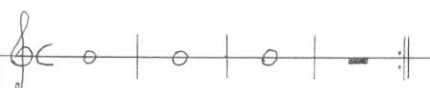


RASPA



RASP

TRIANGOLO



TRIANGLE


SONAGLI piccoli



SMALL RATTLES




*SONAGLI grandi*



RATTLES

*TAMBURELLO*



TAMBOURINE

*LEGNETTI*



STICKS

*FRUSTA*



WHIP

CARDS TO BE PRINTED:

FRONT SIDE	BACK SIDE
Schiller wrote the lyric of The Ode to Joy.	True
How do you change the sound on a wind instrument?	Blowing air into a tube



When was Beethoven born?	1770
What type of string produces a high note?	Tight and short strings
What type of string produces a low note?	Looser and longer strings
Where was Beethoven born?	Bonn
How do you play a wind instrument?	Covering the holes with fingers
How many types of musical instruments are there?	1. Percussion 2. Stringed 3. Wind
Beethoven was deaf when he composed the 9 <sup>th</sup> Symphony.	True
How do you play a percussion instrument?	By hitting with hands or drumsticks





## NAME OF THE GAME:

Daisy Dignity

### COUNTRY:

Northern Ireland

### SCHOOL:

Saint Patrick's PS Dungannon

### THEME:

Dignity

### AGE GROUP:

9 to 11 years

### GROUP SIZE:

4 to 6 pupils

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Solidarity, equality, humanity

### OBJECTIVES:

Children to appreciate why it is important to treat others with dignity. Children to understand that not all people in society show dignity at times. Children to develop coping mechanisms when dignity is not shown to them.

### MATERIALS:

Pre-cut daisy pictures, markers



## **INSTRUCTIONS:**

Invite the children to think of the people who they know, parents, carers, brothers, sisters, friends, neighbours etc.

As a group, distribute a huge daisy (the daisy is the national symbol of dignity). In each of the petals they can write down the groups of people they know (parents, siblings, friends, grandparents, aunts, uncles, cousins, teachers etc). Explain to the children that one thing everyone has in common is the right to live a dignified life.

Not everyone knows how to show dignity. Get children to brainstorm in groups times when dignity wasn't shown to them. In each of the petals they can come up with examples of when nobody played with them, or someone was unkind to them, maybe they experienced a time when someone teased them because of something they said, where they live, which country they were born in, what they wear, the religion that they are.

How did they feel?

How did they deal with these feelings with dignity?

Treating other people with dignity means we are treating them the way we would like to be treated ourselves.

Ask children to arrange daisies in a "Garden of Dignity" which will be displayed in the class.



## NAME OF THE GAME:

Friendly/Unfriendly

### COUNTRY:

Northern Ireland

### SCHOOL:

Saint Patrick's PS Dungannon

### THEME:

Dignity

### AGE GROUP:

9 to 11 years

### GROUP SIZE:

4 to 6 pupils

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Humanity, solidarity, citizenship

### OBJECTIVES:

Children to be able to identify from facial expressions what different people feel at different times and why. How the way we look (facial expressions) determines how people perceive us.

### MATERIALS:

Newspapers and magazines, A3 sheets





## INSTRUCTIONS:

Have the children form groups. Give them a selection of magazines and newspapers that have plenty of pictures in them. Ask them to find pictures that show people communicating with each other. When they have found a lot of pictures, ask them to sort them into two types: friendly and unfriendly. Ask each group to make two collages, one of each type. Have them paste their friendly pictures on one sheet and the unfriendly ones another sheet. Then, have them add speech bubbles or words to the pictures they have chosen using appropriate friendly and unfriendly language. Put the collages on the wall.

Bring the children together. Discuss their collages. Have each group report back and describe their collages.

Discuss scenarios which may have led the person to have the friendly/unfriendly demeanour. Encourage children to discuss ways we deal with difficult situations with dignity.

Ask groups to come up with a DIGNITY acrostic poem, e.g.:

**D**o encourage people to be friendly

**I**nclude everyone in your games

**G**uarantee you will respect everyone

**N**ever leave anyone out

**I**gnore people who treat you badly

**T**ell an adult if anyone is annoying you

**Y**ou are important!



## NAME OF THE GAME:

Gigsaw Puzzle

## COUNTRY:

Cyprus

## SCHOOL:

Lynopetra Gymnasium

## THEME:

Dignity, equality, justice

## AGE GROUP:

The game is appropriated for children from 7 to 15 years old. It always depends on how many puzzle pieces is a picture that the students have to create.

## GROUP SIZE:

Depends how many computers are available. It can be one puzzle for each computer and therefore for each student or the students can separated into groups depending on the computers available.

## TIME:

One school period

## RELATED THEMES/RIGHTS:

Justice, citizenship, freedom, dignity, equality

## OBJECTIVES:

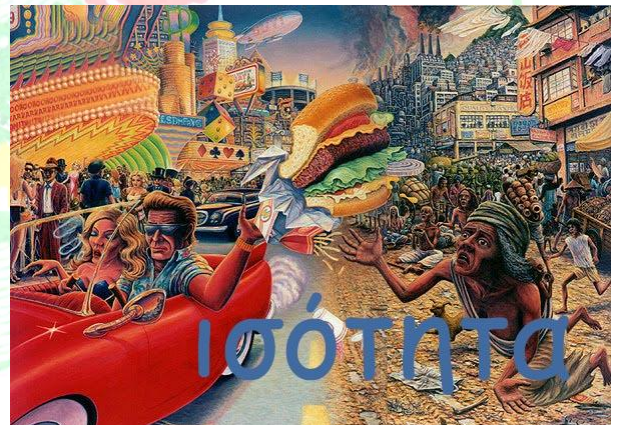
Students to learn about dignity, equality and justice by creating a puzzle picture that has a related theme with these competences. After the puzzle game the



teacher can always discuss about the competence the puzzle picture is referring to and raise issues of that competence to the students.

### MATERIALS:

You need a computer to play the game, the software where you can import the pictures with the related competence theme. When the teacher imports the picture he/she can choose in how many pieces the picture is going to break (scatter) in order to create the puzzle. Depending of the age of the students the teacher is going to break the picture into pieces accordingly. More pieces it means more difficult. You need to find the pictures that are related to the competences. You can do this through the internet or scan some images from a book or magazine.







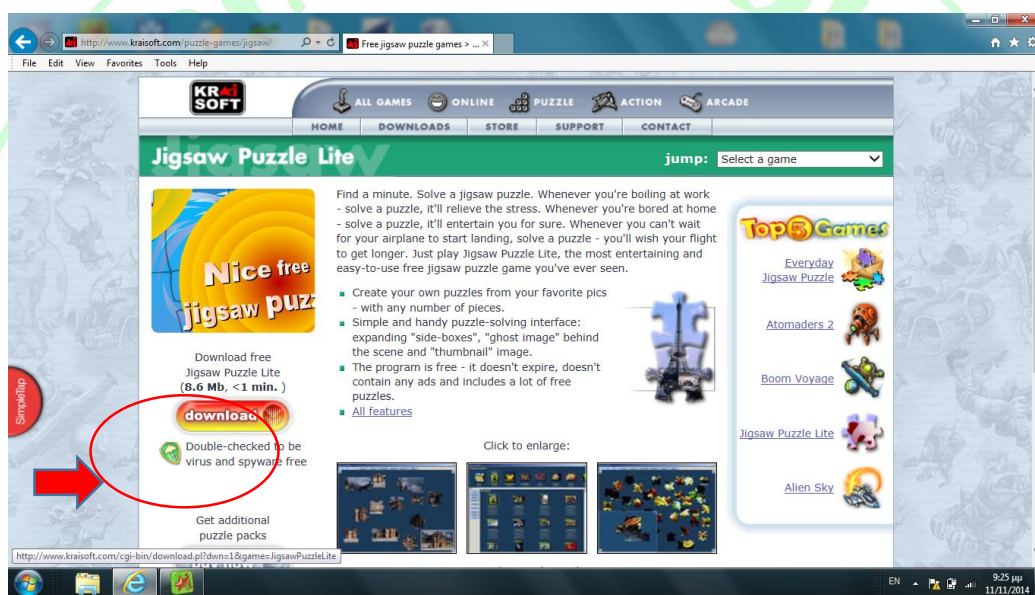
## INSTRUCTIONS:

### Jigsaw Puzzle Lite

How to find, download, install and use the "Jigsaw Puzzle Lite" software by KraiSoft.

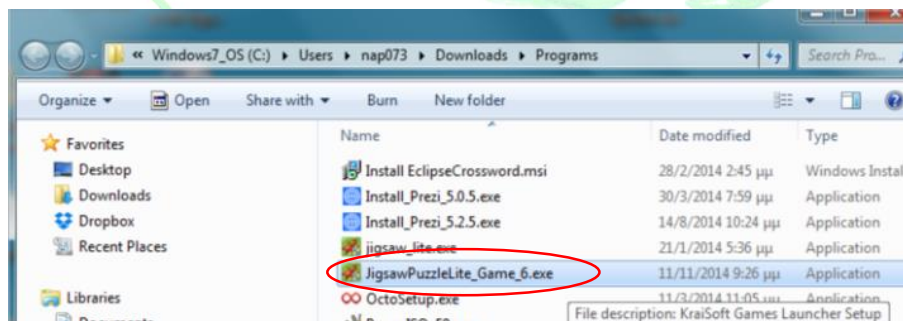
#### Step 1: Download the software

- a) visit the website → <http://www.kraisoft.com/puzzle-games/jigsaw/>
- b) Click the button **download** under the advertisement title "Download free Jigsaw Puzzle Lite (8.6Mb, <1min.)"



#### Step 2: Install and run the software.

- a) Double click the downloaded file "JigsawPuzzleLite\_Game\_6.exe" and wait until download is complete 100%.



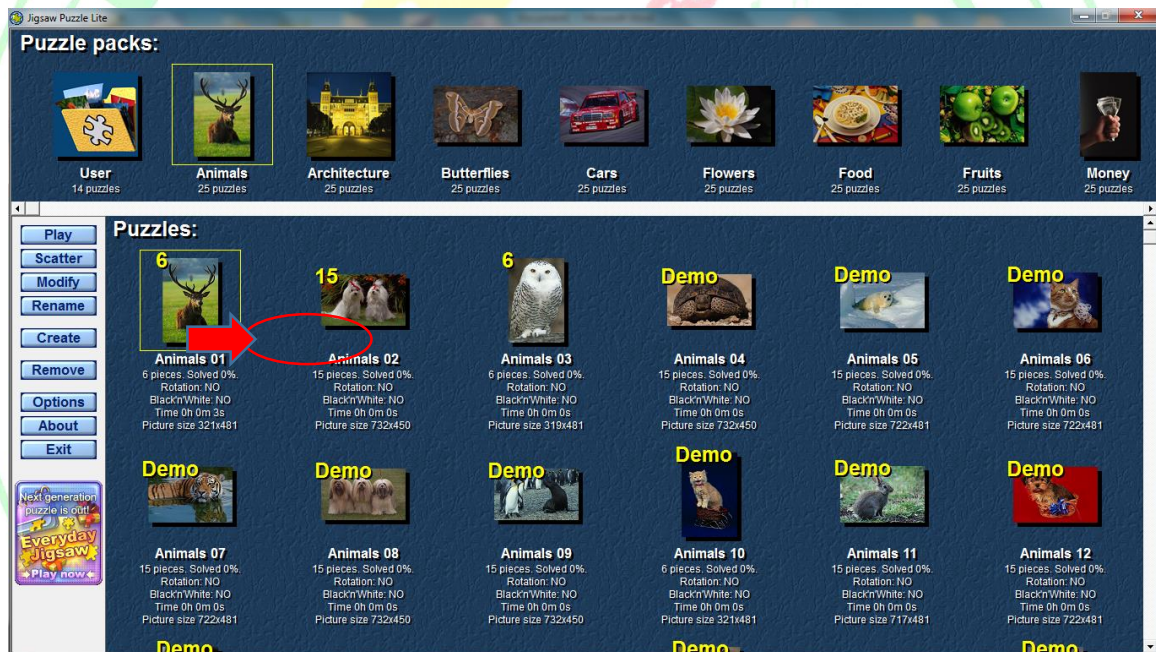


b) Run the program by clicking "Play now".

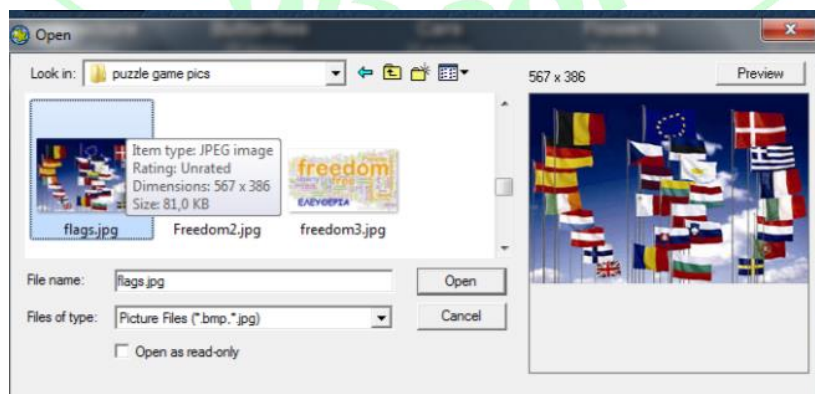


### Step 3: Add pictures into the game.

a) To add a picture click the button "Create"

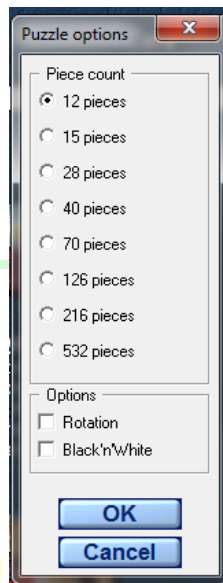


b) Select your picture of a .jpg type and click Open.

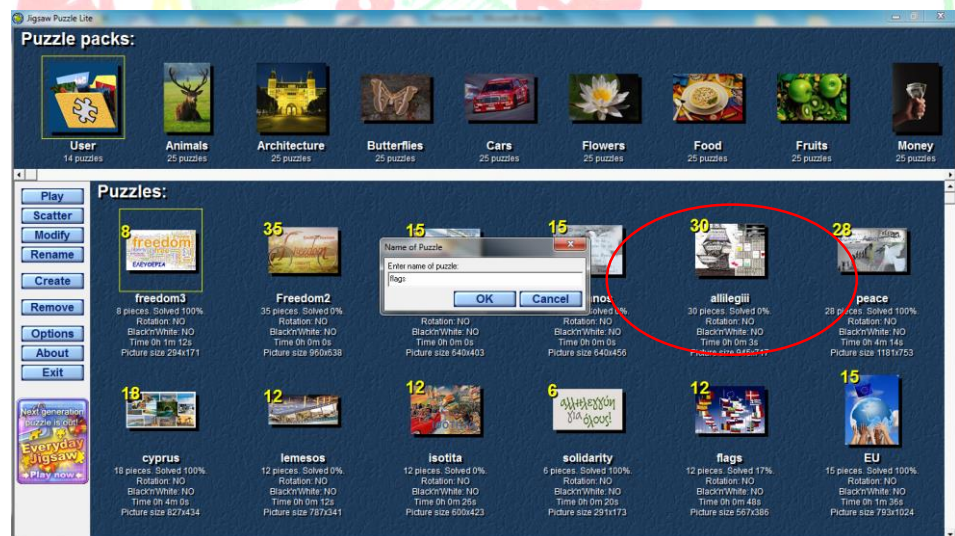




- c) Choose the number of pieces you want the picture to be split and press the OK button.



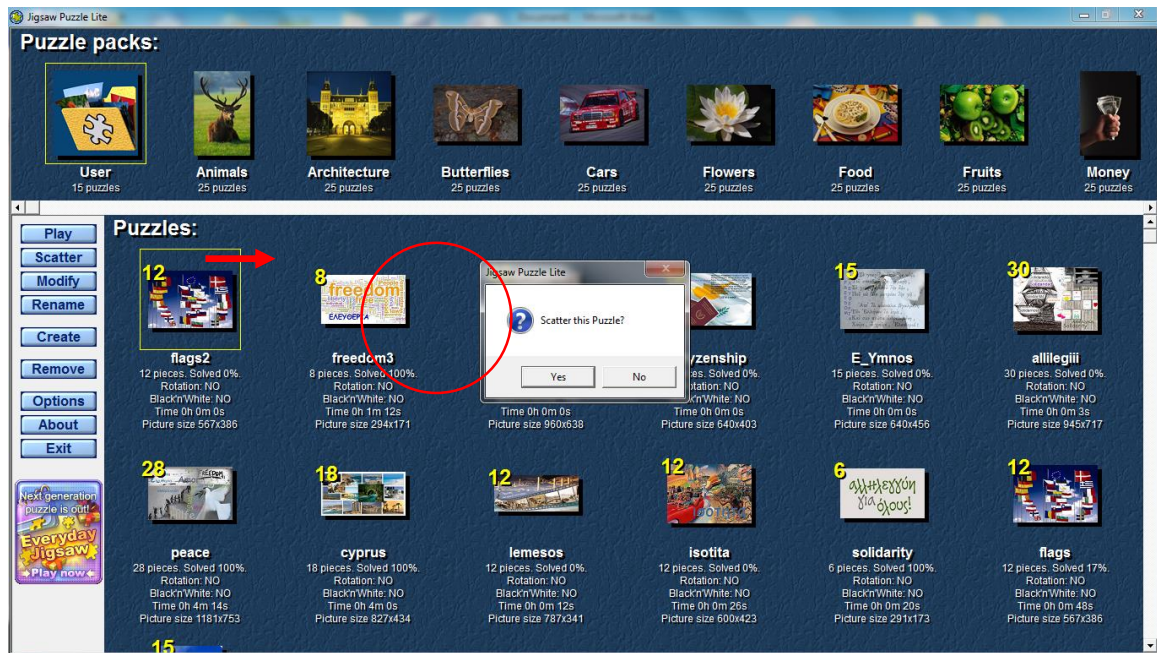
- d) From the pop up window write the name of the picture-puzzled and press OK.



#### Step 4: Scatter the picture and play the puzzle game.

- a) Select the picture you want to play with and click the button "Scatter" and then the button "Yes".





b) Click Play and Enjoy the game... by dragging the pieces to match and complete the scene/picture.



2013-2015





## NAME OF THE GAME:

Black Peter

## COUNTRY:

Germany

## SCHOOL:

Grundschule Woffenbach

## THEME:

Dignity

## AGE GROUP:

6 to 10 years

## GROUP SIZE:

4 or 6 pupils

## TIME:

15 minutes

## RELATED THEMES/RIGHTS:

Equality, solidarity, justice

## OBJECTIVES:

Encourage team work

## MATERIALS:

Black Peter cards

## PREPARATION:

Preparation of the cards

## INSTRUCTIONS:

It can be played by two or more players. Dealing and playing are clockwise.





The dealer deals out all the cards to the players (generally some will have one more card than others - this does not matter). The players all look at their cards and discard any pairs they have. The dealer begins. At your turn you must offer your cards spread face down to the player to your left. That player selects a card from your hand without seeing it, and adds it to her hand. If it makes a pair in her hand she discards the pair. The player who just took a card then offers her hand to the next player to her left, and so on. If you get rid of all your cards you are safe and you take part no further. The turn passes to the next player to your left, who spreads her cards for the following player to draw one. Eventually all the cards will have been discarded except one ("the black Peter") and the holder of this card gets a black spot into his face.

But there is a joker in this card game, the "European Flag". This card could rescue the "Black Peter" and the spot will be removed.



## NAME OF THE GAME:

Flea catching

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Dignity

### AGE GROUP:

6 to 10 years

### GROUP SIZE:

15 to 30 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, justice

### OBJECTIVES:

Encourage team work

### MATERIALS:

Scarf

### PREPARATION:

Preparation of the field

### INSTRUCTIONS:

One player gets his eyes covered with a scarf. He is the "flea catcher". The other players are the fleas - they're jumping with feet closed around. But they are only



allowed five jumps (or ten). After that they can't jump no more and have to sit down. The player, who got touched by the flea-catcher, has to go around the playing field on its hands and knees, after that he can keep on playing. The 5th caught player becomes the flea catcher.

### Variety:

The players only jump on one foot. You can only get caught standing on both feet.





# EQUALITY



## NAME OF THE GAME:

Why not?

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Equality

### AGE GROUP:

Suitable for 10-14 years olds

### GROUP SIZE:

2-10 players

### TIME:

20 - 40 minutes

### RELATED RIGHTS:

Gender Equality

### OBJECTIVES:

The aim of this game is letting the students to think about common daily stereotypical situations about man & woman. With this game, students are expected to consider that those stereotypical roles of woman and man in society are learned unwittingly. They start to think about those daily issues' dialectic, realize that the reverse of those situations are also possible, so shouldn't be generalized among only woman or man, and those roles are changeable for an equal participation in society, instead of defined roles. With the help of those critical processes, at the end, the game underlines the idea of the woman and man are equal in social life.



## **MATERIALS:**

There are 64 game cards (26X2 situation cards + 6X2 joker cards) that designed especially for the aim of this game. Those cards below should be printed and sticked to rigid material (ex. carton).

## **PREPARATION:**

The rules of the game should be explained to the students at the beginning.

## **INSTRUCTIONS:**

There are:

- positive cards (that illustrated daily situations colorfully);
- negative cards (that illustrated daily situations in black & white);
- joker cards (for making the game more fun);

All cards are mixed at the beginning of the game and somebody deliver it to the players in equal amount. The advised amount is 5 per each participant. It could be changed depending of the age and size of the group. The rest of the cards should be put on the middle of table.

The one next to deliverer starts to game and he/she has to start with a black&white (negative situation) card. If he/she doesn't have, then need to take 1 card from the rest of the cards in the middle of table. If he/she still doesn't have, then the game passes to the next one. This rule pattern continues during the whole game.

After putting the B&W card, the next player needs to put its colorful (positive, preferable) match on it. If he/she has, then he/she makes a pişti (a kind of fixing the bad situation with the good one). He/she takes this couple of cards and puts on his/her side and gain points.





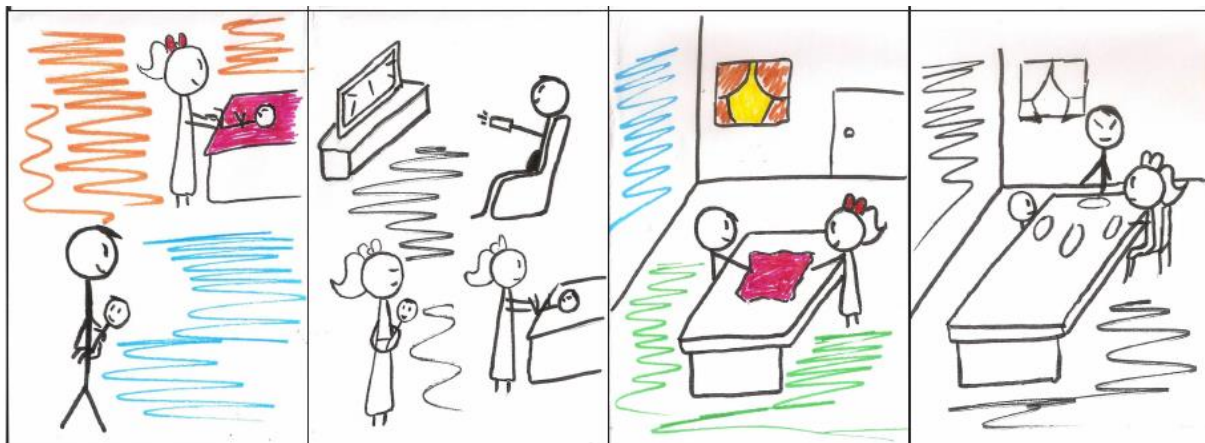
If he/she doesn't have its positive one, then he/she can use some of the jokers if he/she has. IF he/she doesn't have joker too, then pick one card from the middle and move on.

After the jokers are used, the next player needs to start with a negative card and game moves on.

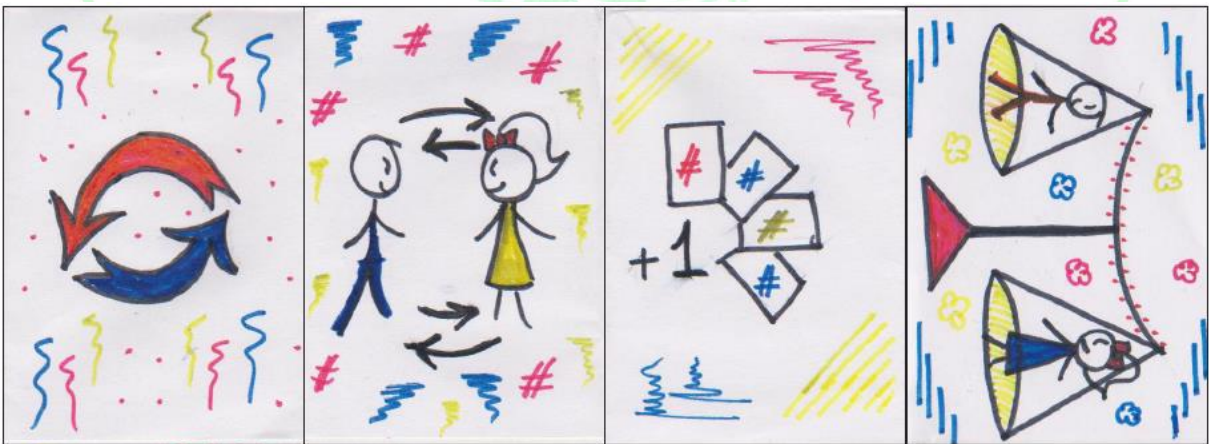
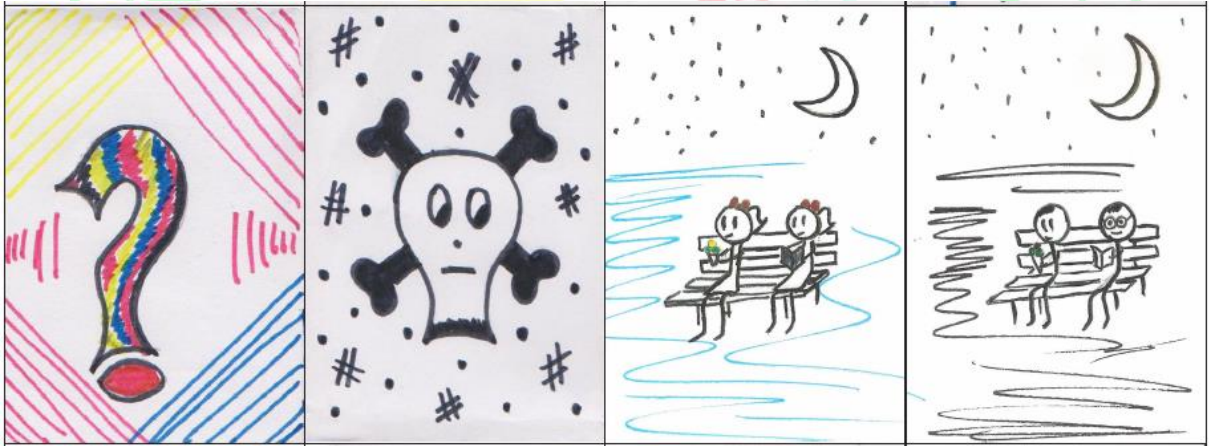
The player that finishes all the cards in hand is the winner, and out of the game. The rest continue to play until 1 player stays. In some cases that the game is stuck, there is a pointing system for the ones left that each pigti counts +10 and each card remain in his/hand count -1.

During the game, all the cards are opened to discussion. It is better while playing to discuss, exemplify and widen the related issues with the facilitating of the teacher.











## JOKERS:



It reverses the direction of game.



The player changes the position with the one next to her/him. Then he/she plays again but the one next to him/her couldn't.



The one next to player has to take one of the player's cards.

It makes piṣṭi if somebody doesn't have a positive card.





The player asks a question to the one next. If he/she know then can play, if not his/her turn passes.



The player gives a funny punishment to the next one.



## NAME OF THE GAME:

### Changing Identities

#### COUNTRY:

Turkey

#### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

#### THEME:

Equality in its all strands (gender, ethnicity, religion, disability, age, sexual orientation)

#### AGE GROUP:

Suitable for 13 to 14 years old pupils

#### GROUP SIZE:

6, 12, 18 ... players

#### TIME:

60 minutes

#### RELATED RIGHTS:

Equality, antidiscrimination

#### OBJECTIVES:

The game aims to teach about the strands of discrimination (where, what, when and how it happens), realize that there are many possibilities and we are not able to chose some of them, make awareness about one person may suffer from discrimination in different strands, let the children to realize that they have common characteristics even if they have different identities.





## **MATERIALS:**

Papers and pens

## **PREPARATION:**

The students should be informed about the 6 different ways of creating inequality. All 6 strand ; gender, ethnicity, religion, disability, age, sexual orientation, should be written as headlines on the board and be discussed about their experiences, daily lives, etc. All headlines are needed to be exemplified and written under the headlines, for instance; gender: male/female, ethnicity: Turkish, Kurdish, Arabic, Bosnian; religion: Muslim, Christhian, Atheist, etc. The examples should be related to group of students' experiences.

## **INSTRUCTIONS:**

The students are put on groups includes 6 pupils in a creative way.

Then each group should sit down as a circle and everybody has a paper, which all strands of discrimination are written on as headlines, and pen.

Every single student puts one of the examples on the board under the first headline. For example; First column is gender, so he/she is going to write M or F. Then folds the paper vertically as not to be seen what is written on this column and passes it to the one sitting next to him/her.

Now, he/she has to fill the column of the paper that he/she get from the one next to him/her. For example if the second column is asking about ethnicity, then he/she is going to write Arabic and fold the paper and pass it to the next. And goes on...

When they finish all the columns together, they are allowed to open the papers. And after that moment every student has this paper as his/her identity and tries to think that he/she is the person written on the paper. Here is the aim that let



students to think there exist many possibilities of constructing an identity, most of them even couldn't be selected by ourselves, everything is possible, normal or potential for us.

During the game, they may behave/act like the profiles on their identities for fun.

After all, the next task is students are going to be asked some questions like;

What do you need to live?

What is the most important things in your life?

What do you like to do most (hobbies)?

What are the things you don't like?

What are the problems you have in daily life?

What are the things that you would like to change in the world?

What is our favourite subject? ...

And they are going to answer those questions with their new identities.

Every round the teacher asks one of that kind of questions and every student writes some keywords about the concept on his/her paper. And then each 2 who sit next to each other will check their responses and signs colorfully the same words both of them have. And the game goes on that way with other questions until they get bored. If there is enough time to play, after catching the common words between 2 players, then the 3 next to sit each other might seek for the common words, and then the six of them try to find common words and concludes as a group.

All the result got at the end of the game can be presented in a poster by the kids, in a creative way and improvisation which includes the identities and common words between them.









## NAME OF THE GAME

### Musical Diversity

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS, Dungannon

#### THEME:

Equality

#### AGE GROUP:

9 to 12 years

#### GROUP SIZE:

2 or more pupils

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity, respect

#### OBJECTIVES:

Children to come to a realisation that although we are all different, we have many things in common, even with those who we do not feel like we have a connection to. Children get to know about all of our similarities as well as difference.

#### MATERIALS:

Markers, paper, scissors, music

#### INSTRUCTIONS:

This game is designed to help children to think more about their similarities. Play music and allow the children to dance freely. When the music stops, they have 45 seconds to find a partner, ideally someone who they don't always associate



similar to them. This is done by drawing around child's hand and writing down all of the similarities that they can remember about the different people in their class. Display this on board in class.



## NAME OF THE GAME:

Hurogie

## COUNTRY:

Northern Ireland

## SCHOOL:

Saint Patrick's PS Dungannon

## THEME:

Equality

## AGE GROUP:

9 to 14 years

## GROUP SIZE:

Two teams, 5 a side, 7 a side or 9 a side

## TIME:

30 minutes

## RELATED THEMES/RIGHTS:

Justice

## OBJECTIVES:

Children understand that boys and girls can participate in games showing equality, working together as a team, in order to win.

This is an invasion game, children have to secure a goal in oppositions territory.

This game involves boys and girls to take part in a reasonably physical game, a contact sport.

## MATERIALS:

Helmets, hurling sticks, jerseys, sliothar (ball)





**INSTRUCTIONS:**

Game started by throwing ball in among four children, two from each side, in the middle of the playing area. Children strike the ball with the stick. They can run with the ball, lift the ball with the stick. Children can tackle by knocking the ball off the opponent's stick. The aim is to score goals.



## NAME OF THE GAME:

3, 2, 1... GO!

## COUNTRY:

Croatia

## SCHOOL:

Osnovna škola - Scuola elementare Dolac

## THEME:

Equality (Children's/human rights)

## AGE GROUP:

The game is appropriated for children from 10 to 14 years old

## GROUP SIZE:

Groups of 3 pupils on one board; the whole class can simultaneously play it

## TIME:

Two school periods

## RELATED THEMES/RIGHTS:

Solidarity, justice, citizenship, freedom, dignity, children's/human rights

## OBJECTIVES:

- knowledge of children's/human rights
- knowledge of the countries members of the EU (plus Turkey) and their features
- developing a sense of equality, solidarity, justice, tolerance, through the observance of the rules of the game

## MATERIALS (FOR ONE GROUP OF 3 PUPILS):

Printed gaming board size A3, printed cards with questions, 3 cones, 1 dice with numbers from 1 to 6

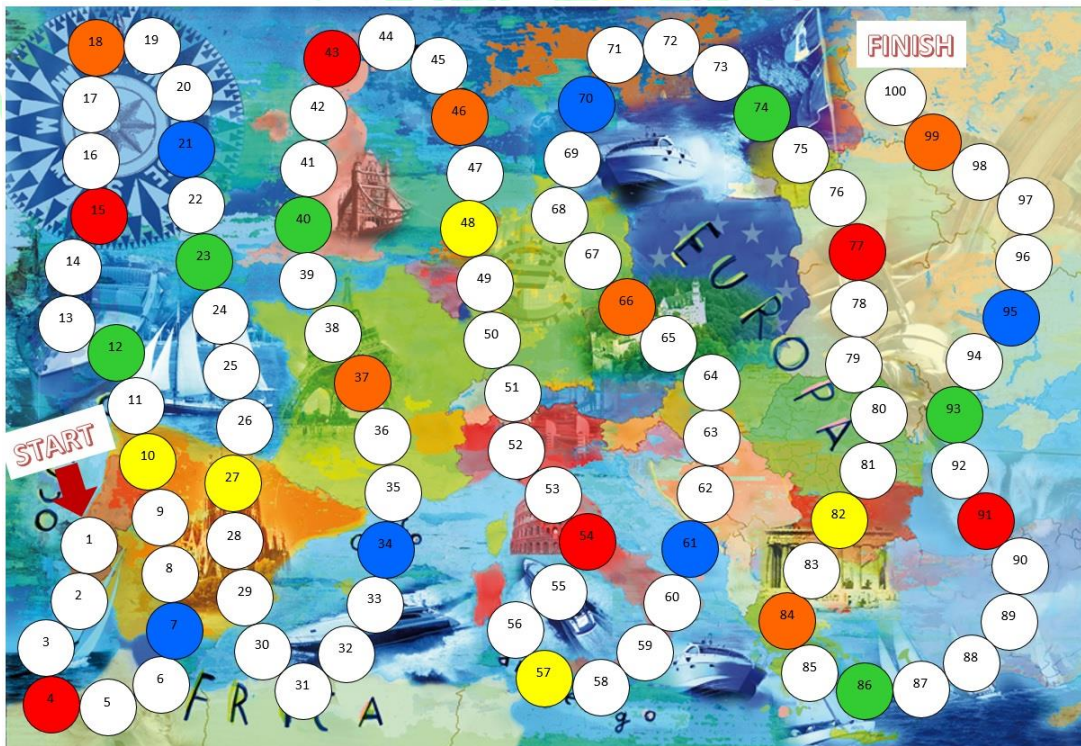


## PREPARATION:

- prepare the table or a flat surface on the ground (a carpet, ...)
- prepare the board and the cards with questions
- repeat the children's and human rights
- repeat the features of the EU countries
- use classbooks, encyclopedias, printed materials about the EU

## INSTRUCTIONS:

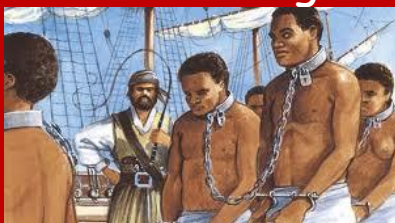
The players throw the dice-every player throws it 3 times until he/she gets the number 6. They set their cone on the start position and throw the dice once more. When they stop on the coloured field, they draw a card of the same colour and answer the questions. If they know the correct answer, they throw the dice one more time. If they don't know the correct answer to the question, they stay on the same field for one round. If they draw the card without a question, they have to return to the field specified on the card. The winner is the player who gets to the end of the game first.





Name three  
religious  
communities

Which human right  
is represented in  
the drawing?



Name the  
european countries  
whose common  
feature is the sea

Name one  
children's right  
and explain it

Which two  
European  
countries are  
equally successful  
in the production  
of cheese?

Go to field number  
35

Which religions  
does the symbol  
of the cross  
belong to?

Which human right  
is represented in  
the drawing?



Name four  
members of the  
European Union



Name one children's right and explain it

Name four Mediterranean countries that are successful in the production of olive oil

Go to field number 13

Describe the symbol of the islamic religion

Which human right is represented in the drawing?





Name 4 countries members of the European Union that have the red colour on their flag

Name one children's right and explain it

Name three European countries that produce quality wine

Go to field number 49



<p>Name three different religious buildings</p>	<p>Explain the symbols and their relationship, as well as the message they send:</p> 	<p>Name four countries members of the European Union that have an emblem as a common characteristic</p>
<p>Name one children's right and explain it</p>	<p>Name three European countries and a specific type of food for each of them</p>	<p>Go to field number 24</p>
<p>Describe/draw the symbol of the jewish religion</p>	<p>Which human right is represented in the drawing?</p> 	<p>Name 4 countries members of the European Union which have yellow colour on their flag</p>





Name one  
children's right  
and explain it

Name three types  
of food that are  
equally liked by  
the European and  
world countries

Go to field number  
41



## NAME OF THE GAME:

Give the chance!

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Equality (from Children's rights)

### AGE GROUP:

The game is appropriated for children from 8 to 11 years old

### GROUP SIZE:

At least two children

### TIME:

1 - 2 school hours

### RELATED THEMES/RIGHTS:

Solidarity, justice, citizenship, freedom, dignity

### OBJECTIVES:

To educate children about children's right in general; to develop the sense for equality and mutual respect.

### MATERIALS:

Working surface, printed and plasticized cards

### PREPARATION:

Educate pupils about CHILDREN'S RIGHTS; each child's right should be explained and associated with a drawing of a memory card.

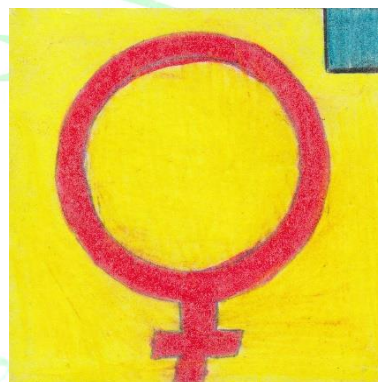




## INSTRUCTIONS:

Pairs of drawings (cards) do not contain the same drawing. Their parity is based on equality from children's rights.

For example: The pair for gender equality



Every pair of drawings has the same colour of the square positioned in one angle of the card in order to associate the cards more easily. Explanation of card pairs in accordance with the colour in the card's angle:

**BLUE SQUARE:** all children are equal by gender

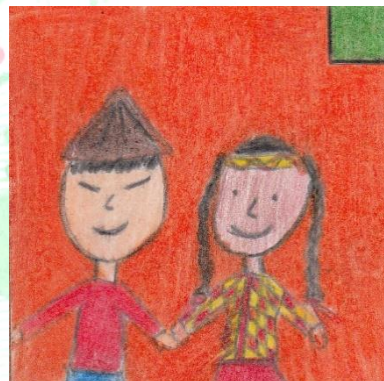




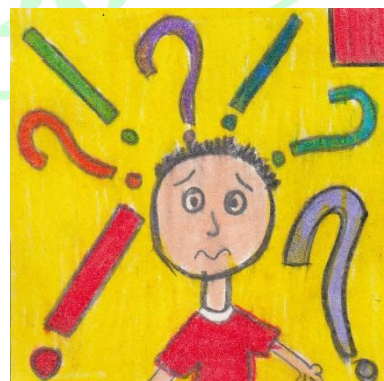
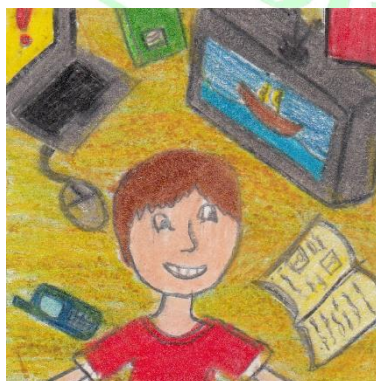
**PINK SQUARE:** all children have the same right to nutritious and appropriate food



**GREEN SQUARE:** all children are equal regardless of their sex, race, colour, etc.

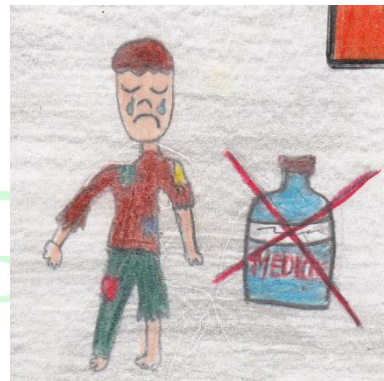
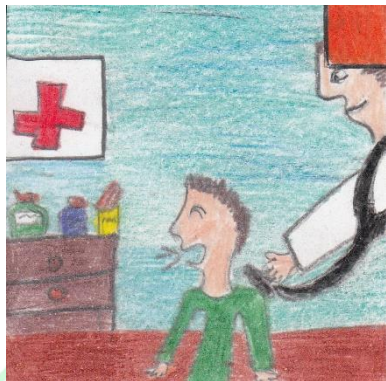


**RED SQUARE:** every child has the right to get information

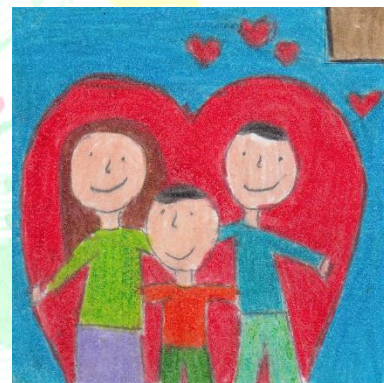
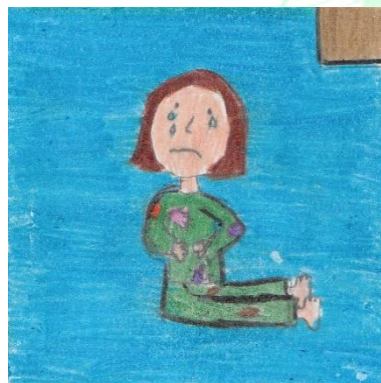




**ORANGE SQUARE:** all children have the same right to health care



**GOLDEN SQUARE:** all children have the right to love and to family life



**LIGHT-GREEN SQUARE:** all children are equal regardless of their religion





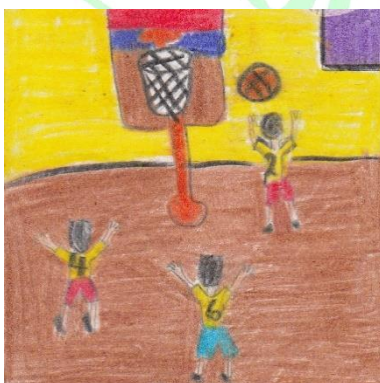
**BROWN SQUARE:** every child has the same right to a safe and happy childhood



**YELLOW SQUARE:** all children have the same right to express their opinion



**PURPLE SQUARE:** children with disabilities equally partake in all activities (cultural, sport, entertainment, etc.)





**BLACK SQUARE:** every child has the same right to leisure activities and he/she must not be forced to work



**GREY SQUARE:** every child has the same right to education



## NAME OF THE GAME:

Euro - Rallye

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Equality

### AGE GROUP:

10 to 17 years

### GROUP SIZE:

2 to 4 teams of at least 3 pupils

### TIME:

25 to 40 minutes

### RELATED THEMES/RIGHTS:

Solidarity

### OBJECTIVES:

The aim of the game is by guessing the terms shown the target field so be reached quickly as possible and to prove that people from all over the world can communicate only with the help of their body and thus in this game, equal are provided.

### MATERIALS:

1 game board, 1 hourglass, 36 game cards, 4 game characters, 1 dice, dough, note sheets and crayons

### PREPARATION:

There may be two, three or four sides at least three players participate.



Each team will receive a game piece and places it on the start space. The concept cards are shuffled and in several stacks face down on the pitch down. In addition, note sheets and crayons need for the drawing tasks as well as modelling clay for the "Modelling tasks" be laid ready.

### **INSTRUCTIONS:**

The team that a Six dices first thing begins. Afterwards it goes around clockwise turn on the schedule to find neutral fields and areas of action. If a field of action is reached, the team determined a "performer" (the players within a team take turns on). The "performer" takes on one of the corresponding card pile and the top card such a way that his teammates the terms of the card cannot read. The "actor" is imprinted about ten seconds, term and returns the card to control to the other teams. Now he has his team the term so to show they can guess it. In this case, apply to the different areas each other display types, the corresponding form is in pictures (kneading, drawing, imitate) indicated on the schedule. The "actors", we do neither speak, nor make any noise. He has time until the hourglass expired.

CAUTION: Any of the rules above disregarded the players, it needs to the character of his team withdraw three fields, and the next team's turn. If the searched phrase is not guessed, the turn is on to the next group. Succeed guessing, so the character may be drawn to three fields further and the next team starts. When all cards before you had a row without that the game is over, they are shuffled. The player, who reaches the goal first, wins.





## NAME OF THE GAME:

### Paying Compliments

#### COUNTRY:

Germany

#### SCHOOL:

Altmühltal Realschule Beilngries

#### THEME:

Equality

#### AGE GROUP:

You can play the game when you reached the age of 10

#### GROUP SIZE:

More than five pupils

#### TIME:

15 - 30 minutes

#### RELATED THEMES/RIGHTS:

Solidarity

#### OBJECTIVES:

Strengthen the cohesion and confidence with the help of compliments to make other people happy.

#### MATERIALS:

Sheets of paper, cohesive tape, pen

#### PREPARATION:

Read the instruction. Everyone gets a paper, which is taped on her/his back.



## INSTRUCTIONS:

The children pass through each other. On a sign of the play leader they stop and write to the person, who is the next to them, a word or a short sentence to the given questions on the paper.

Leading Questions:

- What do I like the most of you?
- What are you able to do especially well?
- Which of your talent do I like most?



## NAME OF THE GAME:

Colpbol

## COUNTRY:

Spain

## SCHOOL:

IES Carlos Cano

## THEME:

Equality

## AGE GROUP:

6 to 18 years old

## GROUP SIZE:

Two teams, 7 mixed players in each one

## TIME:

Two periods of 20 minutes with 5 minutes of rest. For students under 13 will be 2 periods of 12 minutes. For students from 13-18 the game lasts 30 minutes in two periods of 15 minutes.

## RELATED THEMES/RIGHTS:

Equality, solidarity

## OBJECTIVES:

To join a coeducational sport, to collaborate in a common task

## MATERIALS:

The court will be on 20-40 meters; two goalposts, plastic ball.



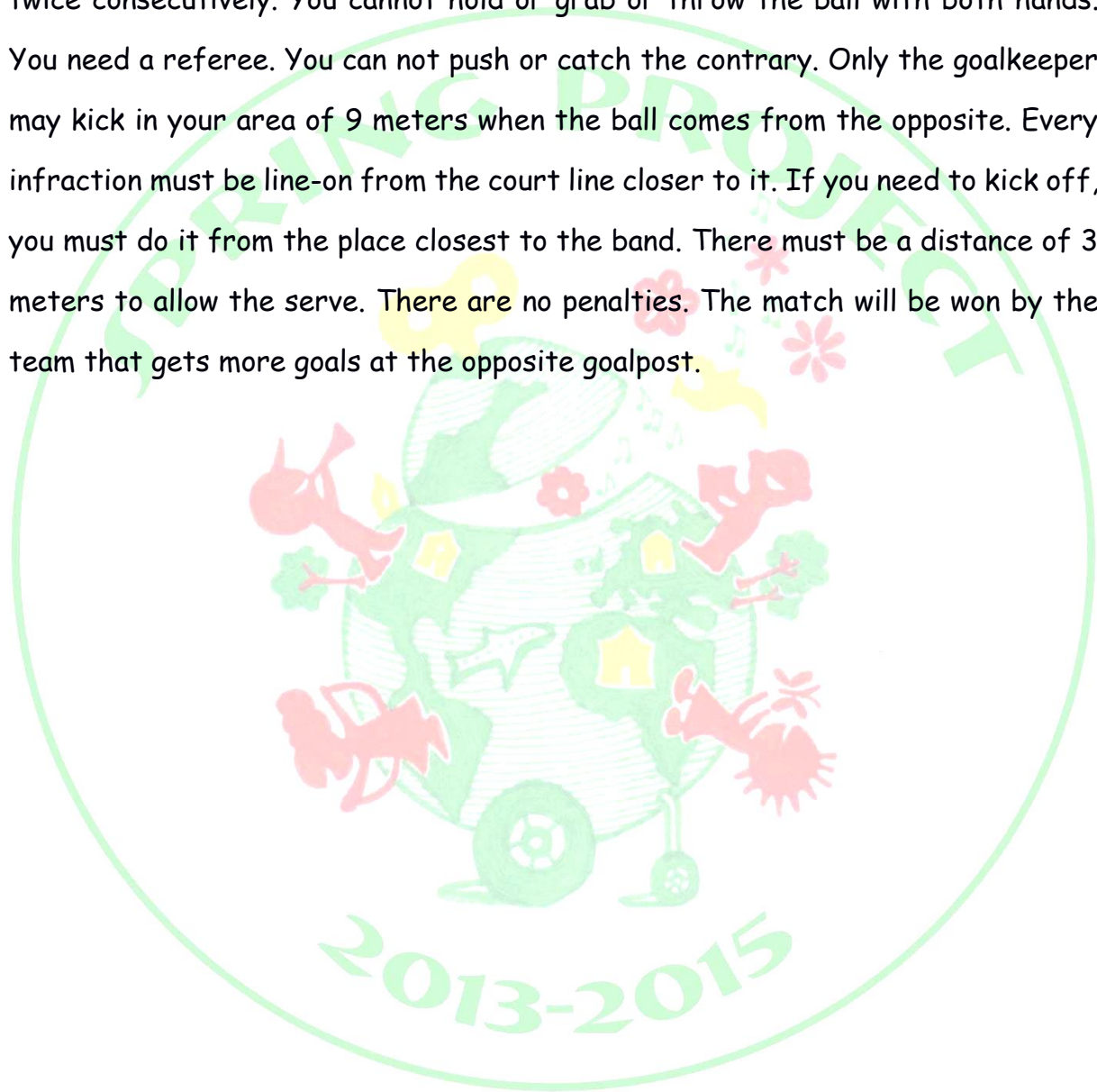


## **PREPARATION:**

None

## **INSTRUCTIONS:**

The ball should be hit by hands (not fist), arms or upper body. You cannot beat twice consecutively. You cannot hold or grab or throw the ball with both hands. You need a referee. You can not push or catch the contrary. Only the goalkeeper may kick in your area of 9 meters when the ball comes from the opposite. Every infraction must be line-on from the court line closer to it. If you need to kick off, you must do it from the place closest to the band. There must be a distance of 3 meters to allow the serve. There are no penalties. The match will be won by the team that gets more goals at the opposite goalpost.



## NAME OF THE GAME:

The small village

### COUNTRY:

Spain

### SCHOOL:

IES Carlos Cano

### THEME:

Equality

### AGE GROUP:

6 to 18 years old

### GROUP SIZE:

2 groups of 4 to 7 pupils

### TIME:

30 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity

### OBJECTIVES:

To promote collaborative work and equality among people, being aware of their differences as a positive value; establishing cooperation among people in a group to achieve a common task or objective.

### MATERIALS:

Paper, a whistle, apples, 2 balloons, 2 buckets of water, stones, 10 empty tins, clothes, make up and accessories for both men and women.



## **PREPARATIONS:**

Prepare the materials for the tests

## **INSTRUCTIONS:**

It consists of five tests:

- **1st test: "The hidden treasure"**

Supervisors write some riddles and hide them. The solution to the first clue/riddle shows where the second clue is. They will follow all the clues until they find the fourth one which explains where the treasure (3 apples) is. The faster team wins and scores one point.

- **2nd test: "Cooking for the small village"**

Here we have two buckets full of water where we introduce lots of apples. Participants have a total of 2 minutes to catch as many apples as they can. To do so, they can only use their mouths. The team with more apples wins and scores one more point

- **3rd test: "Changing identities"**

One participant from each group has to dress up as someone from the other sex. The members of each group will help by using all kind of accesories, clothes, make up, etc. One supervisor chooses the team with the best costume and this team scores a point.

- **4th test: "Carring materials"**

Each group places in circle and participants put a balloon in the middle. They can only hold the balloon by using their bellies, without using their hands. They cannot let it fall. Once both groups are ready, they will start a race. Each group has to reach the finishing line and come back. The one which arrives first, scores another point.

- **5th test: "The hunting"**

Before starting the hunting, supervisors have to place 5 empty tins, one next to another at a distance of 6 meters from the place where contestants are. Each group has some stones, as well as their own tins. The team that brings more tins down will score another point. They have a maximun of 5 minutes. The test begins and finishes when the supervisors blow their whistles.





**NAME OF THE GAME:**

**In the land of the blue checkered**

**COUNTRY:**

Germany

**SCHOOL:**

Grundschule Woffenbach

**THEME:**

Equality

**AGE GROUP:**

6 to 8 years

**GROUP SIZE:**

15 to 30 pupils

**TIME:**

15 minutes

**RELATED THEMES/RIGHTS:**

Citizenship, solidarity, justice, dignity

**OBJECTIVES:**

Encourage team work

**MATERIALS:**

Clothes in different colours, song text

**PREPARATION:**

No preparation

**INSTRUCTIONS:**

Musical comedy

"Song of otherness"



## "In the land of the blue checkered"

There are some different countries, one of them is the the land of the "blue checkered", another country is the land of the "red spotted" and the third country is the land of the "green striped". In these countries they only like persons from their own kind but they don't like persons who are different.

But there is also the land of the "yellow dotted", and in this land everybody is welcome. So in this land we are "variegated".

So there we are all the same, because we are all different.





## NAME OF THE GAME:

Rabbit hunting

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Equality

### AGE GROUP:

6 to 10 years

### GROUP SIZE:

15 to 30 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Citizenship, solidarity, justice, freedom

### OBJECTIVES:

Encourage team work

### MATERIALS:

No materials

### PREPARATION:

No preparation

### INSTRUCTIONS:

There is a rabbit and a hunter, the other children are the forest. Two children standing close as a couple symbolize a tree.





The hunter tries to catch the rabbit running through the forest. If the rabbit is exhausted, it rescues itself by touching a tree. But immediately the nontouched part of the tree-couple turns now into the new rabbit and has to run away from the hunter. If the hunter catches the rabbit, both children change their roles. So the rabbit will be the hunter now and the hunter will be the rabbit.

Variation on a higher level:

Every time the rabbit needs a rest and stands next to a tree, the hunter becomes the rabbit and the newly exchanged child becomes the hunter.

Idea of the game:

Every child must slip into different roles quickly. In each role all children have to do the same.



## NAME OF THE GAME:

### The Equality Tree

#### COUNTRY:

Italy

#### SCHOOL:

I. C. "Via della Tecnica"

#### THEME:

Equality

#### AGE GROUP:

8 to 16 years

#### GROUP SIZE:

Couples or groups of three - there is not a maximum number of participants

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Equality (the game can be used as a preparation about each right), right to diversity

#### OBJECTIVES:

Learning the meaning of the word EQUALITY, increasing the lexicon, learning that words and concepts (and the world) is not easy to be divided between good and bad

#### MATERIALS:

Paper sheets, pens/pencils



### PREPARATION:

Brainstorming about a word/concept; reflect with students about equality and diversity as different aspects of the same thing

**INSTRUCTIONS:**

Divide the students into couples or groups of three, give them a sheet. Tell the students to write the word equality in a circle on the left side of the sheet, link two words to the first using association of ideas. Make the same thing with each word chosen and go on until the time is finished (expand the tree as much as possible). The winner is the biggest tree.

Optional:

Ask the students to write a text linking all the used words





## NAME OF THE GAME:

### Witnesses Of Equality

#### COUNTRY:

Italy

#### SCHOOL:

I. C. "Via della Tecnica"

#### THEME:

Equality

#### AGE GROUP:

8 to 16 years

#### GROUP SIZE:

Couples or groups of three - there is not a maximum number of participants

#### TIME:

30 minutes

#### RELATED THEMES/RIGHTS:

Civil rights, citizenship, freedom

#### OBJECTIVES:

Recover an old street game; research information about important people fighting for equality; playing and respecting rules

#### MATERIALS:

Coloured chinks, bottle caps, open space (street or a place like the street)

#### PREPARATION:

Each group (2 or 3 students in each group) draws on the street a track for the caps. In every track has to be inserted zones dedicated to an equality witness.

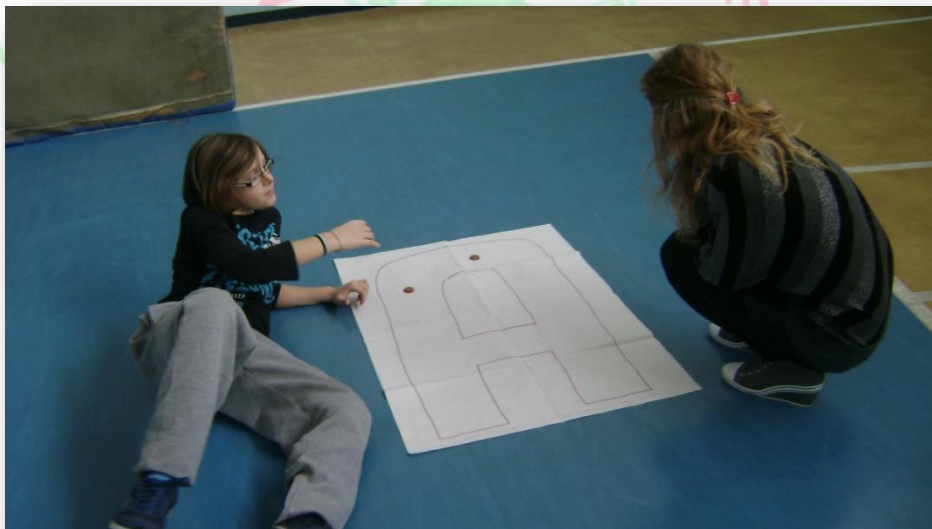
For each witness the group decides a bonus/penalty and write it out of the track.



If it is not possible to use an open space, the game can be played indoor drawing tracks on big paper sheets.

### INSTRUCTIONS:

Decide the first student to begin drawing lots. The first student throws his/her cap on the track. When a cap enters the zone dedicated to an equality witness, read and use the bonus or the penalty. The winner is the first to reach the end of the track.



# CITIZENSHIP





## NAME OF THE GAME

### Being A Good Citizen

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS, Dungannon

#### THEME:

Citizenship

#### AGE GROUP:

9 to 16 years

#### GROUP SIZE:

2 or more pupils

#### TIME:

45 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity, respect

#### OBJECTIVES:

Understand the meaning of being a good citizen. Children can explore meaning of citizenship. Children to appreciate the importance of being a good citizen.

#### MATERIALS:

Dictionary

[http://www.bbc.co.uk/northernireland/schools/11\\_16/citizenship/teachers/sectionarianism.shtml](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/teachers/sectionarianism.shtml)

Internet, A3 sheets and markers



## INSTRUCTIONS:

Use a dictionary to find the meaning of the word "citizenship". Discuss meaning.

What does it mean to be a good citizen? In groups, get the class to brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behaviour they identify. Compare their list with other groups.

Look specifically for:

- A good citizen is someone who:
- Respects others and their property
- Is helpful and considerate, willing to put others first
- Listens to the views of others and respects opinions of others
- Helps people who aren't in a position to help themselves
- Respects the environment and doesn't damage it in any way
- Works hard
- Is well mannered and pleasant
- Is always willing to learn
- Respects all nationalities
- Respects authority

Ask children to research famous people and people they know who are good citizens, who are their heroes. Design a poster on good citizens. Display in class.

An excellent resource for citizenship, maybe an interesting tool for teachers and pupils from other countries to gain an insight into Northern Ireland and its specific difficulties with Citizenship:

[http://www.bbc.co.uk/northernireland/schools/11\\_16/citizenship/teachers/sectionarianism.shtml](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/teachers/sectionarianism.shtml)



## NAME OF THE GAME:

### Self Acceptance

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS Dungannon

#### THEME:

Citizenship

#### AGE GROUP:

9 to 11 years

#### GROUP SIZE:

Individual and whole class

#### TIME:

45 minutes

#### RELATED THEMES/RIGHTS:

Equality, humanity

#### OBJECTIVES:

Children to gain appreciation of what makes them individual and what makes them similar. Children explore themes of empathy.

#### MATERIALS:

Box, paper, markers, decorations for box, speaking object

#### INSTRUCTIONS:

Seat the children in a circle and place a large box in the centre. Explain to them that this is a treasure chest that will be filled with all of the things that they can





do. To begin, ask each child to write on a small piece of paper one thing that they can do well (suggestions include I can run, sing, jump, swim, bake, listen, walk, write, ride a bike, paint or help others). Next, ask the children to fold the piece of paper and place it in the treasure chest. Then invite each child to select a piece of paper and read aloud what is on it. Affirm their abilities by talking about all of the skills and talents that they collectively share as a class. Complete the activity by asking each child to finish the sentence:

One thing I like to do is

Other talking points could be:

- One thing I really like doing is ...
- One thing I really don't like doing is ...
- If I could be from another country I'd be from ...
- If we had no school today I could be ...
- The film/T.V. programme I would most like to star in is ...
- The place I would most like to visit in the world is ...
- One thing I would like to change about myself is ...
- One thing I would like to change in my school is ...
- One thing I would like to change in the world is ....

At a later stage, consider having the children decorate the box to resemble a treasure chest and add to it as they develop new skills. Pass the speaking object around the circle and as each child receives it, invite him/her to complete one of the statements above. Remember, each child is also free to pass. Come back to those who have passed at the end of each round to see if they wish to contribute. Take a few minutes to discuss the similarities and differences in the responses, but emphasise that all are of equal value.



## NAME OF THE GAME:

Buzzer game

## COUNTRY:

Cyprus

## SCHOOL:

Lynopetra Gymnasium

## THEME:

Citizenship, solidarity, freedom

## AGE GROUP:

The game is appropriated for children from 12 to 15 years old

## GROUP SIZE:

Two teams (group) of students

## TIME:

One school period

## RELATED THEMES/RIGHTS:

Dignity, equality, human rights, peace

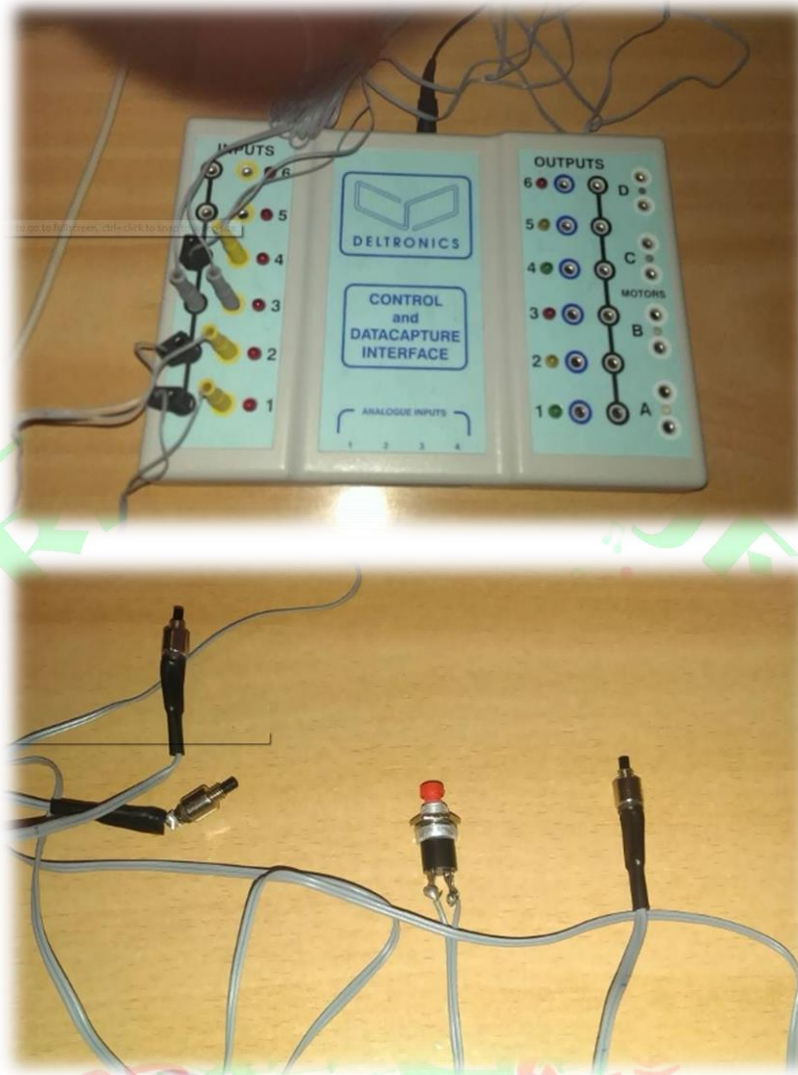
## OBJECTIVES:

Students to learn about solidarity, citizenship and freedom as well as come across other important issues like human rights, Peace, love, support etc.

## MATERIALS:

The buzzer game is setup by connecting a computer to a control-box (Deltronics Control and Datacapture box). The control-box has inputs and outputs. Also, the "Univeral Logicator" software was used to write the program of the game and manage the communication of the pc with the control box.





Otherwise: Five questions with images or videos that the teacher will show to the students on a video projector. The images or videos must be related to the themes (Citizenship, Freedom and Solidarity)

### **INSTRUCTIONS:**

To play the game, two push-buttons and two lamps are connected respectively to the inputs and the outputs of the control-box. So, the game is played with two teams trying to press their push button first so as to get the chance of earning points from the questions that pop-up. The teams have five questions from which the fastest team gets the chance to gain points. Once the fastest team presses





the push-button, their indicator lamp turns on and they get the chance to earn up to five points as they play with one of the following questions:

**One question** that pops up deals with the term Citizenship (is a TRUE/FALSE type question).

**A second type question** that pops up, asks the team that pressed first the push button to write 15 words that come up to their mind and they believe that they were the most popular answers to what they watched. (A classroom was asked to watch the clip and wrote down words that best described what they watched. From their answers, the five most popular ones were written down as the correct ones to be requested by the player).

For each word that the player/team wrote and is among the five most popular ones, they earn one point (maximum points=5). The clip was about, Solidarity/Health/family/hope/support/love/.

**A third question** that pops up is similar to the second one but the main themes of the clip are Teamwork/ Humanity/Mutual help/Love/Care.

**A fourth question** is a clip with two kids talking in Italian language. The team has to find the language as well as translate the dialogue into their native language (Greek).

**A fifth type question** is similar to the second one but the main themes of the clip are Freedom/Peace/Refugee/Fear/Human rights.

Finally, the team with the most points collected wins the buzzer game!

When the game finishes or in another school period, the teacher can raise questions and discuss with the kids about aspects of freedom, citizenship and solidarity.



### Examples of discussion are:

1. What forms the basis of solidarity varies between societies. Discuss.
2. What comes to mind when you hear the word 'freedom'?
3. Do you have as much freedom as you want in your life?
4. In what ways does your country take away your freedom?
5. Was there a time in your life when you had a lack of freedom?
6. Do men or women have more freedom in your country?
7. How important is freedom for you?
8. Do you agree we must be free to bear arms (have a gun)?
9. What kind of stories do you hear in the news related to freedom?
10. Do you think many people misunderstand the concept of freedom?
11. The philosopher Rousseau said "Man is born free, and everywhere he is in chains". What do you think of this?
12. Citizens are members of a state or a nation. Citizenship is the process of being such a member. It is how we make society work, together. Discuss.



## NAME OF THE GAME:

### Animal Game

#### COUNTRY:

Germany

#### SCHOOL:

Grundschule Woffenbach

#### THEME:

Citizenship

#### AGE GROUP:

6 to 12 years

#### GROUP SIZE:

20 to 30 pupils

#### TIME:

15 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity, justice

#### OBJECTIVES:

Encourage team work

#### MATERIALS:

Animal cards

#### PREPARATION:

Preparation of the animal cards

#### INSTRUCTIONS:

All children run around in the gym. The animal cards lay concealed in the middle of the gym.





Each child must take a card at a signal. Now the same two animals have to find each other. But it is only allowed to pantomime the particular animal or to "speak" with the respective animal sounds. In one variant of the game, the players must always find four animals, for example: the group "pets" consists of two cats and two dogs.



## NAME OF THE GAME:

### Quartet

#### COUNTRY:

Germany

#### SCHOOL:

Grundschule Woffenbach

#### THEME:

Citizenship

#### AGE GROUP:

6 to 12 years

#### GROUP SIZE:

4 or 6 pupils

#### TIME:

15 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity, justice

#### OBJECTIVES:

Encourage team work

#### MATERIALS:

Quartet cards

#### PREPARATION:

Preparation of the quartet cards

#### INSTRUCTIONS:

Shuffle the cards and evenly distributed them to the players evenly. Each player looks at the cards. Play proceeds clockwise. The gambler who sits left to the



- a) Croatian flag
- b) country-outline
- c) vocabulary
- d) interesting facts



- a) Croatian flag
- b) country-outline
- c) vocabulary
- d) interesting facts

Dobar dan!  
Dobra večer!  
Dobro jutro!  
Laku noć!  
Do viđenja!  
Hvala!  
Molim.  
Da / Ne.

- a) Croatian flag
- b) country-outline
- c) vocabulary
- d) interesting facts

capital city: Zagreb  
official language: Croatian  
country's territory: 56 538 m²  
population: ca. 4,29 million  
nationality plate: HR  
currency: kuna

- a) Croatian flag
- b) country-outline
- c) vocabulary
- d) interesting facts



- a) Italian flag
- b) country-outline
- c) vocabulary
- d) interesting facts



- a) Italian flag
- b) country-outline
- c) vocabulary
- d) interesting facts

Buona giornata!  
Buona sera!  
Buon giorno!  
Buona notte!  
Arrivederci!  
Grazie!  
Prego!  
Sì / No.











- a) Italian flag
- b) country-outline
- c) vocabulary
- d) interesting facts

capital city: Rome  
official language: Italian  
country's territory: 301 263 km²  
population: ca. 60 million  
nationality plate: I  
currency: euro

- a) Italian flag
- b) country-outline
- c) vocabulary
- d) interesting facts



disposer begins. He now asks one player after a certain, him missing card. If the other player owns this card, he has to give this card to the questioner. In this case the questioner is allowed to continue to ask. If the questioned player do not own the card, it is his turn now questioning the players after him missing cards. The winner is the player, who owns the most complete quartets at the end.

 <p>a) Spanish flag b) country-outline c) vocabulary d) interesting facts</p>	 <p>a) Spanish flag b) country-outline c) vocabulary d) interesting facts</p>	<p>¡Hola! ¡Buenos días! ¡Buenas tardes! ¡Buenas noches! ¡Hasta la vista! ¡Gracias! por favor sí / no</p> <p>a) Spanish flag b) country-outline c) vocabulary d) interesting facts</p>	<p>capital city: Madrid official language: Spanish country's territory: 505.990 km<sup>2</sup> population: ca. 46,7 million nationality plate: E currency: euro</p> <p>a) Spanish flag b) country-outline c) vocabulary d) interesting facts</p>
 <p>a) British flag b) country-outline c) vocabulary d) interesting facts</p>	 <p>a) British flag b) country-outline c) vocabulary d) interesting facts</p>	<p>Good day! Good evening! Good morning! Good night! See you again! thank you please yes / no</p> <p>a) British flag b) country-outline c) vocabulary d) interesting facts</p>	<p>capital city: London official language: English country's territory: 243.820 km<sup>2</sup> population: ca. 63 million nationality plate: GB currency: GBP (British pound)</p> <p>a) British flag b) country-outline c) vocabulary d) interesting facts</p>
 <p>a) Cyprian flag b) country-outline c) vocabulary d) interesting facts</p>	 <p>a) Cyprian flag b) country-outline c) vocabulary d) interesting facts</p>	<p>καλημέρα [kali mera] καλησπέρα [kali spera] καλημέρα [kali mera] καληνύχτα [kali nichta] καλή αντάμωση! [an'damosi] ευχαριστώ [efcharis to] παρακαλώ [paraaka to] ναι / όχι [ne]/[ochi]</p> <p>a) Cyprian flag b) country-outline c) vocabulary d) interesting facts</p>	<p>capital city: Nicosia official language: Greek, Turkish country's territory: 9.251 km<sup>2</sup> population: ca. 838.897 nationality plate: CY currency: euro</p> <p>a) Cyprian flag b) country-outline c) vocabulary d) interesting facts</p>
 <p>a) German flag b) country-outline c) vocabulary d) interesting facts</p>	 <p>a) German flag b) country-outline c) vocabulary d) interesting facts</p>	<p>Guten Tag Guten Abend Guten Morgen Gute Nacht Auf Wiedersehen Danke Bitte Ja / nein</p> <p>a) German flag b) country-outline c) vocabulary d) interesting facts</p>	<p>capital city: Berlin official language: German country's territory: 357.167 km<sup>2</sup> population: ca. 82 million nationality plate: D currency: euro</p> <p>a) German flag b) country-outline c) vocabulary d) interesting facts</p>
 <p>a) Turkish flag b) country-outline c) vocabulary d) interesting facts</p>	 <p>a) Turkish flag b) country-outline c) vocabulary d) interesting facts</p>	<p>iyi günler iyi akşamlar günaydın! İyi geceler allah'a ismarladık teşekkürler lütfen evet / hayır</p> <p>a) Turkish flag b) country-outline c) vocabulary d) interesting facts</p>	<p>capital city: Ankara official language: Turkish country's territory: 814.578 km<sup>2</sup> population: ca. 76 million nationality plate: TR currency: TRY (Turkish lira)</p> <p>a) Turkish flag b) country-outline c) vocabulary d) interesting facts</p>





## NAME OF THE GAME:

### Building the European Citizen

#### COUNTRY:

Italy

#### SCHOOL:

I. C. "Via della Tecnica"

#### THEME:

Citizenship

#### AGE GROUP:

8 to 16 years

#### GROUP SIZE:

2 to 6 pupils

#### TIME:

60 to 90 minutes

#### RELATED THEMES/RIGHTS:

Equality

#### OBJECTIVES:

Playing respecting rules; use the team game as exercise of citizenship; learn information about European countries

#### MATERIALS:

Panel, citizen in pieces to build up, dice, pawns

#### PREPARATION:

Print the panel and collect pawns, prepare the European citizen



## INSTRUCTIONS:

Each player must throw the dice and move the pawn depending on the number written, following the European path. Each player gains a citizen's piece when he/she stops on the boxes indicating that part of the body. To gain effectively that part of the body, the player must answer correctly 5 questions. If he/she does not answer correctly, the other group plays its turn. The winner is the player who gains all parts of the body building up the European citizen.



## NAME OF THE GAME:

Phileas Foggs' travels

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Citizenship

### AGE GROUP:

8 to 16 years

### GROUP SIZE:

3 to 5 pupils

### TIME:

60 minutes

### RELATED THEMES/RIGHTS:

Equality

### OBJECTIVES:

Playing respecting rules, use the team game as exercise of citizenship, learn information about European countries

### MATERIALS:

Panel, dice, pawns, hourglass, questions

### PREPARATION:

Print the panel and collect pawns; write questions about European countries;  
write a list of penances





## INSTRUCTIONS:

Each player must throw dice and move the pawn depending on the number written, following the panel. Each player must answer a question about European countries read by the adversary group. He/she has the time of an hourglass. If the player doesn't answer correctly the question, he/she has to stop for a turn.

Some boxes have special features:

**Jolly:** you can move a box more

**Burn box:** you have to do a penance (in a list prepared by students)

**Smile:** you have to collect this smile to be used when you'll be in the Stop box

**Comenius:** you can lunch your dice once more

**Stop:** you have to stop for this turn (if you have a Smile you can go on playing)

The winner is the player who first arrives at the end of the itinerary.



## NAME OF THE GAME:

Hunter of Truth

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Citizenship

### AGE GROUP:

Suitable for 10 to 13 years old

### GROUP SIZE:

2 groups, 8 or more players in each group

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Citizenship

### OBJECTIVES:

The aim of this game is let the students to distinguish rights and responsibilities, as the main components of citizenship, which will raise awareness about citizenship concept.

### MATERIALS:

Board marker, fly hunter



## **PREPARATION:**

The rules of the game should be told to the players.

## **INSTRUCTIONS:**

The concept of citizenship and our rights and responsibilities as a citizen are discussed with the students and a list about our rights and responsibilities is consisted.

Two big circles are drawn on the white board. "Rights" is written in one of them and "responsibilities" is written in the others.

The students are divided into 2 groups and each group is stated as a line at an equal distance to the white board.

The referee reads a statement from the list which includes our rights and responsibilities as citizens. As soon as the referee reads the statement, the first players of each group who has the fly hunters tries to find out is that statement a right or responsibility and slap the right circle. The first player who slaps the right circle can pass at the end of his/her line and let the group to continue the game.

For example, if the referee reads a keyword about our rights such as "education", then the students should slap rights circle. If the referee reads a keyword about our responsibilities such as "voting", then they need to slap responsibilities circle. The first group who complete the line is the winner of the game.





## NAME OF THE GAME:

Snail

## COUNTRY:

Turkey

## SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

## THEME:

Citizenship

## AGE GROUP:

Easy

## GROUP SIZE:

4 players

## TIME:

20 minutes

## RELATED THEMES/RIGHTS:

Citizenship

## OBJECTIVES:

The aim of this game is letting the students to gain the idea of we have to pay something such as energy and toil to gain our rights: and we should get some services from our governments in exchange for fulfilling our responsibilities. Also 4 different main area of our rights and responsibilities as citizens - education, health, social, individual- are included into this game to be considered by players.

## MATERIALS:

Game board, a dice, 4 pointer, hourglass, tokens



## **PREPARATION:**

The game rules should be told to the players.

## **INSTRUCTIONS:**

The game board includes many different items as explained below:

Responsibility which means give 1 token

Rights which means get 1 token

Dance in a crazy way during 1 min

Don't play for the next tour

Follow the arrow

Change your seat with the next one

Give back 2 tokens

Get 2 tokens

Truth or dare!

Guggle for 1 min

Give an example to rights or responsibilities according to color of the thought bubble.

blue: education green: health pink: social purple: individual

Stay without moving, even if your friends try to make you laugh

Not allowed to speak for 1 tour

Try to make laugh your friends

Turn back to the beginning, point

Play one more time

When the players roll the dice, they need to make the defined missions. If they don't do, then they will not be allowed to continue and turn back the previous square.





Especially rights and responsibility concepts should be discussed during the game. If it discussed in an effective way before, then they never forget which means giving token and which means getting token.





## NAME OF THE GAME:

City - Country - River

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Citizenship

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

Two or more pupils

### TIME:

25 minutes

### RELATED THEMES/RIGHTS:

Equality

### OBJECTIVES:

For fun

### MATERIALS:

A sheet of paper for writing down the results, "Wheel of Fortune", a pencil for each player

### PREPARATION:

Every player needs his worksheet and a pencil. Even so the "Wheel of Fortune" has to be ready.



## INSTRUCTIONS:

First you spin the „Wheel of Fortune“. The teacher speaks out the name of the country. Then the pupils are supposed to fill in the table with fitting terms as fast as possible. The fastest pupil shouts „Stop!“ The aim of the game is to achieve as many points as possible. For the categories capital and language the pupils get ten points if they have the correct answer. For the other categories you get ten points if you have a unique solution. If other pupils have the same solution you will only get five points.

Categories of „City – Country – River“

capital	language	famous People	food	sights	things we have in common	main national sports	typical name



## NAME OF THE GAME:

Country Memory

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Citizenship

### AGE GROUP:

You can play the game when you reach the age of 10

### GROUP SIZE:

Two to four pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Dignity

### OBJECTIVES:

Pupils get to know typical specifics about other countries

### MATERIALS:

30 cards

### PREPARATION:

Read the instruction. Shuffle the cards and put them reversed onto the desk (so that the pictures can't be seen).

### INSTRUCTIONS:

The youngest player begins the game.





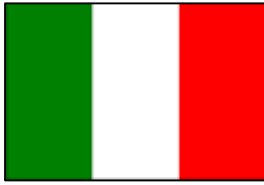
You turn one card that you like than you try to find the two cards which belong to the first one. You only can turn three cards at once.

- If you find all the three cards of one country, you have to take it on a pile in front of you. Then you turn another card and try to find the two other cards belonging to this one.
- If you don't find all, you have to return the cards and the player who is sitting next to you on the left side is on turn.

The game ends, when all cards have been turned and put together to the correct country on the player's piles.



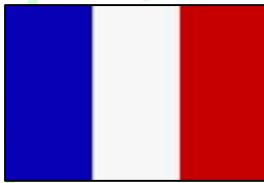
### Italy:



### Croatia:



### France:



### Sweden:



### USA:



### Great Britain:



### Cyprus:



### Germany:



### Turkey:



### Spain:





## NAME OF THE GAME:

Music Quiz

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Citizenship

### AGE GROUP:

You can play the game when you reach the age of 10

### GROUP SIZE:

1 to 99 people

### TIME:

It takes 10 to 15 minutes

### RELATED THEMES/RIGHTS:

No related themes/rights

### OBJECTIVES:

Learn the music of other countries

### MATERIALS:

The video <https://www.youtube.com/watch?v=AK6n4Fj5NH8&feature=youtu.be>, the questionnaire, the solutions, a pencil or a pen

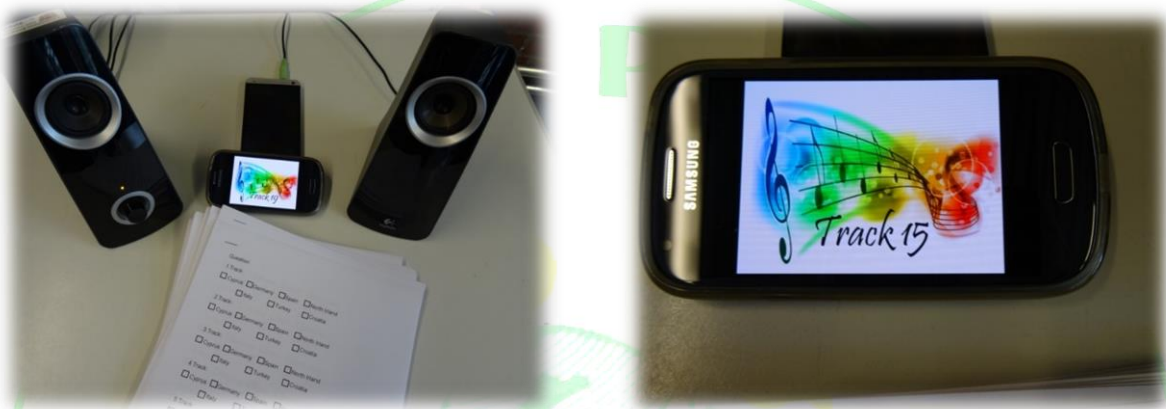
### PREPARATION:

Read the instructions. Each player needs a questionnaire. You need the video of the game.



## INSTRUCTIONS:

The players have to sit in front of the equipment, which is shown in the video. They have all there questionnaires in front of themselves. When the video starts the players have to cross the right country for each song. After this the questionnaire will be corrected, the one with the fewest mistakes wins the game.



Track	Cyprus	Croatia	Germany	Italy	Northern-Ireland	Spain	Turkey	ok
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
34								
35								





- 
- |                        |                    |
|------------------------|--------------------|
| 1.Track: Cyprus        | 2.Track: Germany   |
| 3. Track: North Irland | 4.Track: Spain     |
| 5.Track: Germany       | 6. Track: Croatia  |
| 7.Track: Spain         | 8. Track: Turkey   |
| 9.Track: Italy         | 10. Track: Italy   |
| 11.Track: Cyprus       | 12.Track: Italy    |
| 13.Track: North Irland | 14.Track: Spain    |
| 15.Track: Italy        | 16.Track: Germany  |
| 17.Track: Turkey       | 18.Track:Spain     |
| 19.Track: Spain        | 20.Track: Germany  |
| 21.Track: Italy        | 22.Track:Croatia   |
| 23.Track: Spain        | 24.Track: Germany  |
| 25.Track :Croatia      | 26.Track : Italy   |
| 27.Track : Spain       | 28. Track: Germany |
| 29.Track: Cyprus       | 30. Track: Turkey  |
| 31.Track: North Irland | 32.Track: Germany  |
| 33.Track:Croatia       | 34.North Irland    |
| 35.Track :Germany      |                    |



## NAME OF THE GAME:

The citizen dictionary

### COUNTRY:

Spain

### SCHOOL:

IES Carlos Cano

### THEME:

Citizenship

### AGE GROUP:

12 to 16 years old

### GROUP SIZE:

A minimum of 4 pupils

### TIME:

1 to 2 hours

### RELATED THEMES/RIGHTS:

Citizenship

### OBJECTIVES:

1. Establishing cooperation among people in a group to achieve a common task or objective.
2. Explaining and distinguishing ideas in relation to citizenship.
3. Focusing coexistence among human beings on respect, equality and tolerance.
4. Learning to respect other people's opinion.



## **MATERIALS:**

A dictionary, a pair of scissors, a vocabulary bank of citizenship, a piece of paper for each participant, a pen for each one.

## **PREPARATION:**

One of the players, the picker of the turn, will be in charge of the dictionary, and will have to choose a card. This player must ensure that all the other players, take equal numbers of turn. A different person could be in charge in each turn.

## **INSTRUCTIONS:**

The objective of the game is to guess the definition of a word related to citizenship. Once a card has been chosen and spelt to the other players, they must write a definition of the word and submit it to the word picker. The picker of the turn shuffles the definition including his/her own which is provided by the dictionary. All the definitions must be read at loud. The participants must choose the one they believe it's the correct one. The player who votes for the right definition receives 5 points. One extra point will receive the player whose definition is voted as the right one by the other players. The pickers earn three points if no one selects the correct definition. Now, the turn of the dictionary will change.





## NAME OF THE GAME:

Who wants to be a real citizen?

### COUNTRY:

Spain

### SCHOOL:

IES Carlos Cano

### THEME:

Citizenship

### AGE GROUP:

14 to 18 years

### GROUP SIZE:

Four groups of two pupils each group

### TIME:

From 1 to 2 hours

### RELATED THEMES/RIGHTS:

Citizenship

### OBJECTIVES:

Improving people's general knowledge about citizenship since this is a concept which covers a great amount of aspects thought to assure public welfare.

Following the rules of the game as a mean of learning how to respect the rules of the society citizens are part of.

Encouraging a positive attitude and behaviour bringing our students face-to-face with different situations and moral dilemmas.



Making possible that coexistence among human beings is based on respect, equality and tolerance.

Learning about citizens' rights and duties.

### **MATERIALS:**

A board, a number of cards containing questions and four possible answers, four pawns/playing pieces, a dice

### **PREPARATION:**

Pupils are divided into four groups. They are placed in front of the board and the rules of the game are explained. It is important to mention that questions will be classified in four main groups, namely: moral dilemmas, rules, human rights and personal relationships.

### **INSTRUCTIONS:**

The objective of the game is to move around the board by correctly answering questions related to citizenship. Questions are split into four categories, with each one having its own colour to identify itself. These are: moral dilemmas (blue), rules (pink), human rights (yellow) and personal relationships (green).

During the game, players move their pawns around the board which is shaped like a wheel. It is divided into spaces of different colours. The first group will throw the dice and will lead their pawn as many squares as numbers in the dice show. Then, they will have to answer a question according to the colour of the square. If the player answers the question correctly, their turn continues; if the answer is incorrect, the players miss their turn.

Some spaces say "roll again" giving an extra roll of the dice to the player. Any number of playing pieces may occupy the same space at the same time.



Once a group has reached the centre of the board, they will have to answer a question in a category selected by the other players. If this question is answered correctly, that group will win the game. Otherwise, the players must leave the centre of the board and try again on their next turn.

The game will be won when one of the groups reaches the central square and answers the question selected by their opponents correctly.





Mention a human right

A country where human right is rights is violated

Whats a dilemma?

How can you define moral dilemma?

1-A democratic society must be based on a number of fundamental laws called...

Read Voltaire's quotation and explain what principle did he defend?  
"I do not agree with what you have to say, but I'll defend to the death your right to say it!"

1-An altruistic person is someone who is unselfishly concerned for or devoted the welfare of others. Is this true or false?

The respect for/or favourable opinion of oneself is called...

The Democratic Republic of Congo

Name of document which contains all rights to which all human beings are inherently entitled

Its a choice between two morally questionable courses of action

The dilemma based on the choice between two people or things that will result in the death or destruction of the person or thing not chosen is called...

He supported tolerance

Definition of social discrimination

Self esteem

How do you describe personality?



Universal Declaration of Human Rights

Number of articles of the Universal Declaration of Human Rights



The combination of characteristics that make one person unique

A rigid and flexible image, which may be positive or negative, of the characteristics of a person or group is called...

30 articles

Named a country where there is no freedom of speech



Stereotype

Name an example of racism in history



Iran , North Korea, Nepal...

Name a country which is in favour of the Universal Declaration of Human Rights

Dilemma tales

Another way to call moral dilemmas is...

In a democratic state all people have the same rights

The form of government in which citizens participate equally, either directly or through elected representatives, in the proposal, development and creation of laws and where equality and freedom are its most important characteristics is called...

The slave trade, the genocide against the Jewish during World War II...

Name a country which allows same-sex couples to marry

Spain, France, UK...

Someone who, individually or with others, acts to promote or protect human rights is called...

Ethical dilemmas

There are truly 'right' answers to moral dilemmas, true or false?

Democracy

Name two varieties of democracy

Spain, Portugal, Norway...

Name a famous person with disability





Human Right Defender

The organization which promotes which promotes and encourages respect for human rights is called

False. They often ask you to compare two different moral imperatives and choose which one you feel is the most important one

If we accept that it is morally correct to never torture a living creature, and that it is morally correct to save a human's life if you have the ability to do so, how do you decide what to do if you can only save a human's life by torturing someone else?

Representative Democracy, Constitutional Monarchy, Republic...

Explain Mahatma Gandhi's words: 'Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit'

Beethoven, Jorge Luis Borges, Stephen Hawking...

Since we are part of a civil society, we have the duty to cooperate. Why?

United Nation

Human rights can be classified into three categories. They are...

All logical answers will be accepted

Imagine that a powerful alien were to visit Earth, with the ability to turn the world into a place where humans will be happy and peaceful forever. However, he demands a small child be given to him so that he can perform scientific experiments on it, causing the child a lot of pain. Should you hand over the child?

Democracies must practice tolerance, compromise and cooperation for them to work

How many countries are part of the European Union?

If we cooperate with the society we are part of, we can obtain common benefit or solve a common problem

What is an antonym of altruism?



Civil and political rights, economic rights and social and cultural rights

Name a film or book which deals with human rights



Selfishness

Why is emotional nature important in any type of human relationship?

Blood Diamond

Name a right which has ever been denied (or still is) to women



Because it gives us the opportunity of loving other beings as well as of communicating

The belief, held by certain people, that men are inherently superior to women is called...



Freedom of speech, freedom of thought, right to vote...

Name a right all children in the world should have

Yes, it can. Because it refers to the choice of paying the extortionist or suffering an unpleasant action

Several idioms describe dilemmas. What does 'between a rock and a hard place' mean?

Globalization

The four basic aspects of globalization according to the International Monetary Fund are...

Male chauvinism

Why is it important to maintain personal autonomy within a group?

Right to life, to freedom of thought, to education...

When did the United Nations General Assembly adopt the Universal Declaration of Human Rights?

Both objects or metaphorical than forks

What's a trilemma?

Trade and transactions, capital and investment movements, migration of people and the dissemination of knowledge

Give a definition for 'global village'

Because a person could lose his/her personal identity

Name a sexually transmitted disease





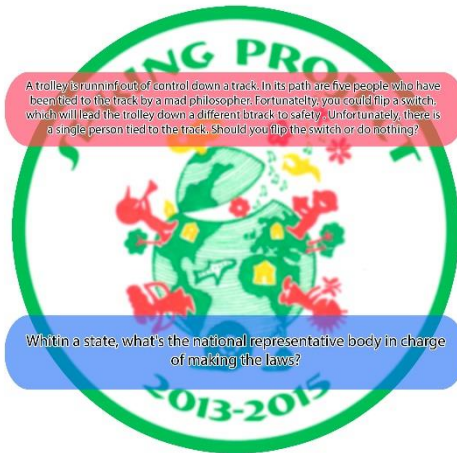
10th December 1948

Name a non- governmental organization which promotes the Declaration of Rights and tries to avoid human right violations



It's a dilemma with more than two forks

It's the idea that people are connected by easy travel, mass media and electronic communications and have become a single community



A trolley is run out of control down a track. In its path are five people who have been tied to the track by a mad philosopher. Fortunately, you could flip a switch, which will lead the trolley down a different track to safety. Unfortunately, there is a single person tied to the track. Should you flip the switch or do nothing?

Within a state, what's the national representative body in charge of making the laws?

AIDS or Acquired Immune Deficiency Syndrome

What does the word 'homophobia' mean?

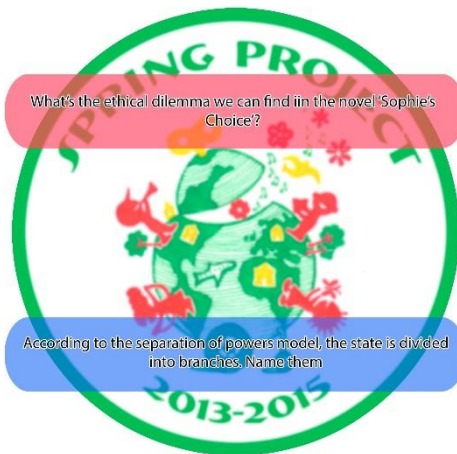
International Federation for Human Rights, Amnesty International

Name a country where rights are denied to people because of their religion



All answers will be accepted

The Parliament



What's the ethical dilemma we can find in the novel 'Sophie's Choice'?

According to the separation of powers model, the state is divided into branches. Name them

It's a range of negative attitudes and feelings towards homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender

Name two different types of families that can be found in modern society



Somalia

Torture is considered to be a violation of human rights. Can you name any others?

The main character, who is arrested by the nazis and sent to a death camp, is allowed a choice. One of her children will be spared the gas chamber if she chooses which one

A friend tells you he has committed a crime and you promise never to tell. Discovering that an innocent person has been accused of the crime, what should you do?

The legislature, the judiciary and the executive

Name a way people can protest against unjust actions or policies peacefully

The nuclear family, same-sex parenting, one-parent family...

In what way is the use of new technology deteriorating personal relationships?

Slavery, genocide, war crimes, crimes against humanity

What is the most fundamental right proposed by the Universal Declaration of Human Rights?

All logical answers will be accepted

Films like 'Devil's Advocate' or 'The Firm' deal with the same kind of moral dilemma. What's that?

Demonstrations, strikes...

What's the difference between a monarchy and a republic?

There is no need of physical contact in order to relate to people

Name a social networking website



Right to equality and non-discrimination

Name a singer who has written or sung related to human rights

The principle of confidentiality between lawyers and clients that compels them not to report anything done by the their clients even though it is not morally correct

Tom hates his wife so he decides to kill her by putting poison in her coffee. Joe also hates his wife and would like her dead too. One day Joe's wife accidentally puts poison in her coffee, thinking it's cream. Joe has the antidote, but he does not give it to her and lets her die. Is Joe's failure to act as Tom's

A monarchy is a form of government in which sovereignty is embodied in a single individual, the monarch. A republic is a form of government in which power is held by the people and representatives they elect

An organization whose membership consist of workers and union leaders, united to protect and promote their common interests is called...

Facebook, Twitter, MySpace...

Explain the meaning of the sentence 'know thyself'

Free Nelson Mandela by Afro Sound Machine , Hurricane by Bob Dylan

Name three characteristics of human rights

All logical answers will be accepted

The choice between providing charity and improving another's condition, and withholding it to prevent from becoming dependent is a type of dilemma called...

Trade Union

The legal right to vote for all adults gained through the democratic process is known as...

It's important to understand oneself in order t understand other people and not to pay attention t the opinion of the multitude

!The willingness to recognize and respect the beliefs or practices of others is called...





Universal, not transferable and respected by all human beings

Name a country where rights denied to people because of their skin colour

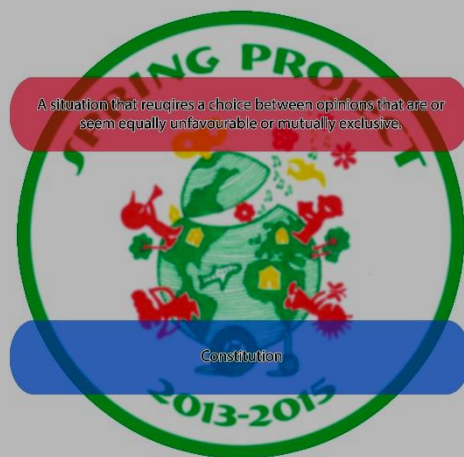


Tolerance

Name a famous person who fought against xenophobia or racism

India

Right to a fair trial, right to life, freedom of speech...



Martin Luther King, Nelson Mandela, Abraham Lincoln...

True



## NAME OF THE GAME:

### EU Puzzle

#### COUNTRY:

Croatia

#### SCHOOL:

Osnovna škola - Scuola elementare Dolac

#### THEME:

Citizenship

#### AGE GROUP:

9 to 12 years

#### GROUP SIZE:

Two groups; 2 to 10 pupils in each group

#### TIME:

One or two school hours

#### RELATED THEMES/RIGHTS:

Equality

#### OBJECTIVES:

To educate pupils about national symbols (flags) of EU member states (Turkey included); to learn and know the map of Europe; to develop the sense of citizenship, mutual respect and tolerance by respecting game rules

#### MATERIALS:

Puzzles of the map of Europe (2 pieces), map of Europe (2 pieces), flags on a stand of 28 EU member states, Turkey included, and 10 flags of other countries ( all X2)



## **PREPARATION:**

Prepare four benches, two for each group. Prepare puzzles, maps and flags on a stand for each group. Repeat flags of EU member states and Turkey. Prepare the map.

## **INSTRUCTIONS:**

The class is divided into two groups. Each group has to sort puzzles and put the flag on the appropriate EU member state and Turkey. Pupils in each group are divided in two subgroups: one subgroups sorts puzzles, the other subgroup puts flags on sorted puzzles.

After a certain period of time (30 minutes or less, if a group thinks that they have finished the task), the correctness of the task is being checked; each flag put on the right position brings 2 points and the wrong positioned flag brings one negative point.

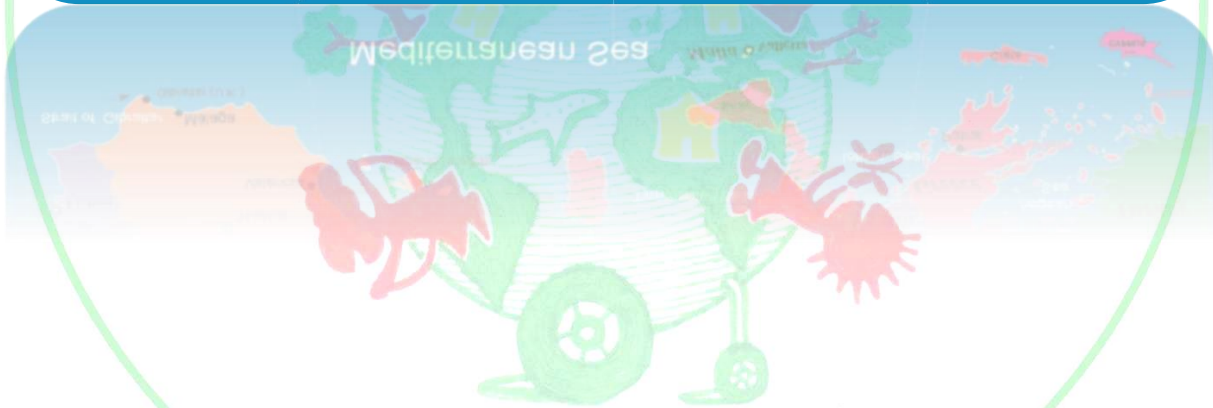
The winner is the group that has sorted the map correctly and that has a larger number of flags put on the right place. If the map is not sorted correctly, the group is disqualified.

### **Note:**

An additional task can be given. Selected pupils while checking flags can rise them and say a phrase that denotes affiliation to the nation of that state.







## NAME OF THE GAME:

Recognize me!

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Citizenship

### AGE GROUP:

10 to 14 years

### GROUP SIZE:

At least 2 pupils

### TIME:

One to two school hours

### RELATED THEMES/RIGHTS:

Equality

### OBJECTIVES:

To educate pupils about monuments and interesting facts of EU member states and Turkey: culture, history, architecture, economy, sport, capitals, etc.

### MATERIALS:

Computer, the game

### PREPARATION:

The folder GAME CITIZENSHIP save on the desktop. Check if the file QUIZ.htm can be opened and if the game works. If not, install the program HOT POTATOES





on your computer, and then open the file RECOGNIZE ME.jms in the folder *GAME CITIZENSHIP* and click on *BUILD UNIT*.

Before playing the teacher has to:

- show to pupils photos that illustrate monuments and interesting things related to EU member states and Turkey
- talk with pupils and explain why a certain photo represents a certain state
- use books, encyclopedias, maps, etc.

### **INSTRUCTIONS:**

Pupils are divided in groups on the base of how many computers the teacher has available. Each group starts the game and after every answer the teacher checks if the answer is correct and writes the percentage on a piece of paper (when defining capital cities, the teacher should calculate the percentage, 1/3 of correct answers is 33%, 2/3 of correct answers is 67% and 3/3 of correct answers is 100%). Pupils must not go to the following question until the teacher allows it and they aren't allowed to answer questions or join pairs more then once. At the end of the game the percentages are calculated. The winner is the group that has a higher percentage.





## AUSTRIA



The Mozartkugel



## BELGIUM



The European Parliament



## GERMANY



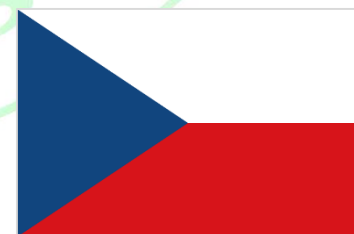
Audi



## CZECH REPUBLIC



Czech crystal



## SLOVAKIA



Čumil statue in Bratislava



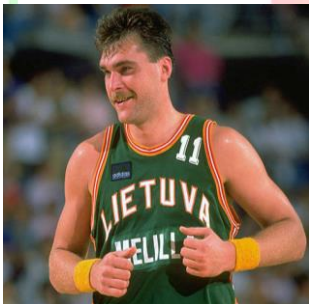
## POLAND



Pope John Paul II



## LITHUANIA



Arvydas Sabonis



## LATVIA



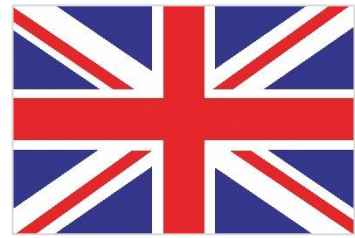
Building in Riga



## UNITED KINGDOM



Big Ben



## IRELAND



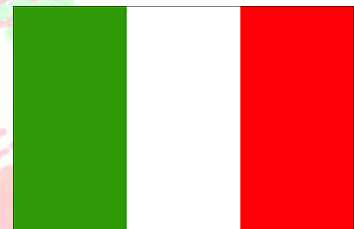
Symbol of Ireland



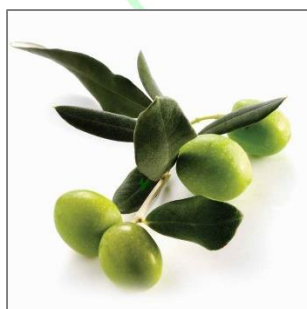
## ITALY



Gondola



## CYPRUS

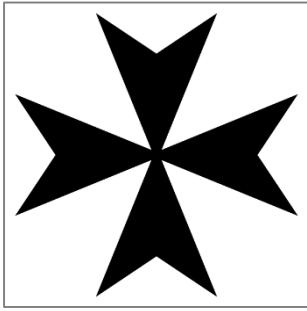


Olives

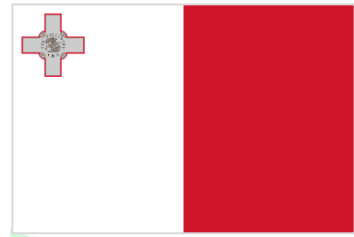




## MALTA



Maltese cross



## CROATIA



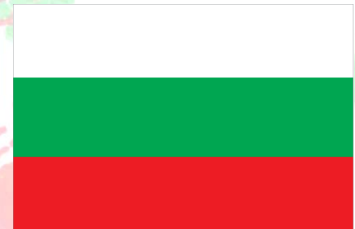
Licitar heart



## BULGARIA



Roses



## ROMANIA



Count Dracula



## ESTONIA



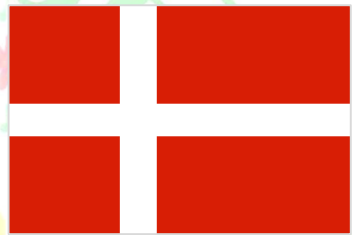
Coat of arms



## DENMARK



The Little Mermaid



## SWEDEN



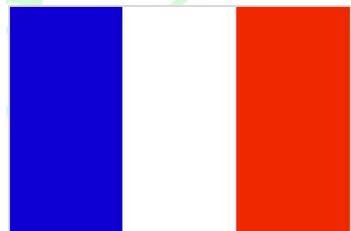
The company Ikea



## FRANCE



The Eiffel tower



## SPAIN



Flamenco dancer



## PORTUGAL



Cristiano Ronaldo



## HUNGARY



Hot peppers



## FINLAND



Santa Claus





## GREECE



Athens and Sparta



## LUXEMBOURG



European Investment Bank



## NETHERLANDS



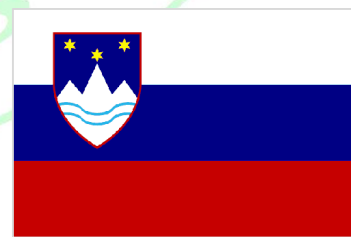
Tulips



## SLOVENIA



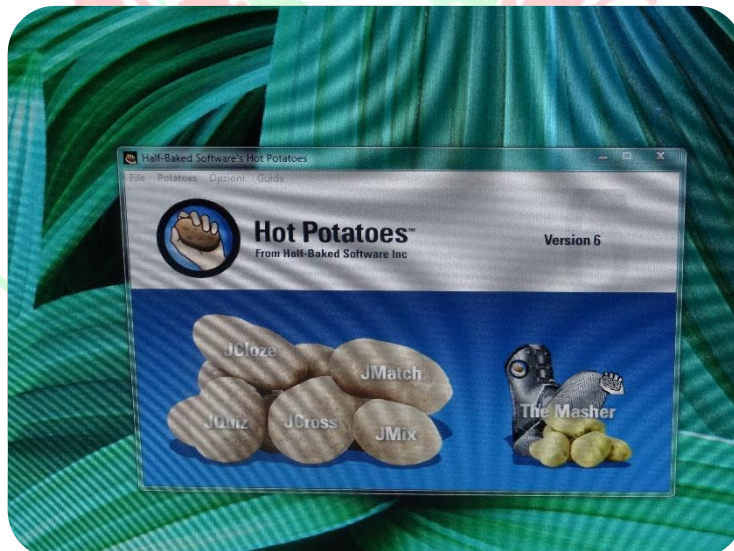
Tina Maze



## TURKEY



Turkish coffee





# SOLIDARITY





**NAME OF THE GAME:**

**Gymkhana for solidarity**

**COUNTRY:**

Spain

**SCHOOL:**

IES Carlos Cano

**THEME:**

Solidarity

**AGE GROUP:**

10 to 18 years old

**GROUP SIZE:**

Three groups of four pupils. The groups must be mixed with the same number of boys and girls.

**TIME:**

45 minutes

**RELATED THEMES/RIGHTS:**

Equality, solidarity, freedom

**OBJECTIVES:**

To establish cooperation among people in a group to achieve a common task or objective; to promote collaborative work, developing the participants' imagination while also strengthening group interaction; to be aware of the importance of solidarity and to promote supportive attitude.

**MATERIALS:**

Face painting, a rope, cones, small pieces of cardboard, potatoes sacks



## INSTRUCTIONS:

It consists of four tests:

- **1st test:** The four participants must paint their faces with the flag of a country.
- **2nd test:** The groups must be divided into couples. The couples must be girls with boys. With a rope, the participants have to tie up their legs with their couples. The couples have to overcome a circuit, if they fall over, they must start from the beginning of the circuit again
- **3rd test:** Both groups have to divide into couples again. The girl gets the boy using a wheelbarrow and starts another circuit. At the middle of the circuit, there will be two sacks for the couple. They must finish the circuit jumping with the sacks.
- **4th test:** At the end of the gymkhana, a coordinator will be waiting for the group. He will ask the group some questions about solidarity. If the group answers the questions correctly, they will win the gymkhana. But if they don't answer the questions correctly, they will return to the third test.

## EXAMPLE OF QUESTIONS:

1. Name someone who is wellknown for his/her supportive work (for instance, a Nobel Peace Award)
2. Sing a song about solidarity.
3. Talk, during 1 minute, about any supportive activity you can do in your community (family, school, village, ...)
4. What is the objective of the UNICEF?
5. What is the FAO?
6. What is the UNESCO?



## NAME OF THE GAME:

### Solidary songs

#### COUNTRY:

Spain

#### SCHOOL:

IES Carlos Cano

#### THEME:

Solidarity

#### AGE GROUP:

6 to 18 years old

#### GROUP SIZE:

The whole group of students, in pairs or groups of three

#### TIME:

30 to 45 minutes

#### RELATED THEMES/RIGHTS:

Solidarity, equality

#### OBJECTIVES:

1. Establishing cooperation among people in a group to achieve a common task or objective.
2. Knowing songs about solidarity and promoting solidary attitudes.

#### MATERIALS:

Notebook, pen, recorder (optionally), board or flip chart

#### PREPARATIONS:

No preparation





## INSTRUCTIONS:

Each pair or trio will propose a keyword to write a verse of any known song in relation to solidarity. They will specify the title and the singer.

The next pair or trio will have to continue with the same keyword and to write another verse of another song or, if they prefer, they will change the keyword.

All this information will be shown in cards on a board or flip chart, so that the whole group can identify the songs and go on playing.

For example:

Keyword: WORLD

Title and artists: We are the world, United Support of Artists for Africa.

Verse: We are the world, we are the children

We are the ones who make a brighter day

So lets star giving

During the development of this activity, students should be listening the songs to know them, focusing on lyrics,...

Once the pairs or trios have participate, students will organise themselves in gropups of 5 or 6 people to develop the second part of this game:

Humming the songs

Organising lyrics

Completing lyrics

On each turn, there will always be a member of a group heping an opposite group to achieve the goal.



# SOLIDARY SONGS GAME

**SPRING**

COMENIUS PROJECT

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

PRIZES

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O

2013-2015



## NAME OF THE GAME:

### Building Bridges

#### COUNTRY:

Germany

#### SCHOOL:

Altmühltal Realschule Beilngries

#### THEME:

Solidarity

#### AGE GROUP:

6 to 16 years

#### GROUP SIZE:

3 pupils or more (the whole class)

#### TIME:

15 minutes

#### RELATED THEMES/RIGHTS:

Freedom

#### OBJECTIVES:

To reach a target together

#### MATERIALS:

One chair for each person, enough space (classroom)

#### PREPARATION:

Read the instruction. Put the chairs in a circle, with about one meter distance between each. Determine one goal (that isn't far away from the chairs).

#### INSTRUCTIONS:

Every player stands on its own chair. Then you try to get all the chairs with their player on them without touching the floor to the goal.





[http://youtu.be/WtBB8Fy\\_egE](http://youtu.be/WtBB8Fy_egE)



## NAME OF THE GAME:

### Obstacle Course

#### COUNTRY:

Germany

#### SCHOOL:

Altmühltal- Realschule Beilngries

#### THEME:

Solidarity

#### AGE GROUP:

You can play the game when you reached the age of 10

#### GROUP SIZE:

At least four pupils

#### TIME:

From 2 minutes up to 5 minutes per each round

#### RELATED THEMES/RIGHTS:

Freedom

#### OBJECTIVES:

To teach the players how to work together and to learn to rely on somebody

#### MATERIALS:

Different items, which can be used as obstacles: chairs, bags, tables, etc.

Two scarfs or two towels or something to blindfold.

#### PREPARATION:

Read the instruction, build a parcours with a lot of different things

#### INSTRUCTIONS:

The first couple begins with blindfolded eyes. The part of the other pupils is to help the couple to come by the course (for example with tips and shouts).



The next couple can start when the couple before is ready. The game ends when the last couple have master the parcours.





## NAME OF THE GAME:

Tower of Babel

### COUNTRY:

Germany

### SCHOOL:

Altmühltal Realschule Beilngries

### THEME:

Solidarity

### AGE GROUP:

8 to 17 years

### GROUP SIZE:

6, 9, 12, 15 ... pupils

### TIME:

30 minutes

### RELATED THEMES/RIGHTS:

Equality

### OBJECTIVES:

To teach the players how to work together

### MATERIALS:

1 stopwatch

3 sheets of paper (A3), 1 pair of scissors, 1 glue, 1 adhesive tape (for each team)

### PREPARATION:

Each team takes their materials. The game starts after reading the instructions

### INSTRUCTIONS:

Each team builds a paper tower as high as possible using only three sheets of A3 paper and the materials provided.



Each tower has to stand for at least 3 minutes without any help from outside.  
The team with the highest tower wins.



## NAME OF THE GAME:

Gordian Knot

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Solidarity

### AGE GROUP:

8 to 15 years

### GROUP SIZE:

8 to 15 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect

### OBJECTIVES:

Encourage team work, only if everyone works together the Gordian knot can be released!

### MATERIALS:

No materials

### PREPARATION:

No preparation

### INSTRUCTIONS:

All participants form a circle and hold hands. Now all come together in the center and the hands are crisscrossing reversed. Then everybody has to try to





untie themselves (by turns, climbing over arms...) BUT the hands should not be released.



## NAME OF THE GAME:

Crazy Driver

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Solidarity

### AGE GROUP:

6 to 14 years

### GROUP SIZE:

20 or 30 pupils

### TIME:

15 to 30 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, justice, freedom

### OBJECTIVES:

Encourage team work

### MATERIALS:

Two mats

### PREPARATION:

Preparation of the field and the hospital

### INSTRUCTIONS:

All children run around in the gym. At one side there is a gym mat, that represents the "hospital". One child is the "crazy driver". It holds a softball as a steering





wheel in his hand. This child tries to touch other children with the ball. It is not allowed to throw the ball. Children who have been caught from the "crazy driver" are "injured". They have to lay down on the floor and four other pupils have to carry this injured person to the hospital. After a short stay, the injured are well again and are allowed to continue playing.

Idea of the game:

If the children do not cooperate successfully to save the "injured", the "crazy driver" will be the winner of the game.





## NAME OF THE GAME:

### The Human Knot

#### COUNTRY:

Northern Ireland

#### SCHOOL:

Saint Patrick's PS, Dungannon

#### THEME:

Solidarity

#### AGE GROUP:

9 to 16 years

#### GROUP SIZE:

8

#### TIME:

20 minutes

#### RELATED THEMES/RIGHTS:

Equality, solidarity

#### OBJECTIVES:

Children to understand the importance of working as a team, cooperating with each other and problem solving. They will understand the importance of turn taking and listening to the ideas of others.

#### MATERIALS:

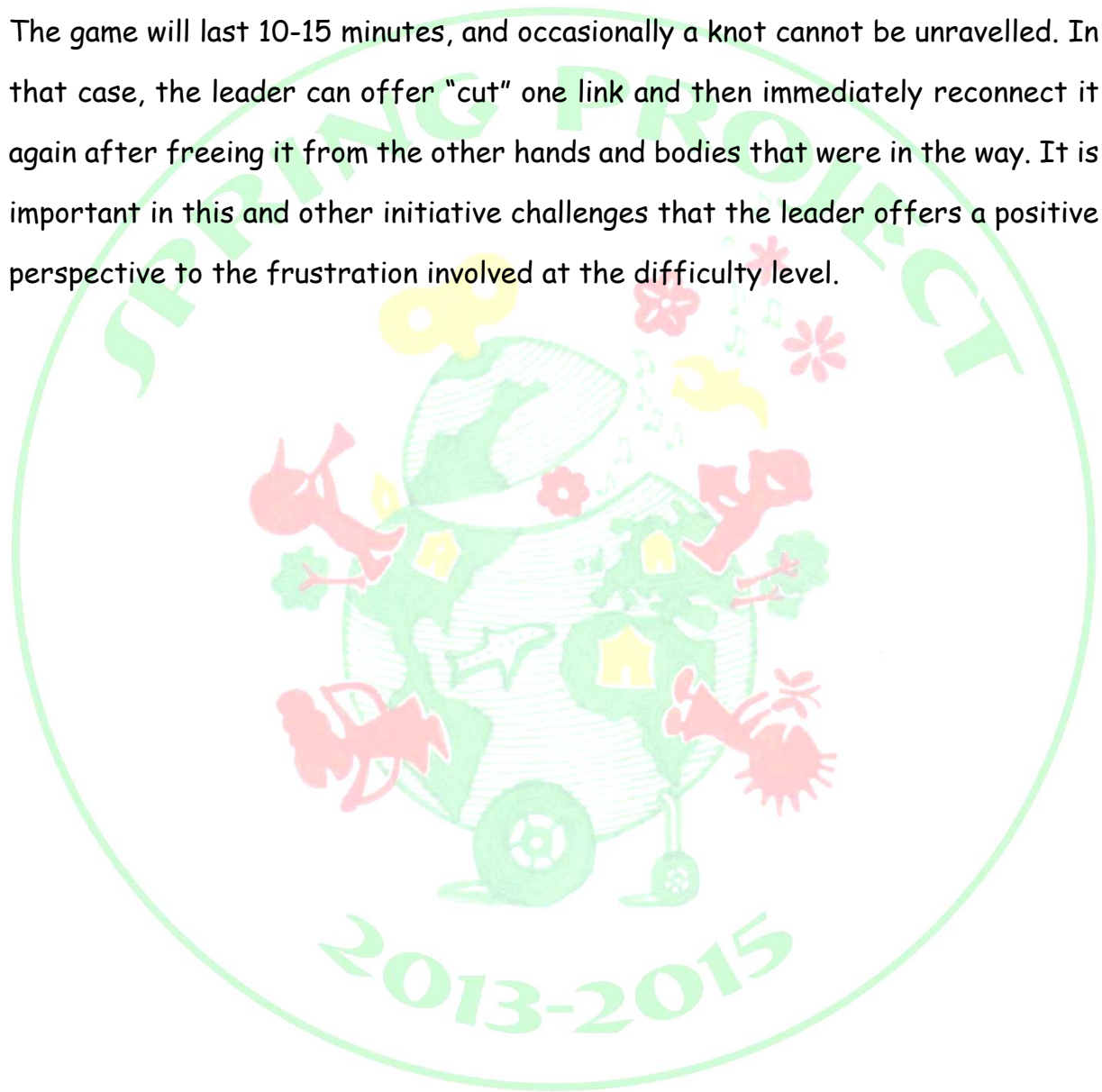
No materials

#### INSTRUCTIONS:

Ask the children to form circles of 8 people. Ask children to choose a leader. Children stand close together, shoulder-to-shoulder, and put arms out in front of them. Ask children to join hands with the hand of two different people who are



on the opposite side of the circle. Children asked not to take the hand of someone standing beside them. They have now created a human knot. The challenge is, without letting go of the hands they are holding, to untangle the knot. Members of the group will start to duck under or step over the linked arms of others. Eventually the group should end up with a big circle, or sometimes with two circles. The game will last 10-15 minutes, and occasionally a knot cannot be unravelled. In that case, the leader can offer "cut" one link and then immediately reconnect it again after freeing it from the other hands and bodies that were in the way. It is important in this and other initiative challenges that the leader offers a positive perspective to the frustration involved at the difficulty level.



## NAME OF THE GAME:

Three Legged Race

### COUNTRY:

Northern Ireland

### SCHOOL:

Saint Patrick's PS Dungannon

### THEME:

Solidarity

### AGE GROUP:

9 to 11 years

### GROUP SIZE:

Groups of two

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Freedom

### OBJECTIVES:

Children understand the importance of team work, good communication and cooperation

### MATERIALS:

Material to tie legs of children together. Starting and finishing line.

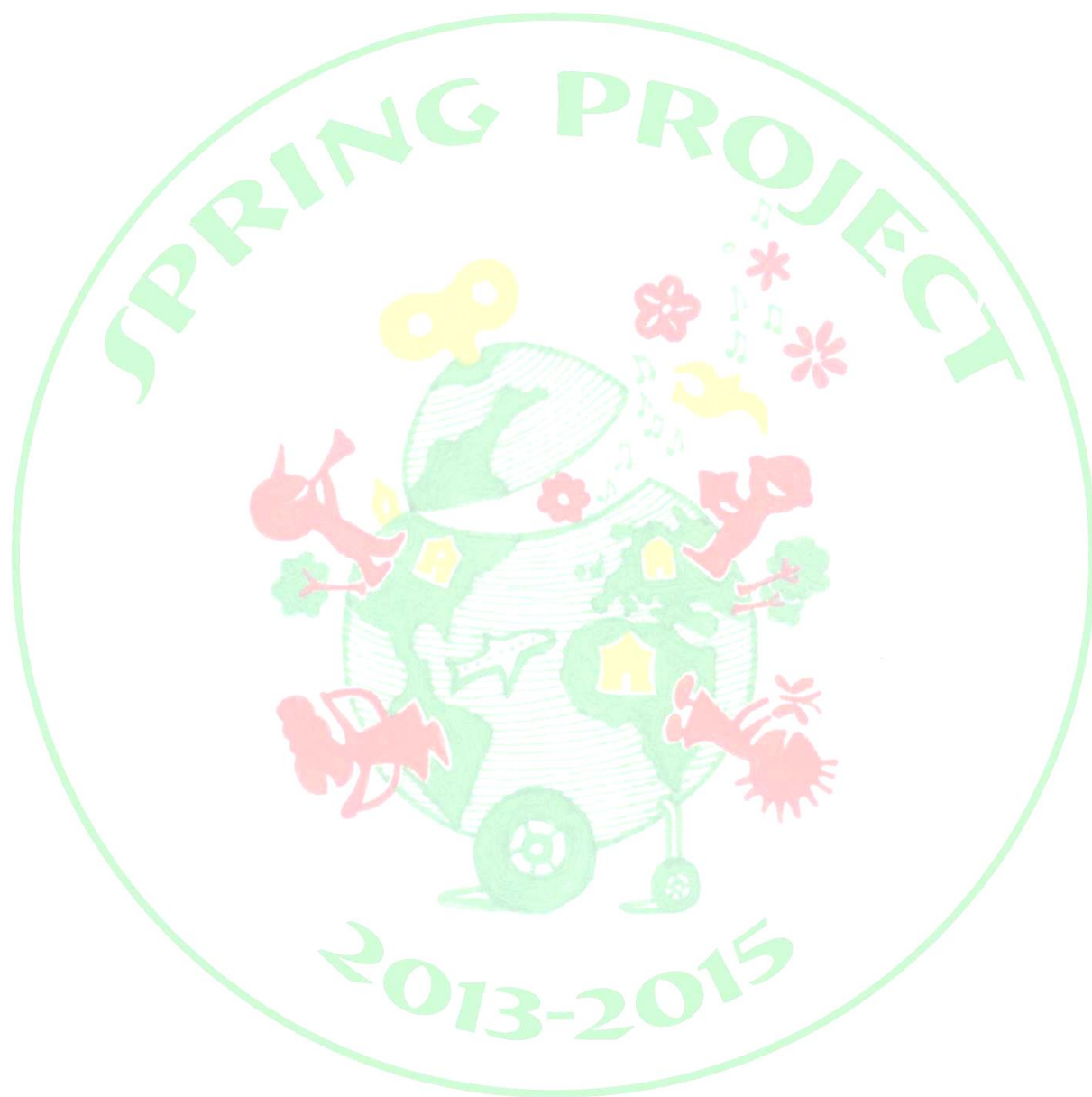
### INSTRUCTIONS:

This is a very simple game, where the children are asked to get into twos. A tie is used to tie the ankles of the two children together, quite loosely. Children line up and compete in a race, ensuring that they run in synchronisation. This is a game where children must work together and communicate throughout the race.





Children must realise that if and when they fall, they must get back up and continue the race. This race can be developed by using obstacles which the children have to overcome, for example, going through hula hoops, going along a bench etc. Safety is very important, this must be done on soft ground to ensure the children do not hurt themselves when they fall.



## NAME OF THE GAME:

Solidarity flowers

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Solidarity

### AGE GROUP:

The game is appropriated for children from 7 to 12 years old

### GROUP SIZE:

At least 8 pupils divided into 2 or more groups

### TIME:

20 to 30 minutes

### RELATED THEMES/RIGHTS:

Equality, justice, freedom, dignity

### OBJECTIVES:

To expand the vocabulary related to solidarity, to understand what solidarity is, apprehend the importance of solidarity and raise the awareness and activities that lead toward the solidarity

### MATERIALS:

Coloured pieces of paper in the form of petals, a printed picture of a flower

### PREPARATION:

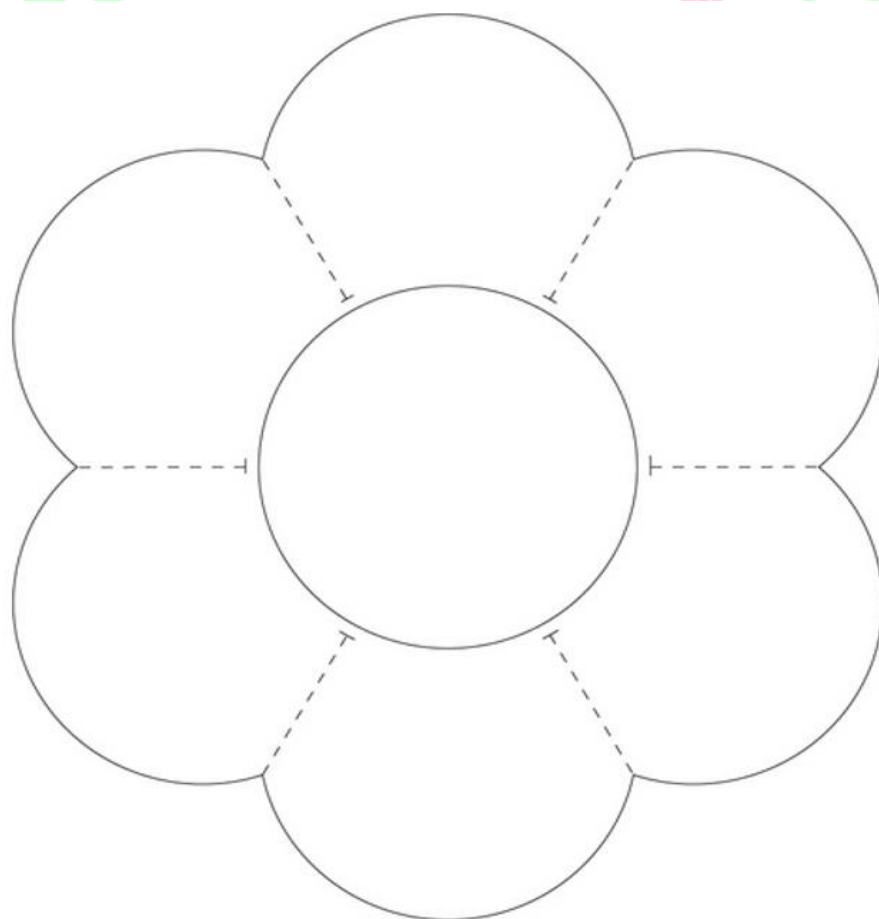
Introduce the term SOLIDARITY to children through a conversation.



## **INSTRUCTIONS:**

Children are divided into two or more groups. Each group should have at least 3 to 4 pupils. Each group receives the picture of a flower and coloured petals. They have to write a term related to solidarity on each petal. Finished flowers are presented to other groups and children talk about written terms.

NOTE: The element of competitiveness may also be introduced so that groups are ranked according to how fast they are or according to the number of made flowers.





## NAME OF THE GAME:

Solidarity pantomime

## COUNTRY:

Croatia

## SCHOOL:

Osnovna škola - Scuola elementare Dolac

## THEME:

Solidarity

## AGE GROUP:

The game is appropriated for children from 8 to 14 years old

## GROUP SIZE:

One class

## TIME:

1 school period

## RELATED THEMES/RIGHTS:

Equality, justice, freedom, dignity

## OBJECTIVES:

Expand the vocabulary related to solidarity, understand what solidarity is, apprehend the importance of solidarity (helping, understanding, equality, care, etc.).

## MATERIALS:

Printed cards

## PREPARATION:

Introduce the term SOLIDARITY to children through a conversation.



## INSTRUCTIONS:

Children are divided into two groups. Two children from both groups start the game. The teacher pulls out a card. In each group, one child tries to convey the term written and illustrated on the card by gestures without speech and the other child has to guess that term. The pair who guesses the term first receives a helper (another child from their team) and the game continues with a new term to guess. Again, the pair who guesses the term first receives another helper so that the importance and the meaning of helping each other and solidarity is visible.

The winner is the group who has more helpers at the end of the game.

Every guessed term is written on the blackboard. When all terms are guessed and written on the blackboard, the teacher talks and discusses with children about them.

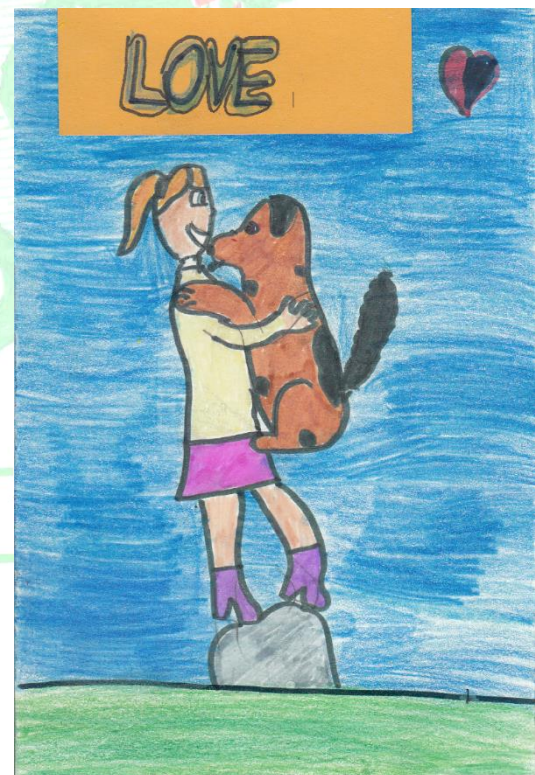
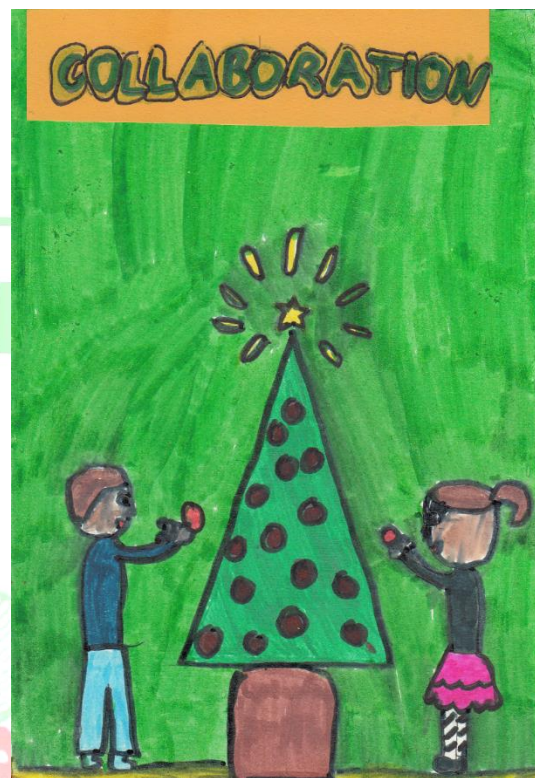
NOTE: In case there isn't a sufficient number of children to become helpers after every guessed term, the winner is the group with more guessed terms (one point for every guessed term).







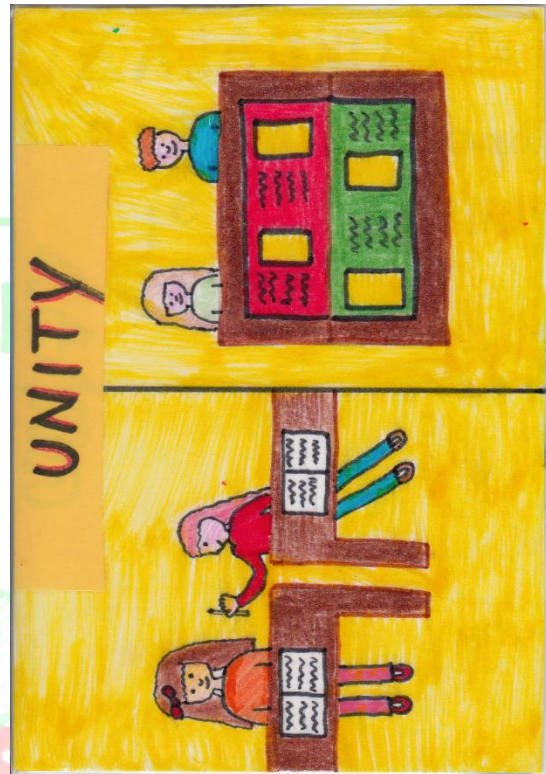
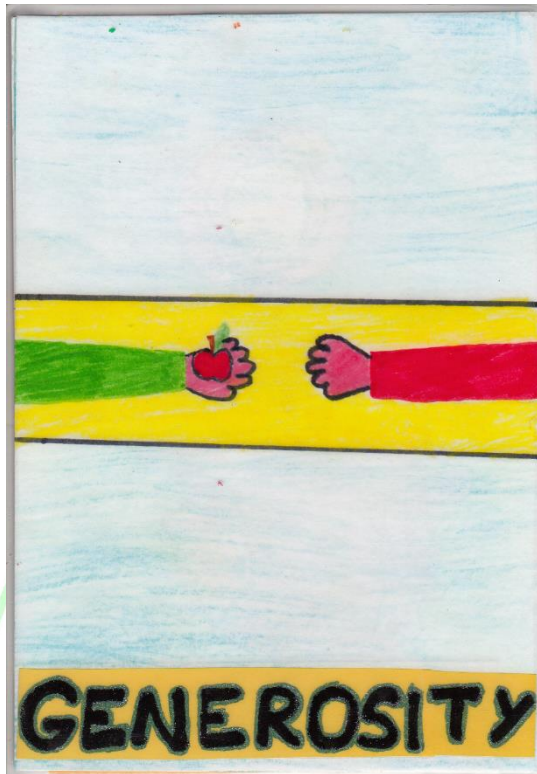














## NAME OF THE GAME:

Solidarize with me

### COUNTRY:

Croatia

### SCHOOL:

Osnovna škola - Scuola elementare Dolac

### THEME:

Solidarity

### AGE GROUP:

The game is appropriated for children from 7 to 12 years old

### GROUP SIZE:

Minimum 6 pupils

### TIME:

Two school periods

### RELATED THEMES/RIGHTS:

Justice, citizenship, freedom, dignity, equality

### OBJECTIVES:

Solidarity is the willingness to help and give mutual support within the group. The goal of this game is to understand what solidarity is, raise the awareness of the existence of differences and the importance of behaving with solidarity towards others (helping, understanding, care, etc.).

### MATERIALS:

You need 3 stopwatches, one for the teacher and 2 for the examiners when they need to give a sign to the helpers who then may start helping the players. Besides that, every group needs:



the 1<sup>st</sup> round:

- a blindfold
- printed cards (station A)
- printed cards (station B)
- calculator (station B)

the 2<sup>nd</sup> round:

- ear plugs
- laptop with access to the Internet so that you can listen the anthem or the CD with the anthems of Spain, Cyprus, Italy, Croatia, Turkey, Germany and Northern Ireland (station A)
- printed cards (station B)
- printed cards (station C)

the 3<sup>rd</sup> round:

- armband
- printed heart on paper and scissors (station A)
- a rope 1 m long (station B)
- paper and a pencil (station C)

the 4<sup>th</sup> round:

- a band for legs

the 5<sup>th</sup> round:

- printed cards (station A)
- printed cards (station B)
- printed cards (station C)

the 6<sup>th</sup> round:

- gloves or an armband
- a thicker book (station A)
- paper (station B)
- paper and a calliper (station C)



## **PREPARATION:**

- prepare the stations A, B and C
- prepare the cards
- prepare all the required material
- prepare a laptop and a projector for the projection of the rules of the game

## **INSTRUCTIONS:**

The competition involves pupils on a voluntary basis. The class is divided into two groups (minimum three pupils per group). The game consists of 6 rounds and 3 pupils are chosen in every round: 1 player, 1 helper and 1 supervisor. If there are 3 pupils in every group, then the pupils exchange roles.

Before every round, the teacher chooses the player, helper and supervisor for both groups and explains what the player has to do, what can the helper do, and what's the role of the supervisor. In every round the player has to do three activities, the helper helps him in a specific way but in certain activities (stated below) only after 15 seconds. The helpers measure the time when they can start helping, by themselves. The supervisor in every group controls that the other group plays by the rules. In every round, the teacher measures the time necessary for the completion of all three activities of the round.

If the supervisor points out that the group doesn't play by the rules, the group gets a 10 seconds penalty. The examiner can report the group as many times as the group has broken the rules.

If the player doesn't know the solution, the supervisor of the other group reports it and the group gets a 60 second penalty.

At the end of each round, the teacher writes the time on the board or on a piece of paper.





The room in which the game is played (classroom, gym) has 3 stations for all rounds of the game, stations A, B and C, which are defined before the game starts.

### The 1<sup>st</sup> ROUND



A player, a helper and a supervisor are chosen from each group. The player is blindfolded.

#### The player:

1. Has to reach station A with the help of the helper, but only after 15 seconds. When he reaches it, he takes a card with a mathematical character imprinted, out of the box. The helper describes which mathematical character is imprinted until the player guesses the correct answer.
2. Has to reach station B with the help of the helper, but only after 15 seconds. When he reaches it, he takes a card with a product of two three-digit numbers written on it, out of the box. The helper reads the product to the player, the player takes the calculator that's inside the box, and calculates it. The helper helps him, by directing the player towards the keys on the calculator, using only words.
3. Has to reach station C, with the help of the helper, but only after 15 seconds. When the player reaches station C, the measuring of the first round is finished.

#### The helper can:

1. Direct the player to reach station A after 15 seconds, using only words.  
Describe a term written on the card without giving the correct answer to the player.



2. Direct the player to reach station B after 15 seconds, using only words.

Help the player using words while the latter uses a calculator (up, down, left, right, press, etc.).

Tell the solution.

3. Direct the player to reach the station C after 15 seconds, using only words.

### The 2<sup>nd</sup> ROUND



A player, a helper and a supervisor are chosen from each group. The player puts earplugs.

#### The player:

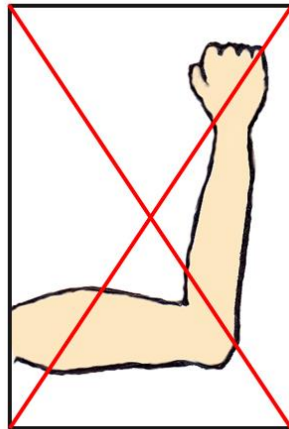
1. Has to reach station A. When he reaches it, the anthem of a country starts playing (Cyprus, Turkey, Northern Ireland, Croatia, Italy, Germany, Spain). The helper "draws" the letters in the air, giving the player the solution, until the player guesses.
2. Has to reach station B. When he reaches it, the helper draws out of the box a card with a famous sight drawn on it. The helper tells the player which sight is drawn and the player tries to guess the answer by reading his lips.
3. Has to reach station C. When he reaches it, the helper draws out of the box a card with an instrument drawn on it. The helper mimes to the player which instrument is drawn, until the player guesses. At that moment the measuring of the second round ends.



The helper can:

1. Use his hands for "writing" letters in the air so that the player could guess the country whose anthem is played.
2. Tell the solution of the term on the card as many times as the player needs to guess.
3. Mime to the player which instrument is drawn on the card.

### The 3<sup>rd</sup> ROUND



A player, a helper and a supervisor are chosen from each group. The hand that the player uses for writing is tied so that he can't use it.

The player:

1. Has to reach station A, where a printed heart on a piece of paper and scissors are. The player has to cut out the heart using just the "free" arm. The helper can help the player only after 15 seconds, by holding the paper and by moving it if necessary, until the player cuts out the heart.
2. Has to reach station B, where a 1m rope is situated. The player has to make three knots on the rope using just the "free" arm. The helper can help the player only after 15 seconds, using just one arm, until the player succeeds with tying three knots.



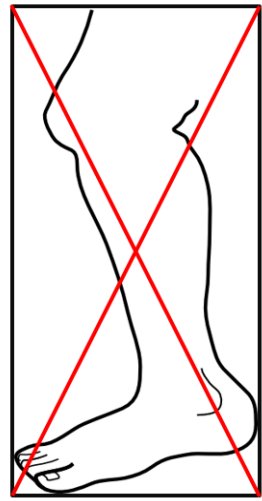


3. Has to reach station C, where a pencil and a piece of paper are situated. The player has to use the "free" arm and write SOLIDARITY on a piece of paper. The moment the player writes the word, the measuring of the third round finishes.

The helper can:

1. Hold the paper for the player and move it if necessary, but only after 15 seconds.
2. Hold the rope with one hand, but only after 15 seconds.
3. Help in any possible way, but can't write instead of the player.

**The 4<sup>th</sup> ROUND**



A player, a helper and a supervisor are chosen from each group. One of the player's legs is tied so that he can't use it.

The player:

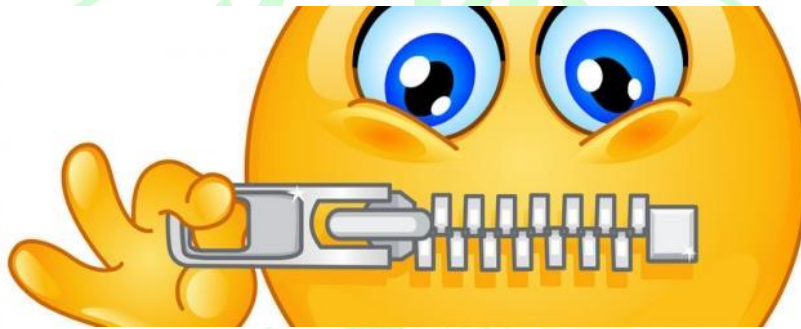
1. Has to reach station A. The helper can help the player, but only after 15 seconds, holding him. When the player reaches station A, he has to do three squats.
2. Has to reach station B. The helper can help the player only after 15 seconds, holding him. When the player reaches station B, he has to turn around his axis twice.
3. Has to reach station C. The helper can help the player only after 15 seconds, holding him. When the player reaches station C, the measuring of the fourth round ends.



### The helper can:

1. Hold the player but only after 15 seconds.
2. Hold the player but only after 15 seconds.
3. Hold the player but only after 15 seconds.

### **The 5<sup>th</sup> ROUND**



A player, a helper and a supervisor are chosen from each group. The player is not allowed to speak in this round.

### The player:

1. Has to reach station A. When he reaches it, he draws a card with a question out of the box and gives the answer by miming it. The helper has to guess what the player is miming and give his answer.
2. Has to reach station B. When he reaches it, he draws a card with a question out of the box and he writes the answer on a piece of paper.
3. Has to reach station C. When he reaches it, he draws the question out of the box and answers the question by "writing" the letters in the air. When the helper guesses the correct answer without seeing the question, the measuring of this round ends.

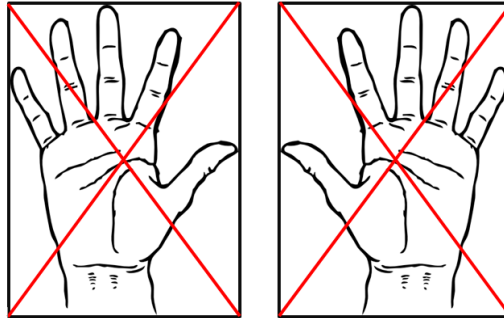
### The helper can:

1. Tell the answer aloud.



2. Help in any way except by writing the answer on a piece of paper instead of the player.
3. „Read“ what the player „writes“ in the air and tell the answer aloud.

### The 6<sup>th</sup> ROUND



A player, a helper and a supervisor are chosen from each group. The player can't use his fingers in this round, so fingers have to be wrapped or put in mittens.

#### The player:

1. Has to reach station A, where a book is situated. The player has to open the book on the page which the supervisor of the other group suggests. The helper can help him but only after 15 seconds, without touching the book.
2. Has to reach station B, where a piece of paper is situated. The player has to make an airplane out of the piece of paper. The helper can help him but only after 15 seconds, without touching the piece of paper.
3. Has to reach station C, where a piece of paper and a caliper are situated. The player has to draw a circle on a piece of paper using the caliper. The helper can help him but only after 15 seconds, without touching the caliper. When the player draws the circle, the measuring of the sixth round ends.

#### The helper can:

1. Help the player after 15 seconds without touching the book.
2. Help the player after 15 seconds without touching the piece of paper.
3. Help the player after 15 seconds without touching the caliper.

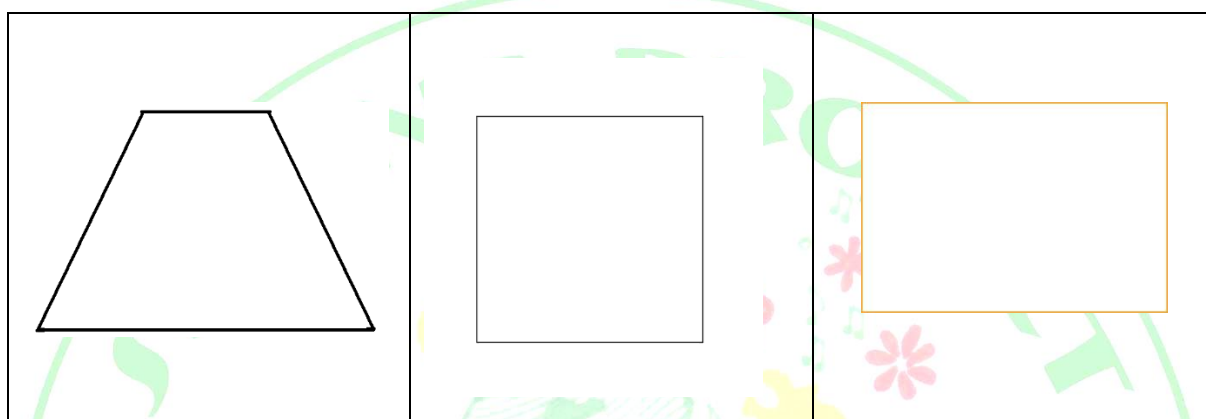




After all the rounds have been played, the teacher sums up the timing of each round. The winner is the group that has done all the activities of all six rounds in less time.

### CARDS WITH QUESTIONS

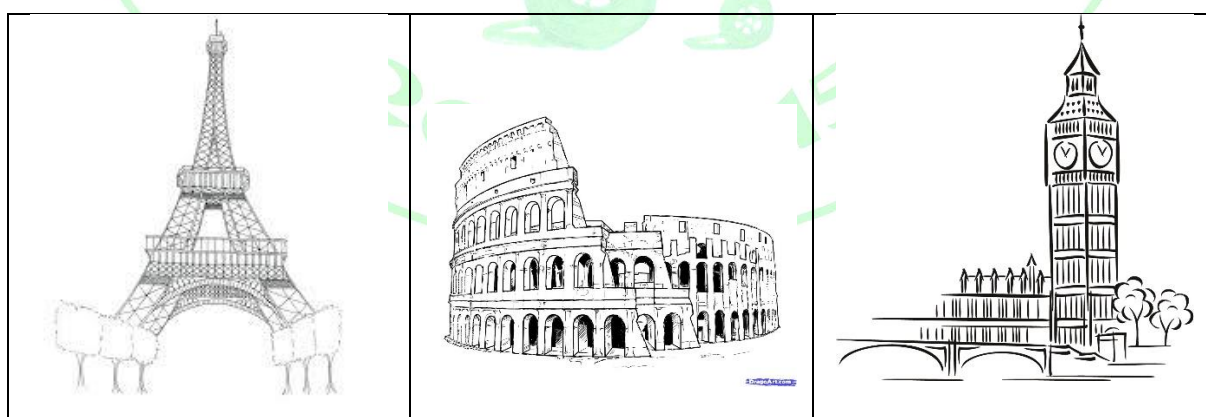
1. A



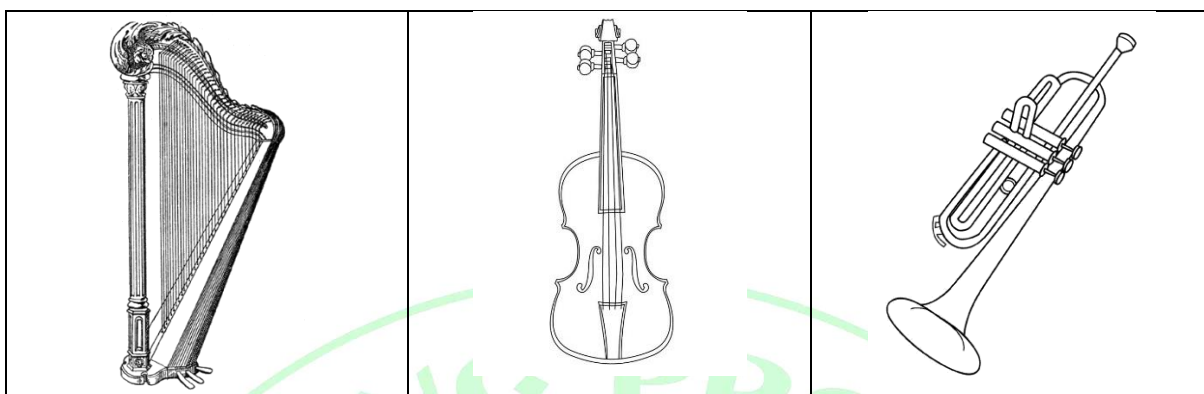
1. B



2. B



2. C



5. A

Name one sport with a ball	Name one sport with a racket	Name one team sport
----------------------------	------------------------------	---------------------

5. B

What colours are on the flag of Italy?	What colours are on the flag of Turkey?	What colours are on the flag of England?
--	---	--

5. C

What is the capital of Spain?	What is the capital of Cyprus?	What is the capital of Germany?
-------------------------------	--------------------------------	---------------------------------



## NAME OF THE GAME:

Ariadne's thread

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Solidarity

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

More than 3 pupils

### TIME:

1 hour

### RELATED THEMES/RIGHTS:

Dignity, freedom, equality

### OBJECTIVES:

Learning to listen to the others; getting to know one another; realizing that we are all linked one to other; realizing that one's behavior influences the others

### MATERIALS:

Ball of resistant thread (better if cord)

### PREPARATION:

(Optional) Research information about the myth of Ariadne and Teseo with a focus on the red thread used to make Teseo exit the labyrinth. Ask the students to imagine the possible meanings of the labyrinth and of the thread.





## INSTRUCTIONS:

Form a circle with the all the group, tell the students to think about something they like and something they don't like at all. Begin the game with a student (or the teacher) holding the thread and saying his/her own choice (i like....and i don't like....). Throw the ball of thread to another one and go on until the last student, forming something like a spider web. The last student gives back the ball of thread to the previous one trying to remember what he/she said go on until the ball arrives to the first student. There is not a winner. It is a game to reflect about the connections among people. Solidarity is this connection



**NAME OF THE GAME:**

**Together beyond the river**

**COUNTRY:**

Italy

**SCHOOL:**

I. C. "Via della Tecnica"

**THEME:**

Solidarity

**AGE GROUP:**

6 to 16 years

**GROUP SIZE:**

Groups of three pupils

**TIME:**

30 minutes

**RELATED THEMES/RIGHTS:**

Dignity, freedom, equality

**OBJECTIVES:**

Learning to help each other, learning to solve a problem together, finding creative solutions to a problem

**MATERIALS:**

Paper sheets, a large space to play the game

**PREPARATION:**

No preparation





## **INSTRUCTIONS:**

Give a sheet to each student. Tell the students to stay in groups of three on the same line. Indicate a line 5 metres far from the starting line and tell them that between the two lines there is a river. Each group has to cross the river using the paper sheets as wood trunks without touching the floor. Each student can put both the feet on the sheet. If a student touches the floor, all the group has to come back to the starting point. The winner is the first group who reaches the other line of the river.





## NAME OF THE GAME:

### Seven Stones

#### COUNTRY:

Turkey

#### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

#### THEME:

Solidarity among group members

#### AGE GROUP:

Suitable for 10 to 14 years old

#### GROUP SIZE:

2 groups, 6 to 8 players in each group

#### TIME:

40 minutes

#### RELATED THEMES/RIGHTS:

Solidarity

#### OBJECTIVES:

The aim of this game is to create an enjoyable atmosphere while the students are playing by interacting and communicating with each other. The importance of this is to provide the students to learn how to behave in solidarity. The group members must behave and play together to reach a goal. Each group has different goals to reach so they should show the example of solidarity among their group members by sharing the same roles to reach their goal. Also the students in the groups feel as an important member of the group and they have got an important role in the group. The game provides self-confidence.



## **MATERIALS:**

Seven flat stones, a ball, a piece of chalk, some materials ( eg. caps on the heads of one group members ) that differentiate the group members from each other

## **PREPARATION:**

A small circle is drawn with a piece of chalk in the middle of the playground and 5 metres away from the circle, there must be a sign to throw the ball such as a line or another circle. The stones should be put one on top of the other in the circle. One group member should wear a cap.

## **INSTRUCTIONS :**

Students form two groups. One student holds the ball. One student from each group comes near that student with the ball. S/he throws up the ball and the one who catches the ball starts the game. The student who catches the ball goes back the line and the other one goes near the stones. S/he throws the ball towards the stones in order to make them fall down. If s/he can't make them fall down, it passes the other group and they change the places. This continues until one group makes the stones fall down. If one group makes them fall down, they run away from the other group members. The goal of one group members who fall the stones down is to build up the stones again without hit by the ball of the other group members. The goal of the other group is to hit the others by using the ball in order not to let them to build up the stones. The one who is hit leaves the game. But if s/he can catch the ball without a hit, the other group member who throw the ball leaves the game. In order to join the game again, their group members must touch the colour on the other group members's clothes. The colour is said by the other group. For example; the student in the first group is hit and leaves the game. s/he asks What colour do they want. Second group says a colour and the student in the first group must touch the colour on the second group members' clothes without a hit. If the group members achieve to build up the stones, they



win. If the other group members can hit all the others before building up stones, they win.





## NAME OF THE GAME:

Crypto

## COUNTRY:

Turkey

## SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

## THEME:

Solidarity

## AGE GROUP:

Suitable for 13 to 14 years old

## GROUP SIZE:

2 groups, 4 or 5 players in each group

## TIME:

10 to 20 minutes

## RELATED THEMES/RIGHTS:

Solidarity

## OBJECTIVES:

The aim of this game is letting the students to think together when they across with a problem. With this game, students are expected to answer the questions together.

## MATERIALS:

There are four questions for each group. The answers of the questions are written on the cards in the classrooms.



## **PREPARATION:**

The rules of the game should be explained to the students at first. The cards with questions are prepared.

## **INSTRUCTIONS:**

First group can start to solve the problem. There is one question for each student. The students of the group can discuss the answers together when they read the question. The answers of the questions are in the classroom (the classrooms have different subjects so the students run to the related classroom to find the answer). The topics of the questions were written at the door of the class. The students must get in the right class and find the right answer from the students who has the right card. Then student must bring the right answer to his/her own group. And the others must do it, too. The group who brings the right answer more quickly than the others win the game.



JUSTICE





## NAME OF THE GAME:

Cops and Robbers

### COUNTRY:

Italy

### SCHOOL:

I. C. "Via della Tecnica"

### THEME:

Justice

### AGE GROUP:

6 to 16 years

### GROUP SIZE:

One cop for each four robbers

### TIME:

30 minutes

### RELATED THEMES/RIGHTS:

Justice, equality

### OBJECTIVES:

Learning to listen to each other, learning to solve a problem together, learning to help others

### MATERIALS:

A large space to play the game

### PREPARATION:

No preparation



## INSTRUCTIONS:

The game starts when the robbers escape and the cops chase them. If a cop touches a robber takes him/her to prison. When a robber escapes he can remain on the sidelines for no more than four seconds. A robber will be free when another robber touches him/her. The game will finish when all the robbers are arrested.



**NAME OF THE GAME:**

**The right and wrong game**

**COUNTRY:**

Italy

**SCHOOL:**

I. C. "Via della Tecnica"

**THEME:**

Justice

**AGE GROUP:**

10 to 16 years

**GROUP SIZE:**

Two groups

**TIME:**

One hour

**RELATED THEMES/RIGHTS:**

Legality and solidarity

**OBJECTIVES:**

Learning to respect the rules, learning to respect the others, think about the environment, learning to be honest, learning to accept differences

**MATERIALS:**

42 cards, dice, two counters

**PREPARATION:**

Learn the vocabulary about justice, learning fundamental information about universal human rights





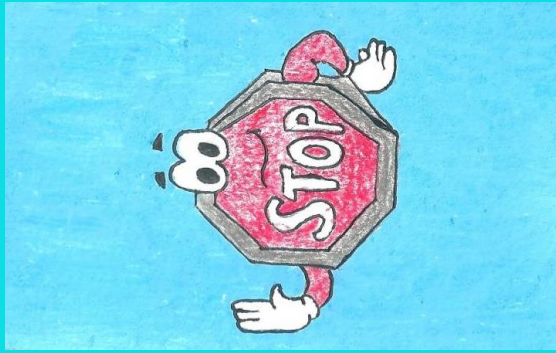
## INSTRUCTIONS:

Arranging the 42 cards on a table disposing them in oval or square, rectangular shape (as you like) and starting from START card, finishing with FINISH card.

When a player lands on a STOP card he/she misses a turn, because he/she did not respect the rules. When a player lands on a GO card he/she can go forward, because he/she did behave correctly. When a player lands on a QUESTION card he/she must answer or fill a gap. If the answer is correct, the player can throw again the dice. If the answer is not correct, the player must come back to the card he/she moved from. The group who arrives first at FINISH card is the winner.

FRONT SIDE	BACK SIDE
	
	<p>Which document protects children and improves their lives?</p>





You had a picnic in the park  
with your friends.  
You went away without  
throwing the litter in the bin.



What is Fao's  
main objective?



You posted information about  
another person on the internet  
without asking his/her permission



For crimes that are not serious,  
the punishment is usually a

---





You believe that smoking  
and alcohol make  
you cool and more confident.



Discrimination against people  
for their ethnic origin is  
\_\_\_\_\_



You belong to a  
voluntary group



During your school's  
visit to a museum  
you drew on the wall.







You always buy copy books made out of recycled paper



You always say "Everybody does it, why shouldn't I?"

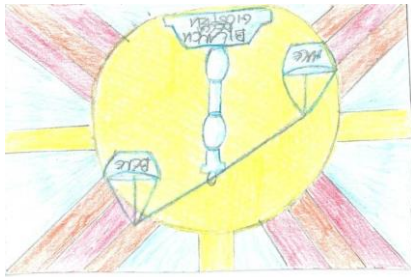


What is the United Nations main objective?



The shop-keeper gave you too much change, you left immediately without giving the money back





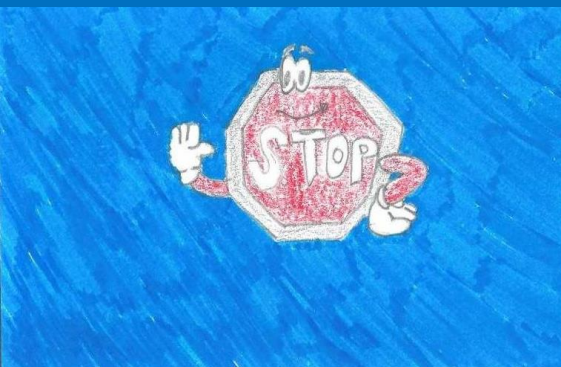
Which united nations organization helps children?



We didn't wear helmet while riding your bicycle/moped

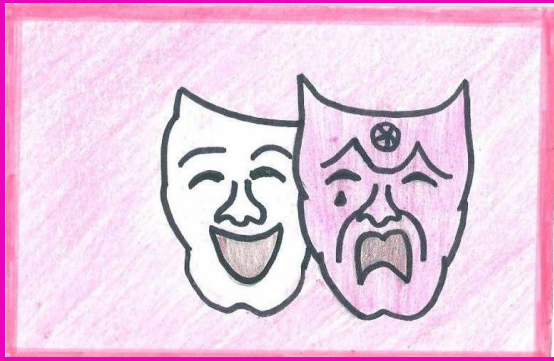


According to the law, discrimination is illegal, it is a \_\_\_\_\_



You saw a group of students writing horrible things in your schoolmate's exercise book. You pretended you didn't see

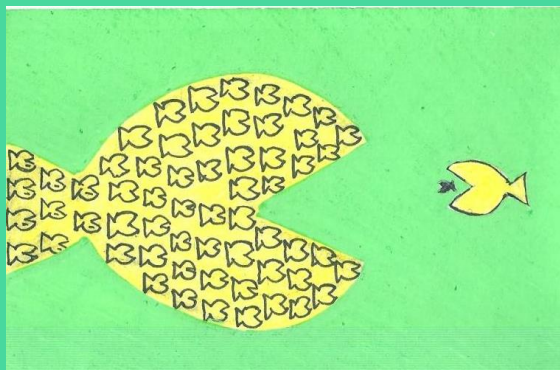




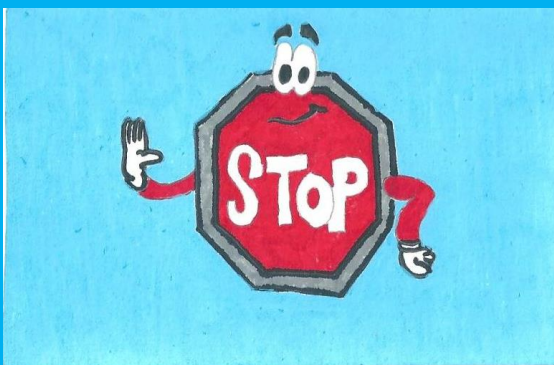
What does WWF stands for?



You got on the bus without paying the ticket



What is the WWF's logo?



You never pay attention to separate garbage collection







You always help the elderly lady.  
You live near and  
you are doing little things to help her



What is the FAO?

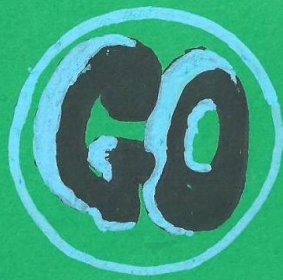


You bought a T-shirt  
but you got too much change.  
You gave the money back  
straight away.



You stole the latest CD  
of your favourite singer  
at the music shop





You found a wallet at school  
with money in it.  
You immediately gave it to the  
headmaster



When people treat  
a child differently because  
he/she comes from a different  
school or area, this is  
\_\_\_\_\_



You always turn down  
a drink offer, just saying  
"NO"



If someone is guilty of a crime,  
the judge will give the  
\_\_\_\_\_





You help bullying victims at school



Your mobile rang during lesson time



You always wear seat belts and safety helmet



You posted information about another person on the internet without asking his/her permission







You don't agree with the expression  
"lots of people do it,  
so it means it is ok"



You truanted from school and  
you went to the seaside



You never use your mobile  
while riding your moped



You didn't wear your helmet while  
riding your bicycle/moped





You always stay away  
from dangerous internet sites  
promoting violence  
or sexual material



You found a wallet full  
of cash in the street.  
You kept the wallet  
without telling anybody about it



You never throw litter  
in the street.

2013-2015



## NAME OF THE GAME:

Wheel of fortune

## COUNTRY:

Cyprus

## SCHOOL:

Lynopetra gymnasium

## THEME:

Freedom, citizenship

## AGE GROUP:

The game is appropriated for children from 7 to 15 years old. It always depends on the questions you will add in the game.

## GROUP SIZE:

Two teams of students or just two students

## TIME:

One school period

## RELATED THEMES/RIGHTS:

Justice, citizenship, freedom, dignity, equality

## OBJECTIVES:

Students to learn about freedom and citizenship as well as come across other countries culture, customs, places and traditions.





You need a board with numbered squares (i.e from 1 to 100) in it and if its possible to have a background of a European related theme (you can create your own one or find a ready one from the Internet).



You need cards with a question in each card and 2 to 4 possible answers down of the question. The correct answer is highlighted. Two pawns (you can use two different coins or two small rocks with different colour)



## **INSTRUCTIONS:**

The class is divided into two groups (they can even play only two students). The first group pushes the button and an arrow spins in circle. When you release the button the arrow stops to a number (1 to 6). Then the first group moves its pawn to a numbered square (i.e. if the arrow stops in 6 then they will move their pawn 6 squares and the pawn will stop in a numbered square). Then the other group selects a card and reads the question with the possible answers to the other group. If they find the correct answer then they push the button for the arrow to spin again. They continue until they give an incorrect answer to a question. If they give a wrong answer then the other group plays in the same way. The winner is the group that its pawn reaches the last numbered square (lets say the 100 square).

Instead of the push button that spins the arrow the groups can throw a dice and play the game as mentioned above.

When the game finishes or in another school period, the teacher can raise questions and discuss with the kids about aspects of freedom or citizenship.



### Examples of discussion are:

1. What comes to mind when you hear the word freedom?
2. Do you have as much freedom as you want in your life?
3. Do you have as much freedom as you want in your country?
4. In what ways does your country take away your freedom?
5. Was there a time in your life when you had a lack of freedom?
6. Is everyone in your country equally free?
7. What would it be like to live where there is little freedom of choice?
8. Do men or women have more freedom in your country?
9. Can freedom damage a country?
10. Where in the world do you think is the greatest freedom?
11. How important is freedom for you?
12. Do you agree we must be free to bear arms (have a gun)?
13. What kind of stories do you hear in the news related to freedom?
14. Do you think many people misunderstand the concept of freedom?
15. The philosopher Rousseau said "Man is born free, and everywhere he is in chains". What do you think of this?
16. Citizens are members of a state or a nation. Citizenship is the process of being such a member. It is how we make society work, together. Discuss.

The above questions are mostly directed to Gymnasium or Lyceum students (let's say from 13-17 years old).





## NAME OF THE GAME:

The bottle of justice

## COUNTRY:

Croatia

## SCHOOL:

Osnovna škola - Scuola elementare Dolac

## THEME:

Justice

## AGE GROUP:

The game is assigned for children from 9 to 13 years old

## GROUP SIZE:

Groups of 10 pupils (5 pupils for the game, 5 pupils for the committee)

## TIME:

Two school hours

## RELATED THEMES/RIGHTS:

Equality, dignity, children/human rights

## OBJECTIVES:

Develop logical thinking, develop the sense for justice through the game, develop the sense of equality and tolerance through the game and its rules, knowledge of children/human rights

## MATERIALS:

A plastic bottle, a dice, cards with questions (40 cards), a board or a paper with a table to write scores, a stop-watch



## **PREPARATION:**

Prepare a plastic bottle a dice and a a flat surface. Draw a table with raw and names of players and a raw for scores; or have an already prepared table. Have prepared cards with questions and a stop-watch.

## **INSTRUCTIONS:**

Ten pupils participate in the game out of which five are players and five are members of the committee. One member of the committee is in charge for time measurement. Five players sit on the floor in a circle. They all throw the dice, starting from the youngest player. The player with the highest number starts the game. If some players receive the same number, they throw the dice once again. The player who starts the game spins the bottle. The person to whom the bottom of the bottle points when it stops spinning takes a card with a situation and reads it to the player to whom the cap of the bottle points. This payer gives his opinion on the situation in 15 seconds time (one member of the committee measures time). In the player doesn't answer, he receives 0 points. If the player answers, the committee gives the verdict: "Justice is served" or "Justice is not served". Every member of the committee with the verdict "Justice is served" gives the player one point while with the verdict "Justice is not served" the player receives 0 points. For example: if the player with his answers gets from the committee two verdicts "Justice is served" and 3 verdicts "Justice is not served", he receives 2 points. At player's request, the committee explains their verdict. The game continues clockwise.

The winner is the player who scores 20 points first (depending on time pupils have on disposal, the teacher setups points sufficient for victory).



# A TABLE FOR POINTS:

No	NAME AND SURNAME OF PLAYERS	POINTS
1.		
2.		
3.		
4.		
5.		





<p>Your friend and you talk and eat during a break in the schoolyard when suddenly a boy dashes and batters down your friend's brunch without apologizing. What will you do?</p>	<p>You notice a card under the desk on the floor. It's the card that is missing in your album, and it is the golden one so its value is doubled. What will you do?</p>	<p>It is raining heavily. You have seen an umbrella in the classroom. Nobody is in the classroom because they all left. What will you do?</p>
<p>You arrive home, open your schoolbag and notice that you took by mistake your friend's notebook. You write an exam tomorrow and this notebook is tidy and nothing is missing, unlike your. What will you do?</p>	<p>Two friends from your class argue, run in the classroom and put in danger everyone. The whole class could be punished because of them. What will you do?</p>	<p>A silent girl upsets you with her behavior. It irritates you that she is slow and that she doesn't know how to defend herself, so you insult her and give her a push. What will you do to correct the injustice at least a little bit?</p>
<p>Two slices of pizza remain and the teacher let you share them with your friend. A third boy from the class hears that and wants it. What will you do?</p>	<p>You are in a hurry so you run, batter down your friend's glasses that break. What will you do?</p>	<p>A boy near you smears your T-shirt during the art lesson and doesn't apologize. What will you do?</p>
<p>You hit a girl during volleyball in the gym and you laugh at her. What will you do?</p>	<p>A boy pours soup on your best friend during lunch in school canteen and he doesn't apologize. What will you do?</p>	<p>You notice that a girl from your class takes things from others. She takes a new pen from your best friend this morning. What will you do?</p>



<p>A boy with whom you share bench never lends things when you ask him. He didn't lend you an eraser yesterday and you really needed it. What will you do?</p>	<p>Two girls argue about one brush during art lesson. Both girls think they own that brush. They ask you an advice. What will you do?</p>	<p>You were expelled from a game because the ball hit you but you were convinced that the ball didn't hit you. What will you do?</p>
<p>You are late for school because your parents slept and your teacher yells at you. What will you do?</p>	<p>Your best friend hangs out with another friend and avoids you. What will you do?</p>	<p>You enter the cinema, you buy the ticket and you search for your seat but somebody already sits on your place and doesn't want to move. What will you do?</p>
<p>You have bought new trainer shoes and you are very happy because you know that they are beautiful and you can't wait to wear them tomorrow for school. However, somebody tells you tomorrow that they are ugly and that you have no taste. What will you do?</p>	<p>During the breakfast two girls who usually don't have breakfast at school, have breakfast today so somebody remains without breakfast. What will you do?</p>	<p>A pupil next to you is constantly talking during the lesson and the teacher accuses you and tells you to sit at another desk. What will you do?</p>
<p>One swimmer doesn't swim well at a race so he is given another chance while you aren't given another chance. What will you do?</p>	<p>Some friends of yours quarrel and fight without any reason and you observe it and wonder. What will you do?</p>	<p>A friend accuses you for pushing somebody during the game so the rest of the team expels you from the game even if they haven't seen what happened. What will you do?</p>



<p>One pupil misses one point to get better grade so he adds this point while the teacher isn't looking and receives a better grade. What will you do?</p>	<p>A friend copies from you and receives a better mark. What will you do?</p>	<p>One girl insults your best friend and blames it on you. What will you do?</p>
<p>Three pupils from the 8<sup>th</sup> grade find out that one pupil from the 3<sup>rd</sup> grade practices capoeira. They mock at him. They even force him to demonstrate what he knows and while doing that the boy breaks his hand. What will you do?</p>	<p>Two pupils do something wrong but they reveal only one pupil. The other pupil isn't punished. What will you do?</p>	<p>A friend buys a new bottle for training. Another friend, who has the same bottle, teases him that his bottle is ugly. What will you do?</p>
<p>Take a card by your choice and double received scores in this round.</p>	<p>Take a card by your choice and double received scores in this round.</p>	<p>Change the card - you can use this joker whenever you want during the game.</p>
<p>Change the card - you can use this joker whenever you want during the game.</p>	<p>Pick two cards.</p>	<p>Pick two cards.</p>





Pick two cards.	Choose a player who will answer your question.	Choose a player who will answer your question.
Choose a player who will answer your question.		



## NAME OF THE GAME:

The Snake of Justice

## COUNTRY:

Croatia

## SCHOOL:

Osnovna škola - Scuola elementare Dolac

## THEME:

Justice

## AGE GROUP:

The game is suitable for children from 13 to 15 years old

## GROUP SIZE:

The whole class can be included, ideally to 6 pairs (because of the blackboard's size)

## TIME:

2 school hours

## RELATED THEMES/RIGHTS:

Solidarity, equality, freedom, dignity

## OBJECTIVES:

Understanding children's/human rights and commitments; knowledge of abstract terms, symbols, institutions, documents and occupations related to the subject of justice; developing the sense for equality, solidarity, justice, tolerance throughout respecting the rules of the game

## MATERIALS:

Printed board for the game - size A4, printed cards with terms, small skittles (as many as there are couples), 1 dice with numbers from 1 to 6, a sand clock or a timer, paper and pen (for the drawing version)



## **PREPARATION:**

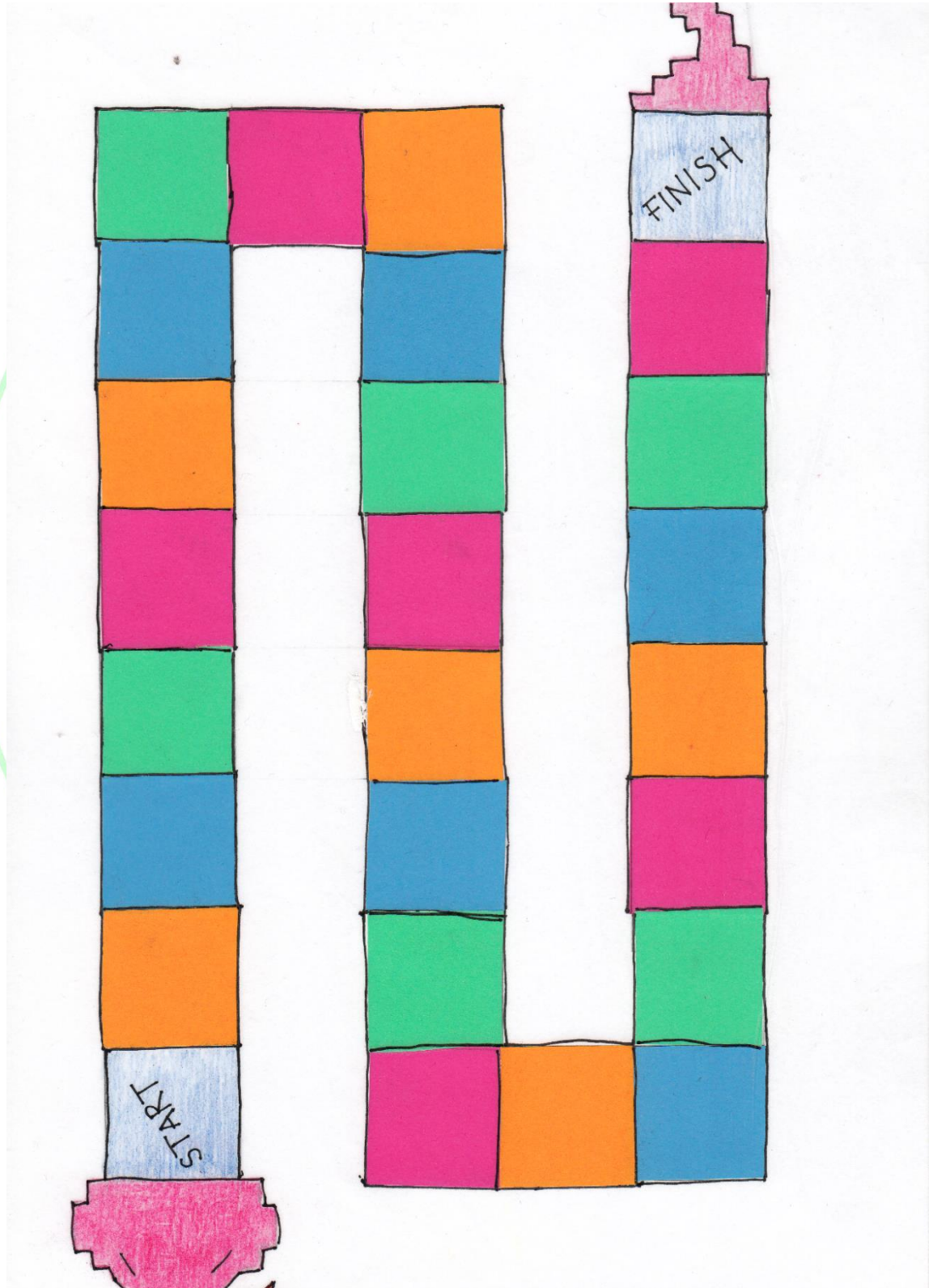
Prepare a table or some straight surface on the floor (carpet...), prepare a board and cards with terms, learn/revise children's and human rights, learn/revise abstract terms, symbols, institutions, documents and occupations related to the subject of justice, use books, encyclopedia, Internet...

## **INSTRUCTIONS:**

Pupils are divided in couples and every couple chooses their skittle. All pupils start the game on the Start field. Every couple throws the dice and the one who gets the biggest number is the first to start. Couples throw the dice one after the other (clockwise) and move for the number of places which the dice shows. One member of the couple takes one card out so that the others cannot see which terms are written on it. The game can be played in two ways - with images or words. If it's played with images, the member of the couple who took out the card has to draw the term to his/her partner on the color of background on which the skittle was after throwing the dice. The partner has to guess correctly the term within 2 minutes which are measured by the teacher. The couple stays on the position in which they came with the previous dice throwing. If the partner doesn't guess, the couple goes back on the field where they were before throwing the dice. If the game is played with words then the member of the couple who took out the card has to explain the term from the card to his/her partner, on the background color where the skittle came after throwing the dice. It is not allowed to use the word which has the same root as the word which has to be guessed. The partner has to guess the term correctly within two minutes which the teacher measures and in this case the couple remains on the same position where they came by the previous throwing. If the partner doesn't guess, the couple returns back to the field where they were before throwing the dice. In both cases, the member of the couple which takes the card out has the right to







### ABSTRACT TERMS

commitments

transparency

freedom

rights

### ABSTRACT TERMS

equality

Civil rights

bloody revenge

prejudices

### ABSTRACT TERMS

Public property

respect

brotherhood

truth

### ABSTRACT TERMS

Private property

learning commitment

peace

conventions

### RIGHTS AND COMMITMENTS

The right to childhood

the right to proper nourishment

commitment to respect the rules

Commitment to respect others

### RIGHTS AND COMMITMENTS

Commitment to nonviolence

tolerance

Commitment to not judge others

the right to life

### RIGHTS AND COMMITMENTS

The Right to Education

legal country

human rights

workers' rights

### RIGHTS AND COMMITMENTS

The right to peace

ustavna prava

natural rights

the right to health





### OCCUPATION

judge

children's attorney

public attorney

a politician

### OCCUPATION

president

a policeman

a sportsman

a professor

### INSTITUTIONS

European court for human rights

Organization of United Nations (UN)

non-governmental organizations

Court of Justice (EU)

### OCCUPATION

teacher

a lawyer

an economist

a doctor

### DOCUMENTS

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights

Declaration on the Elimination of Violence  
Against Women

Charter of child rights

### INSTITUTIONS

Constitutional court

UNICEF

Office for human rights

International Court of Justice (UN)

### SYMBOLS

bandage

court

hammer

balance

### DOCUMENTS

Declaration on Race and Racial Prejudices

Constitution

Declaration of the Rights of the Child

The Declaration on the Right to Development





## NAME OF THE GAME:

Fair world

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Justice

### AGE GROUP:

6 to 10 years

### GROUP SIZE:

4 to 6 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, justice

### OBJECTIVES:

Encourage team work

### MATERIALS:

Gameboard, question and answer cards

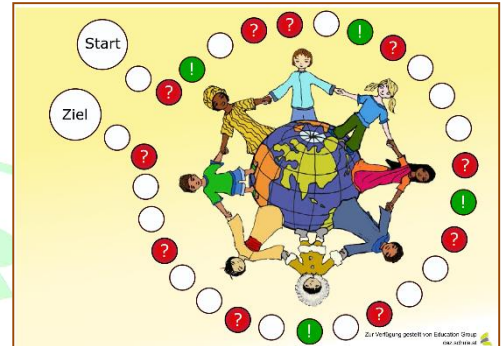
### PREPARATION:

Preparation of the gameboard, questions and answers

### INSTRUCTIONS:

How would it be if everything is distributed in the world fairly?

You shall guess some answers in this game.



Each player gets one card.

Now try to find the answer.

Where have you been close and where far away?

<p>If everybody would have the same....</p> <p>we would drink a cup of coffee every ..... days.</p>	<p>If everybody would have the same....</p> <p>we would own a television every ..... days.</p>	<p>If everybody would have the same....</p> <p>we would send an email every ..... days.</p>	<p>If everybody would have the same....</p> <p>we would send a letter every ..... years.</p>
<p>If everybody would have the same....</p> <p>we would hunger ..... days a year.</p>	<p>If everybody would have the same....</p> <p>we would buy a new pair of runners every .....years .</p>	<p>If everybody would have the same....</p> <p>would we own a car for ..... years in our life.</p>	<p>If everybody would have the same....</p> <p>we would buy a new pair of jeans every ..... years.</p>
<p>If everybody would have the same....</p> <p>we would get ..... years old.</p>	<p>If everybody would have the same....</p> <p>we would be illiterate for ..... days a year.</p>	<p>If everybody would have the same....</p> <p>we would get a newspaper Every .... days</p>	

<p>If everybody would have the same....</p> <p>we would drink a cup of coffee every 60 days.</p>	<p>If everybody would have the same....</p> <p>we would own a television every 4 days.</p>	<p>If everybody would have the same....</p> <p>we would send an email every days.</p>	<p>If everybody would have the same....</p> <p>we would send a letter every ..... years.</p>
<p>If everybody would have the same....</p> <p>we would hunger 60 days a year.</p>	<p>If everybody would have the same....</p> <p>we would buy a new pair of runners every 40 years .</p>	<p>If everybody would have the same....</p> <p>would we own a car for 5 years in our life.</p>	<p>If everybody would have the same....</p> <p>we would buy a new pair of jeans every 70 years.</p>
<p>If everybody would have the same....</p> <p>we would get 64 years old.</p>	<p>If everybody would have the same....</p> <p>we would be illiterate for 100 days a year.</p>	<p>If everybody would have the same....</p> <p>We would get a newspapoer every 15 days</p>	<p>If everybody would have the same....</p>



## NAME OF THE GAME:

Relay

### COUNTRY:

Germany

### SCHOOL:

Grundschule Woffenbach

### THEME:

Justice

### AGE GROUP:

6 to 10 years

### GROUP SIZE:

20 to 30 pupils

### TIME:

15 minutes

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, justice

### OBJECTIVES:

Encourage team work

### MATERIALS:

Papers with numbers from 1 to 6

### PREPARATION:

Preparation of the field

### INSTRUCTIONS:

The players get divided in groups with the same amount. The players take place on one side of the field. On the opposite side of the field there are papers with





numbers from 1 - 6, dice and pens - a set for each group. The first runner of each group takes off to the opposite side, rolls one dice once and crosses the number he rolled off, runs back and the next player goes. If the rolled number is already crossed off - the player has to run back and it's the next runner's turn. The group who has crossed off all the numbers wins.

This game is about justice, but you also need a little luck.



## NAME OF THE GAME

### Miming what is fair

#### COUNTRY:

Spain

#### SCHOOL:

IES Carlos Cano

#### THEME:

Justice

#### AGE GROUP:

6 to 18 years old

#### GROUP SIZE:

Divide the class in half

#### TIME:

15 minutes

#### RELATED THEMES/RIGHTS:

Citizenship, equality, solidarity

#### OBJECTIVES:

To achieve a form of collaboration through a common task and to use alternative forms of communication; to understand the value of group work and communication as well as the capacity to make a collective decision and how it is used such as in following rules.

#### MATERIALS:

Flashcards with synonyms for justice and blank flashcards.





## **PREPARATIONS:**

No preparation

## **INSTRUCTIONS:**

Divide the class into two groups and pass out the cards to the members of each group. All the team members will have to come up with and agree upon a word that has to do with "justice" and write it on the blank card. This card will then be given to someone from the other team. Then one member from each group will have to mime and/or act out the word that is written on the card. The team members who are guessing shall be given two minutes to correctly guess the word. The team that correctly guesses the most words wins the game.





## NAME OF THE GAME

### Sabotage

#### COUNTRY:

Spain

#### SCHOOL:

IES Carlos Cano

#### THEME:

Justice

#### AGE GROUP:

8 to 18 years

#### GROUP SIZE:

Dividing the class into small groups of three

#### TIME:

15 minutes

#### RELATED THEMES/RIGHTS:

Justice, dignity

#### OBJECTIVES:

To overcome personal obstacles and create confidence

#### MATERIALS:

No materials

#### PREPARATIONS:

The coordinator will explain the meaning of the word 'sabotage': Sabotage does not necessarily mean destroy. The person sabotaging the game should do it discreetly. After explaining this to the group, ask the group members to explain how they would sabotage different situations. For example, someone can sabotage



a conversation among friends by saying phrases like, "I'm too tired to listen to you guys". Another example could be sabotaging a game or a joke by saying, "I've already played this a million times" or "I've already heard this joke a million times" respectively.

### **INSTRUCTIONS:**

The groups are divided into subgroups of three.

**Person A:** Person A talks about a problem with Person B.

**Person B:** Person B listens and agrees or disagrees quietly (They do not try to fix the problem, they are merely listening to Person A)

**Person C:** Person C tries to sabotage the dialogue by interrupting it in the most subtle way possible.

Every once in a while, the participants will change roles so that everyone can experience all three roles.

A small dialogue will be held in which the participants discuss how they felt as they played each role in the game.

2013-2015



## NAME OF THE GAME:

Justice Rain

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Justice

### AGE GROUP:

Suitable for 10 to 12 years old

### GROUP SIZE:

2 groups, 3-4 players in each group

### TIME:

20 minutes

### RELATED THEMES/RIGHTS:

Justice

### OBJECTIVES:

The aim of this game is to let the students enjoy while they are learning. While the students are playing this game, they learn how to be just in society and learn to behave like that. They can learn to differentiate the just and unjust behaviours while playing this game. Also the students know that if they know much about justice, it will be good for them.

### MATERIALS:

Some papers





## **PREPARATION:**

There must be some pieces of papers. The sentences both about justice and about other subjects are written in the papers. There are also some stars in the papers as a bonus. The papers are folded. Group members are selected.

## **INSRUCTIONS:**

Students forms two groups. One of the students holds the papers in his/her hand. S/he throws the papers to the air like a rain. The group members take one of the papers on the ground and read it. If the sentence is about justice, they keep it but if it is not, they fold it again and throw it back to the ground. If they find the stars on the papers, they keep it to as a bonus, extra point. This continues like that until one student says «the game finished». The papers that the group members have are collected together. They are read. If it is the right paper, they win one star. If they find the stars on the papers they win those stars, too. However; if they find the wrong paper, they lose one star for every wrong answer. The group who has the most stars win the game.



## NAME OF THE GAME:

Hidden Letters

### COUNTRY:

Turkey

### SCHOOL:

Çambel Şebnem Kardiçalı Ortaokulu

### THEME:

Justice

### AGE GROUP:

Suitable for 10 to 13 years old

### GROUP SIZE:

2 groups, 5 to 6 players in each group

### TIME:

30 to 40 minutes

### RELATED THEMES/RIGHTS:

Justice, solidarity

### OBJECTIVES:

The aim of this game is that the students learn the words related to justice. They both learn this and have a good time while playing this game.

### MATERIALS:

Letters written on colourful cards

### PREPARATION:

There must be some pieces of cards. The words about justice are written on the cards. The letters of the words are cut.



## INSTRUCTIONS:

The students form two groups. Among the group members, some of them will look for the letters and some of them will make up a word. They decide their duties. The teacher gives a colour name to each group. If the group consists of six students, three of them goes out of the classroom. The teacher hides the letters in the classroom. They come in and try to find the hidden letters. When they find a letter, they give it to their group members and go on finding. The other group members try to make up a word related to justice. The group members who make up the word first win the game. Then the game goes on with the other words.





## NAME OF THE GAME:

Playing Fair

### COUNTRY:

Northern Ireland

### SCHOOL:

Saint Patrick's PS, Dungannon

### THEME:

Justice

### AGE GROUP:

9 to 12 years

### GROUP SIZE:

Varying group sizes

### TIME:

1 hour

### RELATED THEMES/RIGHTS:

Equality, solidarity, respect, citizenship

### OBJECTIVES:

Children to understand terminology of fair and unfair, justice and injustice and discrimination in order to develop empathy with others.

### MATERIALS:

Markers, paper, scissors, music

### INSTRUCTIONS:

To introduce the theme of fairness and justice, involve your pupils in some games where the rules are different for different people. For example:



Play a short game of football where the pupils are divided into teams according to eye colour or birthday months. Ask one team to work in pairs with their legs tied together as for a three-legged race.

Use board games at tables in the classroom. Give some people normal dice and others dice that have the numbers 4, 5 and 6 covered over. Select the people who have to use the adapted dice according to a category such as birthday month.

Deciding which pupils experience unfairness or injustice can be done randomly, but using a category (such as birthday months) will allow you to explore how some people experience injustice and discrimination because of an aspect of their identity (for example a grouping they belong to or where they live).

When they've finished their games, discuss the experience with your pupils, using questions such as:

- How did you enjoy the game?
- Who won the game? Why was this?
- How did it feel to have the advantage/be disadvantaged?
- If you had the advantage, did you ever feel like helping the people who didn't? Why/why not?

### Reflection

In this game you were chosen because of something to do with who you are: part of your identity. Can you think of any real life examples where people are treated unfairly or are discriminated against because of an aspect of their identity?

Finally, encourage your pupils to come up with definitions of fair, unfair, justice, injustice and discrimination. Then display these for reference for other discussions within this learning activity.



## NAME OF THE GAME:

That's Not Fair

### COUNTRY:

Northern Ireland

### SCHOOL:

Saint Patrick's PS Dungannon

### THEME:

Justice

### AGE GROUP:

9 to 14 years

### GROUP SIZE:

Individual and whole class

### TIME:

45 minutes

### RELATED THEMES/RIGHTS:

Equality, humanity, dignity

### OBJECTIVES:

Children to understanding that in life there are many injustices and that injustices may be shown to them at certain times. They must deal with these in a sensible, mature manner. This game is designed to help children think about what is fair and unfair.

### MATERIALS:

Different coloured paper, treats, punishments

### INSTRUCTIONS:





Choose four different colours of paper. Distribute evenly among the class, without telling the children what the colour means. After each child has been given a sheet of paper, ask children to gather together in their groups, according to their colour. When the children are separated, tell them that two groups are to be given punishments, the other two privileges. Select two punishments/privileges and assign to groups. For example, one group could receive stickers/sweets/pencils/treats. Another group could be told to write out something 30 times, or to clean the classroom.

After they have completed the activity, ask the children to discuss how they felt. Talk about how it was unfair that some children were rewarded for receiving a particular colour of paper and others were punished. Point out to children that they didn't choose, the paper, they were allocated it and they had no control over it. Explain that each person is born without being able to choose where they are from or what their beliefs are. Some people are punished for their beliefs and others are rewarded. Some people are viewed in society as being better than others. This is not the case, we are all born equal, regardless of whatever tag may be given to us.

