



# RIGHTS HERO

TEACHING THE RIGHTS OF THE CHILD  
THROUGH AN ELECTRONIC GAME

# TEACHERS' MANUAL



Co-funded by  
the European Union

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## Introduction- Purpose of the Manual



The current manual has been developed as part of the European project Rights Hero which aims to raise awareness of the Convention for the Rights of the Child to elementary and lower secondary school children (9-14 Years old) through the use of an electronic game.

The manual is addressed to schoolteachers which are interested to use the game in order to approach the issue of the Rights of the Children in their classroom. It aims to be a Teachers' Companion that would support the teacher to use the game in the classroom.

This manual includes the following information:

- Introduction about the Rights Hero project
- Useful information about the Right Hero Game
- Educational Scenarios on how to use the game in the classroom

The educational scenarios are suggestions that could be used by the teachers in order to use the game in the classroom. The scenarios can be adapted and modified on the basis of each context. Aim of the project is to create a community that will be able to exchange ideas, experiences and suggestions about the use of the game.

## The Rights Hero project



Rights Hero is a project which aims to raise awareness on the [United Nations Convention on the Rights of the Child](#) through the use of an electronic game. The project is funded by the European Union through the Erasmus+ programme.

The electronic game is addressed mainly to elementary and lower secondary school children. It is a game that is intended to be played at school or to be discussed at school. It was developed in order to become an attractive way to introduce to the children the content of the Convention. It is available in English, Greek, Italian, Danish and Romanian.

The project aims also to increase the capacity of teachers to organise workshops and discussions in the school in relation with the rights of the children as well as the use of gamification as a method in order to approach the issue of the rights of the children.

The project is implemented by a transnational consortium comprising 7 organisations from 4 countries. The project is coordinated by the [Network for the Rights of the Child](#) from Greece which is an organization specialized in the promotion and protection of the rights of the children as specified in the convention. Responsible for the development of the game is the Greek organisation [OMEGATECH](#) while responsible for the pedagogical and didactical aspects is [Action Synergy](#), also from Greece. The project is also implemented by three youth organisations: [Crossing Borders](#) from Denmark, [CISS](#) from Italy and [GEYC](#) from Romania. Important role in the consortium has also the participating school which is the [49<sup>th</sup> Primary School of Athens](#).

The Rights Hero is implemented between 2022- 2024. More information can be found in the project's website: <https://rightshero.eu/>

## The Rights Hero Game



### The story

362,000 light-years away from planet Earth is the planet Spork. At a first glance, Spork seems to be a perfect planet! On the planet Spork, every Sporkian, from the first day they are born can speak their language while they know all the languages and dialects that exist on every planet. The Sporkians choose their own name as soon as they are born and they can change it whenever they want. Also, teleportation and intergalactic travel is a very simple and common routine. Sporkians fly with spaceships but also on their own, they can become invisible, get a laser out of their eyes, hear with their super hearing even a feather that falls to the ground but also transform into what they think: from a huge dragon up to a small toaster.

However, the Sporkians want their children to cry. The tears of every Sporkian from 0 to 18 years old are unique for the production of the "Dear Tear" cocktail. The governor of the planet Zdonk is upset with this situation, wants to stop the children from crying and found out that in the planet Earth the children have rights but there is also an International Convention, a law that protects their rights.

Each child that plays the game is the special envoy of the planet Spork on Earth with the specific mission to learn about the Convention for the Rights of the Child and how this is implemented and transfer its knowledge back to his/ her planet. During his/her travel to earth s/he will meet people and listen to stories that will make him/her understand more about the rights of the children.

### Characteristics of the game

**Device:** The game can be played only on a PC or laptop. It cannot be played on a smartphone and it can be played on a tablet only if it is attached to a keyboard.

**Technical Characteristics:** In order to be able to play the game, the PC or laptop should have the following recommended characteristics:

Windows 10

RAM 16 GB

CPU: Intel CPU Core i5-4590 3.3GHz / AMD Ryzen 5 1600

GPU GTX 3050i

4GB storage

For a VR device:

Meta Quest 2: <https://www.meta.com/quest/products/quest-2/>

Oculus link cable: <https://www.meta.com/quest/accessories/link-cable>

For MAC the recommended specs are:

RAM 8GB+

CPU Intel 7+

It can also work in computers with lower specs or desktop version but we cannot guarantee that it will run smoothly.

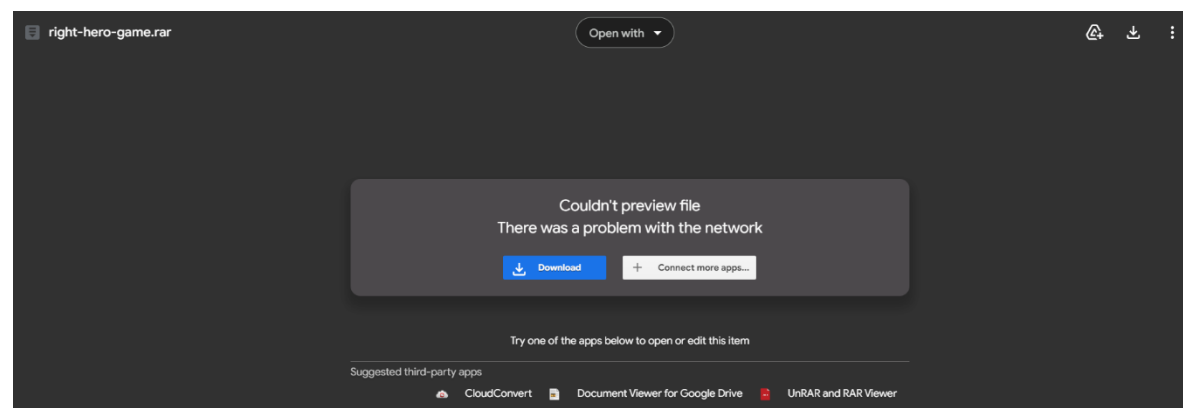
**Gameplay:** The user is walking on a 3D city environment and is guided to arrive to specific locations of the virtual environment. When s/he arrives on the specific location, a situation is presented to him/her and s/he has to provide an answer to a multiple choice question. The player proceeds when s/he identifies the correct answer. There are two types of locations: the “green” ones which are obligatory to answer in order to proceed to the next level and the “red” ones which are not obligatory but give the player extra points. By answering correctly to the questions, the player collects superpowers that helps him/her to proceed to the next level. There are 4 levels at the game and each situation is approaching another article of the Convention for the Rights of the Child.

### Download and open the game

The game needs to be downloaded on a computer or laptop. In order to download the game, you need to visit the following website:

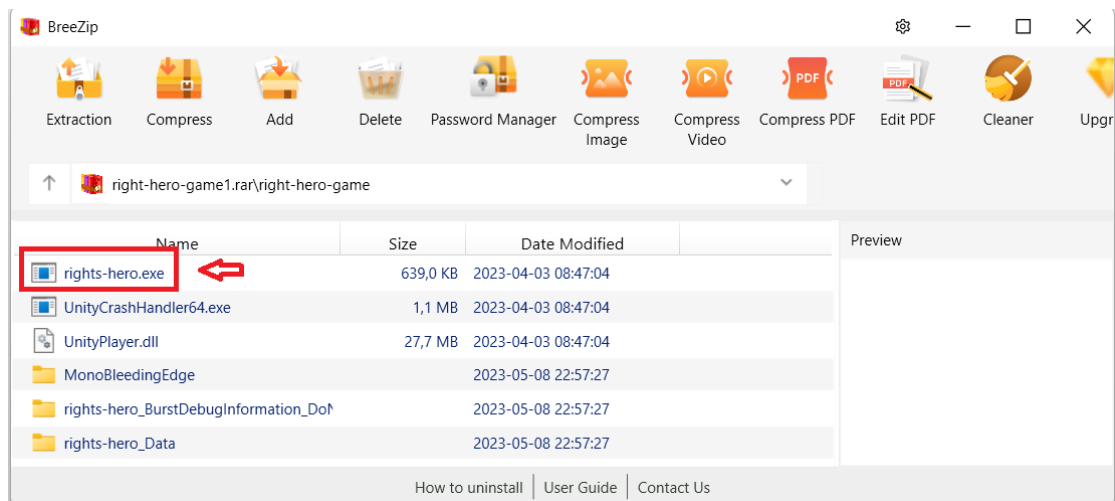
<https://rightshero.eu/index.php/the-game/> and you can select the version to download (windows or Mac)

When you click to download the file, may appear the following message:



If this happens, you click the “download” button and you continue. You can find the downloaded file in the “Downloads” section of the computer. The file appears in the format .rar. In order to open the file, you will need to use a programme that is able to open/ extract .rar files. If you do not have such a programme you can download for free (for example <https://www.win-rar.com/start.html?&L=0>). You can open the file either with double click or with right click and selecting the right programme from the “Open with” section.

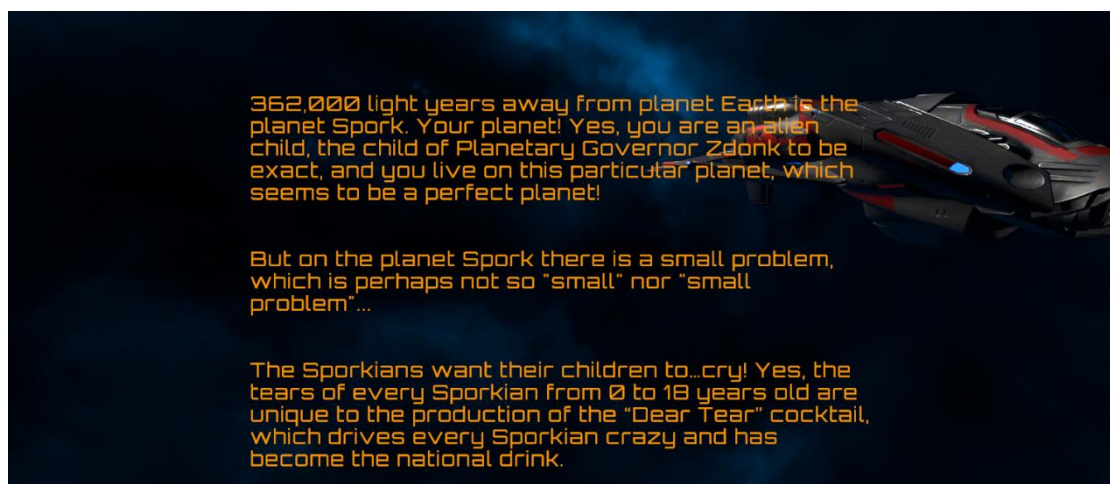
When you open the folder, the following screen appears:



You need to select the rights-hero.exe in order to start the game.

## Start the game

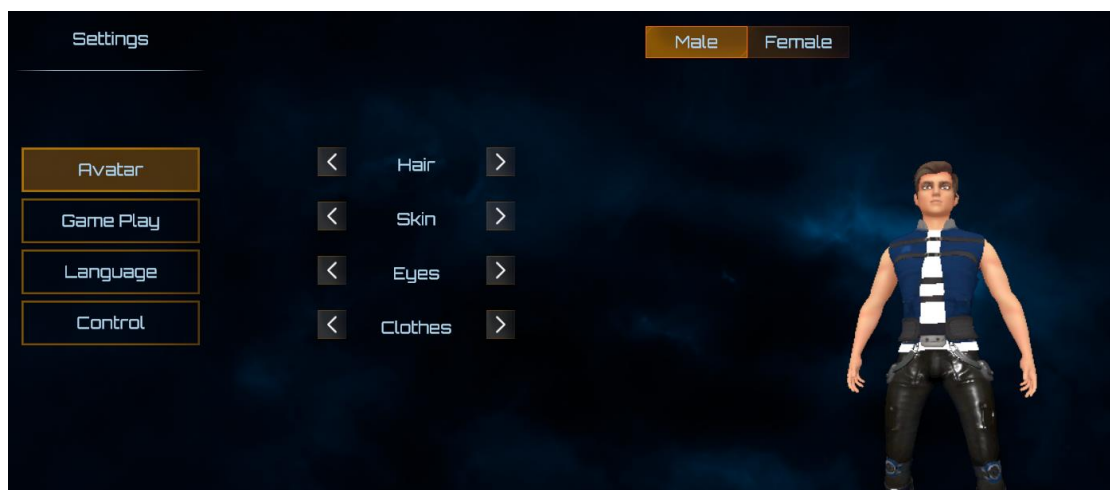
At the beginning, a screen appears with the narration of the story



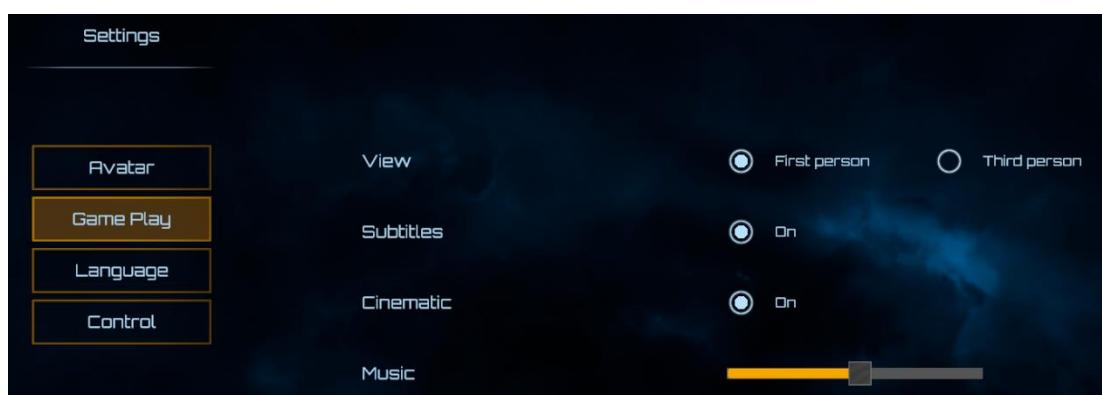
Before playing the game, the player has a number of options. In order to see these options s/he needs to click on the “Settings” Button.



From these settings, the player can select if s/he wants a male or female avatar as well as the characteristics of this avatar (hair, skin, eyes, clothes).



Also, through the Game Play menu, the player can select if s/he wants to play as a first person (the player doesn't see the avatar) or a third person (the player sees the avatar), if s/he wants to have subtitles to the audio discussion and if s/he wants the cinematic parts of the game to appear.



Finally, through the language menu, a player can select the language that the game will appear. The game is available in English, Greek, Italian, Romanian and Danish.



When, the player starts the game, a small clip appears where Governor Zdonk is giving to the player the mission.



After this clip, the game is ready to be played.

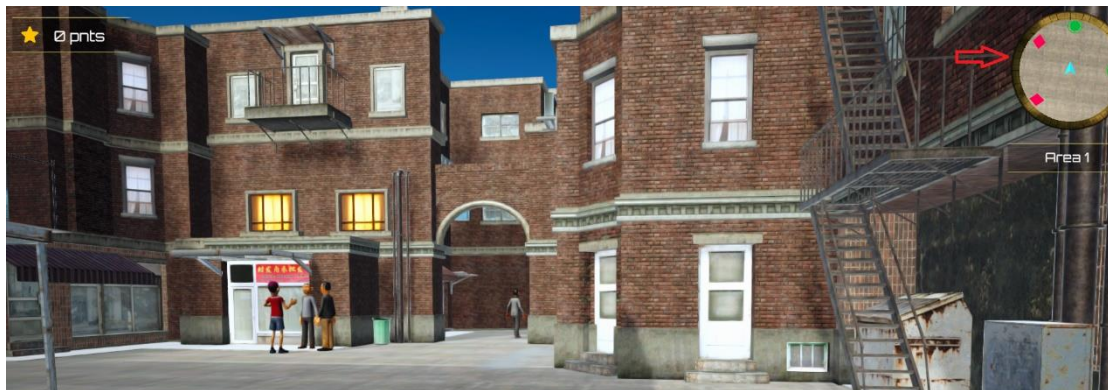
### Playing the game

The player finds him/herself in a 3D city environment. He can move in the environment and interact with it using the following controls:

Movement	W   S   A   D
Run	Shift
Highligh Answer	Up arrow   Down arrow
Select Answer	Space
Flash	F
Minimize	1
Strength	2
Interact	E

By moving the mouse, the player can look at any direction s/he wants.

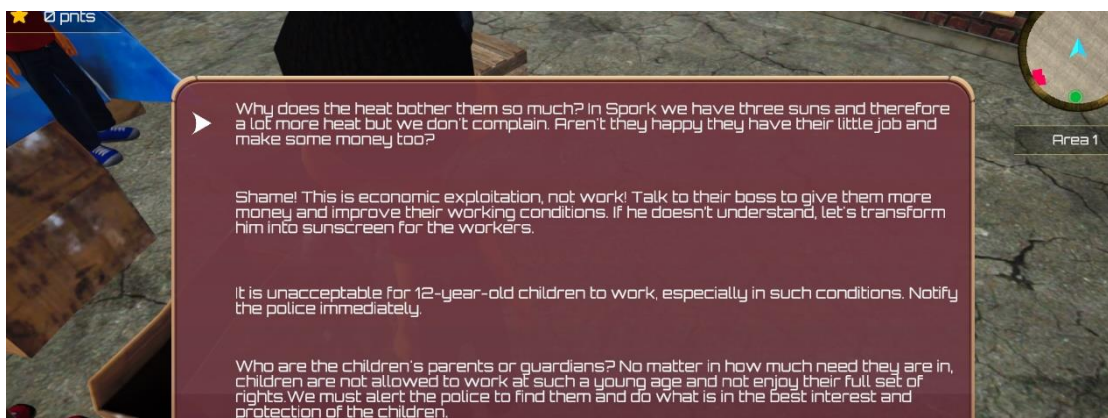
At the upper right corner of the screen there is a map which indicates red and green spots. The player needs to go and find these red and green spots because they indicate situations in which they can interact.



When a player arrives at a green spot, a situation appears where some people are talking between themselves about a situation related with the rights of the children.



Following the discussion, a question appears:



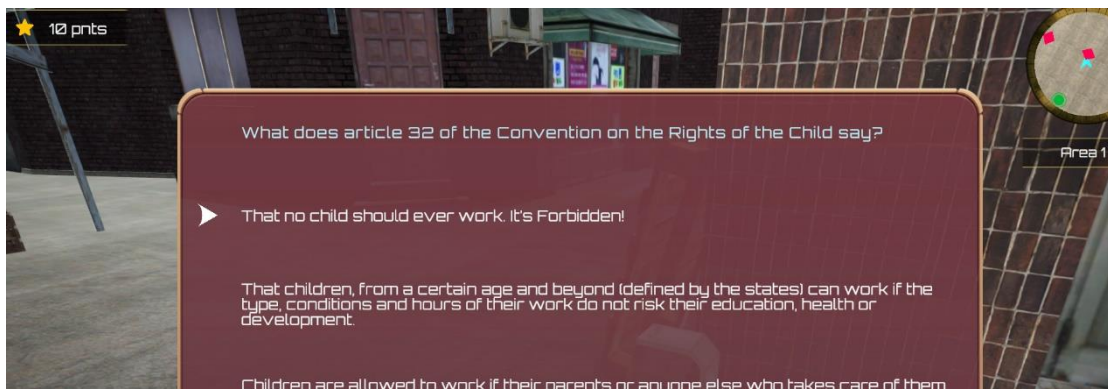
If the player gives the correct answer, the game continues. If the answer is wrong, the game is giving feedback and asks the player to try again.

In every level, there are two green spots and in order to proceed, a player needs to answer correctly to both of them. In the game, there are 4 levels in total.

When a player answers correct in the questions of the green dots, he gets superpowers that can help him/her to pass to the next level



When you arrive at a red spot, a question on the Convention appears. If it is answered correctly, the player gains additional points.



## The Scenarios of the Game

The game presents 8 scenarios that are related with the Convention for the Rights of the Child:

- A group of 10-year-old children chat while working in a factory.
- One child is talking to his mother: Shouldn't we do something?:
- A child sits alone in a schoolyard: 'Say no to refugees'.
- In a playground full of children, a child and his dad are talking while another child in a wheelchair is outside
- Two women chat outside the high school their children attend. Topic of conversation, what's happening at the school
- Inside a house, a girl talks to her mother. "But I want to go to school".
- A parent is arguing with his child (the child is holding and staring intently at a smart phone).
- Inside her room, a 14-year-old child is surfing the internet and has been exchanging messages for a long time with a stranger, posing as a 16-year-old

## Useful Tips

**Tips to move from one level to another**

### **How to go from the first level to the second level**

To cross the first track and go across to the second track, cross the river. After answering the second scenario you will receive the Flash power. Go to the edge of the river and with the button to move forward and the flash (Button F), jump across.

### **How to go from the second level to the third level**

From the second to the third, after you reply the correct answer of the second scenario of the level, you gain the power to be small (Button 1). Cross the river again and you'll find a wall with a small hole in it. You become small and go underneath.

### **How to go from the third to the fourth level**

To go from the third to the fourth, you will receive the punch to break the wall (Button 2). First you will return from the wall with the hole and then, you will find the wall with the green frame. Then you will use the punch to break the wall and move on.

### **Other Useful Tips**

- The game is saved and plays on a desktop computer (windows or mac). You can save it and transfer it to another computer with usb.
- You can save the game and continue at another time, or another team can play and save their own game.
- You can play the game once and then organise activities according to what you would like to teach and according to the time you have available.

## Educational Scenarios

In this section of the manual, we are going to present some educational scenarios that could be used starting from the game in order to approach the issue of the rights of the children. The educational scenarios that we are proposing are just examples and the teacher can adapt them to his/her classroom and his/her learning objectives. Independently from the educational scenario that is going to be used, it is very important that before suggesting it to the students, the teacher should try the game first him/herself.

### Parameters to be taken into account

The educational scenarios that could be used in the classroom depend from different parameters that can be analysed below:

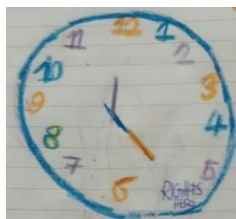
#### Parameter 1: Infrastructure



The infrastructure (number of computers that are available for playing the game) in the classroom may vary. There are 3 different possibilities:

- The classroom has 1 computer (the computer of the teacher)
- The classroom has a number of computers that could be used by the students in order to play the game in small teams
- The classroom has a number of computers that could be used by the students in order to play the game individually

#### Parameter 2: Hours that can be dedicated to the activity



The time that a teacher can dedicate to an educational scenario can also vary. One teacher may be able to dedicate one didactic hour for an educational scenario or s/he can dedicate several hours in the activity.

#### Parameter 3: Topics



The game had 4 levels (zones) and each one is dedicated to different articles of the Convention for the Rights of the Child. The teacher may want to dedicate an educational scenario to various of these rights or focus on one right in particular. The rights that the game is approaching are the following:

Level 1: Child Labor (Article 32). Decent Standard of Living (Article 27)

Level 2: Respect of values of migrants (Article 29), Equality/ Discrimination/ Disability (Article 2)

Level 3: Gender Roles/ Identities (Article 1), Right to Education (Article 28)

Level 4: Mass Media (Article 17), Sexual Harassment (Article 34)

#### **Parameter 4: Educational Goals**



An educational scenario based on the Rights Hero game can serve various educational goals. A teacher may decide to go deep on one of the themes addressed or the teacher may want to present several themes in the framework of one lesson

#### **Parameter 5: Types of Activities**



Many kinds of activities could be organized in order to approach the themes of the rights of the children based on the game. These activities could be the following:

- **Group Discussion:** Guide students through the game stopping at key points to discuss different rights being presented and how they relate to real-life situations.
- **Role Playing:** Take a role and try to change the situation presented in the game.

- **Real life case studies** of children that have experienced rights violations.
- **Advocacy Project:** Group work that raises awareness on an issue presented at the game.
- **Creative writing:** Story/ Poem that incorporates the different rights
- **Personalisation:** Connect the issue at stake with personal situations that the students have lived or have heard of
- **Various:** In addition with the previous ones, all kinds of activities if adapted adequately could be used in order to work with the Rights Hero game

### Educational Scenario 1: Are the children allowed to work?

<b>Infrastructure</b>	One Computer
<b>Hours</b>	2 hours
<b>Topics</b>	Child Labour
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Group Discussion, Real life case study

#### Step 1: Preparation

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game.

#### Step 2: Playing the game

When the game arrives at the point where the issue of the child labor is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

#### Step 3: Group Discussion.

Definition of child labor. The teacher asks the students to work together in groups of 4 and make a list of what they think is child labor. Each team discusses the list it has created with the rest of the class and they create a common list with what is and what is not child labor.

#### Step 4: Real Life Case studies

The teacher presents the following image to the students and asks them where they think that the photo was taken from and what it represents.



After discussing the answers received, the teacher gives to the students the following text:

*Cobalt is an essential raw material used by large tech companies for rechargeable lithium-ion batteries, electronic devices, and electric cars. Small-scale mining in Congo involves people of all ages, including children, obligated to work under harsh conditions. Of the 255,000 Congolese mining for cobalt, 40,000 are children, some as young as six years. Much of the work is informal small-scale mining in which laborers earn less than \$2 per day while using their own tools, primarily their hands.*

The teacher can discuss the photo and the text asking questions such as:

- Why do you think that the children are obliged to work?
- What could be done in order to change this situation?

### **Step 5: Personalisation**

The teacher asks the students the following questions:

- Do you know any children that work?
- Do you think that child labor exists in Europe?

After discussing the last question, the teacher can present the following text:

*About 336,000 children in Italy between 7-15 (6.8%) have had work experience, while 58,000 (27.8%) adolescents between 14-15 say they have done work that is detrimental to their schooling and psychophysical well-being, according to the “It’s not a game” survey conducted by Save the Children*

<https://www.euractiv.com/section/politics/news/save-the-children-survey-shows-troubling-data-for-child-labour-in-italy/>

The aim of the last exercise is to present that child labor is not something that happens only far away but also something that can happen around us in our context.

### **Educational Scenario 2: What should I do?**



<b>Infrastructure</b>	laptops for each child or at least 1 for every 3 children, flicphart and sheets, markers
<b>Hours</b>	2 hours
<b>Topics</b>	Child Labour
<b>Educational Goals</b>	<ol style="list-style-type: none"> <li>1. To know their rights</li> <li>2. To develop teamwork skills</li> <li>3. To develop their communication and presentation skills in public</li> <li>4. To develop skills to solve problems observed and which are harmful to them or other children</li> </ol>
<b>Types of Activities</b>	Role Playing

### Step 1: Preparation

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and the students play the game in groups.

### Step 2: Role Playing

Students take roles and dramatize the lines of the 4 students that are exploited through labor.

### Step 3: Brainstorming

The students will be divided into teams where, through the Brainstorming method, they will write on a flipchart sheet solutions to solve the situation.

### Educational Scenario 3: How we can improve the implementation of the rights of the children?

<b>Infrastructure</b>	The students can play the game individually or in groups in different computers
<b>Hours</b>	1 hour
<b>Topics</b>	All the topics of the game
<b>Educational Goals</b>	Overview of different rights based on the game
<b>Types of Activities</b>	Group Discussion, Advocacy

### Step 1: Preparation/ Playing the game

The game is downloaded on several computers that are available in the classroom. According to the number of the computers that are available in the classroom, the students play the game until the end individually or in small groups. If they complete it fast, they can play it again from the beginning.

## Step 2: Group Discussion

After playing the game, the students are asked to select one of the 8 topics discussed which they considered most important and explain briefly why. Then, the students are grouped on the basis of the topic they have selected.

## Step 3: Advocacy

The students are asked to discuss in their small groups what could be done in order to contribute to the improvement of the situation that is presented. They can discuss about what should be done at a society level but also what they, personally or at a school level can do.

The students prepare a list of activities that could be done and present them in the classroom.

### Educational Scenario 4: Can everybody play in the playground?

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Disability
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Group Discussion, Advocacy

## Step 1: Preparation/ Playing the Game

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. When the game arrives at the point where the issue of the Playground is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

## Step 2: Advocacy

When the students find the correct answer, divide the students in groups of 4. Ask them to write a letter to the management of the playground explaining why they should add toys for children with disabilities. This exercise can be divided into two parts.

- At the first part, the students can gather their arguments and create a list of arguments in bullet points.
- At the second part, they can formulate these arguments in a coherent letter addressing the management of the playground

## Step 3: Group Discussion/ Personalisation

The teacher asks the students to discuss in plenary the following issues:

- Does your playground have toys for children with disabilities?
- If not, who do you think you will need to inform and how?

#### **Educational Scenario 5: Why is integration of children with disability important?**

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Equality/ Discrimination/ Disability (Article 2)
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Role Playing, Group Discussion

#### **Step 1: Preparation**

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game.

#### **Step 2: Playing the game**

When the game arrives at the point where the issue of equality, discrimination and disability is raised (Level 2, scenario 2), the student reads out aloud the different options. At this stage, the students are not asked to vote for the right answer yet. The game is paused and the teacher will facilitate the following activities:

#### **Step 3: Role play**

Children are divided into 3 different groups. The first group is asked not to use their sight and keep their eyes closed; The second group is asked not to use their hands and keep them behind their backs; The last group is asked not to use their voice and keep quiet during this activity. Give the students 15 minutes, during which each group will have the goal to build, using their body, a "Human Bridge".

After 15 minutes, ask the children to get all together and give them extra 15 minutes during which they will have to build again a "Human Bridge", but this time they will all work together.



#### Step 4: Discussion and personalization

After the previous activities, the teacher asks the children the following questions:

1. How did you feel when you had to build a “Human Bridge” in a group with others having the same difficulties as you had?
2. When was it easier to build the “Human Bridge”, when you were in separate groups or when you were all together?
3. When did you have the most fun?

The goal of this game is to make children empathize and understand why “segregation” of children with disabilities is not a fair and viable option.

#### Step 5: Finishing the game

After the activities and discussion, go back to the game and ask the children to vote the right answer. Ask them to keep in mind how they felt while playing the “Human Bridge” game. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one.

#### Educational Scenario 6: Are the girls allowed to go to school?

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Right to Education
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Real life case studies, Role Playing

#### Step 1: Preparation/ Playing the Game

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the

students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of the Right for Education is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

### Step 2: Real life Case Study

The teacher reads together with the students and explains the story of Malala Yousafzai <https://bedtimehistorystories.com/the-malala-yousafzai-story-for-kids/>

### Step 3: Role Playing

- The students are divided into groups and they are asked to find questions that they would like to ask Malala if they could meet her
- Hot Seat: The teacher takes the role of Malala. S/he takes a chair and sits in the middle of the classroom. The students sit or stand around him/her and play the role of journalists that ask to Malala the questions they have prepared

### Deepening: Creative Drama

If a teacher wants to deepen the discussion and dedicate more time to the topic, a more elaborate scenario, based on the story of Malala, can be found in the handbook of the Erasmus+ ANTIGONE project p.58, <http://antigone-project.eu/wp-content/uploads/2022/02/Antigone-Handbook-English-final-20220212.pdf>

### Educational Scenario 7: Should the migrants go back to their countries?

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Migration
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Role Playing

### Step 1: Preparation/ Playing the Game

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of Migration is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

## Step 2: Role Playing

- As a first stage, the students are working in groups and they gather arguments in order to advise the child in the game on how he must react to his situation. Each group makes a list of arguments to be presented to the child.
- At the second stage, there is a role game. The teacher plays the role of the boy in the game and one student from each group plays the role of the Rights Hero and advises the child on what s/he should do in order to improve his situation.
- At a third stage, the role playing continues. This time, it is the teacher who plays the role of the teacher that is mentioned in the game and the students play the role of the boy. The boy has taken courage and is going to the teacher in order to defend himself against the injustice and discrimination received. The scene is repeated several times in order to give to several students the possibility to play the role
- A discussion is organized at the end of the role plays, on the conclusions that could be made

### Educational Scenario 8: How can we speak our mind?

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Respect of values of migrants (Article 29)
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Role Playing, Group Discussion

## Step 1: Preparation

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game.

## Step 2: Playing the game

When the game arrives at the point where the issue of equality, discrimination and disability is raised (Level 2, scenario 1). The student reads out aloud the different options and the teacher asks the students to vote to see which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

## Step 3: Role Play

Divide the students into pairs. One child plays the character of the game, while the other plays the role of the Rights Hero. The latter will have to suggest ways through

which the child can express his opinion and find the courage to disagree with their teacher. After 10 minutes, switch roles.

#### **Step 4: Group Discussion/ Personalisation:**

Ask the students to briefly summarize the advice and conversations they had in their pairs. Was there any good advice? Which ones could be the obstacles to implementing the advice you received? Have you ever been in a similar situation? What did you do?

#### **Educational Scenario 9: How do we include refugees in planet Spork?**

<b>Infrastructure</b>	The students can play the game individually or in groups in different computers
<b>Hours</b>	1 hour
<b>Topics</b>	Respect of values of migrants (Article 29)
<b>Educational Goals</b>	The goal of the action is to take measures and make proposals to achieve the inclusion and acceptance of refugees.
<b>Types of Activities</b>	Role Playing, Group work, discussions and presentations

#### **Step 1: Preparation/ Playing the game**

The game is downloaded on several computers that are available in the classroom. According to the number of the computers that are available in the classroom, the students play the game until the end individually or in small groups. If they complete it fast, they can play it again from the beginning.

#### **Step 2: Role Playing**

The story involves holding a discussion with representatives of Planet Spork, regarding the inclusion of refugees and to help as Rights Heroes to advise the protagonists of the game on how to respond.

Participants are divided into two groups. One assumes the role of teenage Sporkians and the second group, the role of representatives of Planet Spork.

The two teams will have 6' to 8' minutes to prepare.

1. Education conditions in Planet Spork schools and educational programs that focus on inclusion and acceptance.
2. Activities aimed at mutual understanding and respect among the citizens of Planet Spork.

#### **Step 3: Recording of the discussions**

The group of participants who have taken on the role of teenage Sporkians, through the discussion that will follow, will record their reflections according to their

experiences so far, on the issues of inclusion and acceptance (based on the incident of the hero of the game). In a second phase, they will record possible suggestions for improving the inclusion activities already provided by Planet Spork (e.g. providing spaces for meetings to create social awareness or social action groups, etc.).

The team of Planet Spork representatives, after elaborating the themes mentioned, will try to list new proposals for actions and free services within Planet Spork in order to assist the integration and acceptance of refugees. Time will be given to record and elaborate the group's proposals, which should aim at inclusion. (e.g. creating a teenage newspaper within Planet Spork, ensuring their free expression. In this context, it will be allowed to record the concerns of the participants, with the aim of defending and asserting the best interests of each teenager of Planet Spork. Another example could be the establishment of cultural get-together days). These examples depending on the needs of the program participants may be given by the animators.

#### **Step 4: Dialogue between the groups**

The groups will then be asked to take seats at a table or joined desks, facing each other. They will be preceded by the participants - role of teenage Sporkians, who will present their concerns and ideas and then the group of Planet Spork representatives will respond to these issues. The activity will then continue with the Planet Spork representatives making their own suggestions, on which a dialogue between the groups will follow.

The teacher will record on the board a list of the results obtained. Participants will be given time to discuss together about the activity, their experience and their concerns.

#### **Educational Scenario 10: The Return to Planet Spork**

<b>Infrastructure</b>	The students can play the game individually or in groups in different computers
<b>Hours</b>	1 hour
<b>Topics</b>	All the topics of the game
<b>Educational Goals</b>	Overview of different rights based on the game
<b>Types of Activities</b>	Creative Writing

#### **Step 1: Preparation/ Playing the game**

The game is downloaded on several computers that are available in the classroom. According to the number of the computers that are available in the classroom, the students play the game until the end individually or in small groups. If they complete it fast, they can play it again from the beginning.

#### **Step 2: Creative Writing**



After a specific time, where the students would have played the game and get acquainted with the issues raised, the teacher tells the students, following the scenario of the game: “After their expedition in earth, you go back to planet Spork and you write a story about what you have learned about the Rights of the Child to be addressed to the Spookian government”.

It is advisable that the students know about the task before the beginning of the game (after the game introduction) in order to pay attention to the different aspects that are raised. If there is not enough time, this task could be given also as homework.

### **Educational Scenario 11: Completing the task on Earth**

<b>Infrastructure</b>	The students can play the game individually or in groups in different computers
<b>Hours</b>	1 hour
<b>Topics</b>	All the topics of the game
<b>Educational Goals</b>	Overview of different rights based on the game
<b>Types of Activities</b>	Various

#### **Step 1: Preparation/ Playing the game**

The game is downloaded on several computers that are available in the classroom. According to the number of the computers that are available in the classroom, the students play the game until the end individually or in small groups. If they complete it fast, they can play it again from the beginning. After the completion of the playing, the teacher explains the scenario: *“The space ship has returned to Spork. Our hero reflects on how many things s/he has learnt about the children’s rights and expresses his thoughts with the following activities:”*

#### **Step 2: Acrostic**

Create an acrostic for the Rights of the Child focusing on the rights that were presented in the framework of the game.

#### **Step 3: Mind map**

Create a mind map where they write their thoughts and feelings created by playing the game. They also add images that refer to the game and the Rights discussed through that. The mind map can be made by hand or digitally using the tool <https://coggle.it/>

#### **Step 4: The “Tree of Promises”**

Create the “Tree of Promises” where each one of them writes a promise and a word that expresses him/herself.

*\* The idea for the “Tree of Promises” comes from the environmental project Schools 4climate (Σχολεία για το κλίμα, Νησιίδες Ανθεκτικότητας και Αλλαγής)*

## Educational Scenario 12: Bring the image to life

<b>Infrastructure</b>	One Computer (or more)
<b>Hours</b>	2 hours
<b>Topics</b>	Children rights based on the video game
<b>Educational Goals</b>	In-depth discussion on different rights
<b>Types of Activities</b>	Creative writing and presentation in various theatrical forms, <b>Group Discussion</b>

### Step 1: Preparing/Playing the game!

After the children have played the video game, start an open dialogue about the rights mentioned in the video game and what the children know about these rights, if they have relevant examples from their daily lives, the news and the internet in general.

### Step 2: An open dialogue with the children!

The aim is to focus on the rights mentioned in the video game and they will be given pictures related to video game rights. The children are divided into groups of 3-4 groups (depending on the number of children). They are given one picture in each group.

Examples (indicative) of pictures:





In order for the children to get in touch with the International Convention on the Rights of the Child, ( each group is given the convention) they are asked to find the right in the picture or the right that is being violated and they have to find in the convention in which article it fits (there may be more than 1-2 articles that can be matched)

### **Step 3: Bring the images to life!**

Afterward, children are asked to bring the picture to life. They must imagine they are in the picture and each person in turn of each group is asked to list what they can see or hear, feel, or think if they were there in real life. They can write down their thoughts, so they don't forget them. This can also be done with the use of dynamic images. The teacher gently touches the child on the back and as soon as the child feels the touch, he/she brings the picture to life by getting into the role (e.g., a child in a dump collecting various materials->Child's Labor-Article 32) by loudly expressing his/her thoughts, feelings, etc.

### **Step 4: Creative writing and presentation in various theatrical forms.**

Each group will create a story related to the picture. Give the children the skeleton of the story, emphasizing that the story must have a beginning, a midpoint and an end that will be based on the children's right or the right that is violated.

#### **The skeleton of the story:**

- Who is the hero? What is his/her name/age?
- What is his/her name, what is his/her age?
- Does he/she have any particular dream/wishes/goals?
- What are the obstacles he/she may have to deal with?
- Who will be the magical assistant with the magic object to help the hero overcome his/her struggle?

The end of Each group is encouraged to perform the story in various ways of its own choosing, as long as all members of each group are involved, each taking on a role. This can be through abstract torytelling, pantomime, role play, and setting up scenery, and they can also incorporate the use of objects to bring the story to life.the story

### Educational Scenario 13: Leave this mobile phone down

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Social Media
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Role Playing, Group Discussion

#### Step 1: Preparation/ Playing the Game

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of Social Media is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

#### Step 2: Role Playing

The students are divided in pairs. One plays the role of the child and the other plays the role of the parent. How could the dialogue continue? Let, 10 minutes the students to improvise and then discuss with them the dialogue that they have made up

#### Step 3: Group Discussion/ Personalisation

Following this exercise, you can make a group discussion in order to learn the students' personal experiences on the following issues:

- Did you ever have a similar discussion with your parents?
- What did you say in such a discussion?
- How do you get information?
- How are you sure that the information you get is correct

### Educational Scenario 14: Be a critical thinker!

<b>Infrastructure</b>	One Computer
<b>Hours</b>	2 hours

<b>Topics</b>	Social Media
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Group Discussion, Various

### **Step 1: Preparation/ Playing the Game**

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of Social Media is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

### **Step 2: News Headlines**

Show various news or newspaper headlines to the kids, some of them must be fake and ask them if they can find out which ones are the fake ones.

### **Step 3: Group Discussion**

Discuss the following questions:

- ❖ Where do you usually get your news?
- ❖ How reliable do you think they are?
- ❖ Why do media lie?

### **Step 4: Identifying the Actual facts**

Write on the board the following sentence:

***"A BLACK TEENAGED MAN SHOT AND BRUTALLY KILLED A WHITE YOUNG MOTHER OF THREE LITTLE ANGELS."***

Ask the kids:

- ❖ How do you feel when you hear something like this?
- ❖ Are there particular words of the headline that the writer has used to influence your opinion?
- ❖ What are the conclusions that you have drawn by reading this?
- ❖ Can you make out what the actual event is? Could it be said differently?
- ❖ Is language important?

✓ **Rewrite the sentence with the actual fact.**

### **Step 5: Group Work**

Create groups of 4 and ask them to write 3-4 news headlines with at least one to be fake.

When they all finish and present their ideas, ask the groups to spot the fake ones.

## Step 6: Poster creation

Watch these youtube videos.

Ask the kids to take notes.

<https://www.youtube.com/watch?v=0vjar1iqK-c>

<https://www.youtube.com/watch?v=AkwWcHekMdo>

✓ Create a poster. A check-list of how to spot fake news.

The poster can be made by hand or digitally with:

<https://www.postermywall.com/> OR

<https://www.canva.com/posters/>

## Educational Scenario 15: Which games do you play in social media?

<b>Infrastructure</b>	The students play the game in groups of 4/5
<b>Hours</b>	1 hour
<b>Topics</b>	Social media
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Real life case studies, Role Playing

### Step 1: Preparation/ Playing the Game

The game is downloaded on several computers that are available in the classroom.

According to the number of computers that are available in the classroom, the students play the game until the end in small groups of 4/5.

### Step 2: Real life Case Study

The teacher divides the students in small groups making them read a newspaper article related to the case of the blue whale game:

[https://milano.repubblica.it/cronaca/2021/05/19/news/blue\\_whale\\_ragazza\\_condannata\\_a\\_un\\_anno\\_e\\_mezzo-301820281/](https://milano.repubblica.it/cronaca/2021/05/19/news/blue_whale_ragazza_condannata_a_un_anno_e_mezzo-301820281/)

<https://www.bbc.com/news/blogs-trending-46505722>

The teacher asks the students if they have heard about the game of the blue whale

Then they are asked to talk in groups about it and to share with the teacher and the classmates their thoughts and considerations.

### Step 3: Group discussion

- The students are divided into groups and they are asked to find ways to solve the problem, how to stop the spreading of this kind of games on social media
- Answer the following questions:

1. What would you do if you knew that a friend of yours is playing this kind of game?
2. Would you talk to an adult about it?

**Step 4: Creation of a raising awareness campaign** based on the critical use of social media addressed by the students to their peers:

- Each group of students can record a video spot or prepare a big poster in which to express an effective message aiming at persuading other children or teenagers to pay attention to the risk of using social media without thinking critically. At the end of the working session, each group presents to the other ones their own work.

#### Educational Scenario 16: Sexual Harassment

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Sexual Harassment
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Role Playing, Group Discussion

#### Step 1: Preparation/ Playing the Game

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of Sexual Harassment is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

#### Step 2: Role Playing

Divide the group into pairs. One part of the pair is the girl of the story. The second part of the pair is a friend of the girl.

- The girl is telling the other person what the guy in the internet has asked her to do
- The friend is trying to give advice for what the girl needs to do

#### Step 3: Group Discussion

The pairs present the results of the discussion they have made and a list of possible reactions is drawn

Before stating the role-playing activity, it may be useful that the teacher simulates the dialogue/ activity with one student in order to provide a model that could be followed by the rest of the class

### **Educational Scenario 17: Gender Roles**

<b>Infrastructure</b>	One Computer
<b>Hours</b>	1 hour
<b>Topics</b>	Gender Roles
<b>Educational Goals</b>	In-depth discussion of a topic
<b>Types of Activities</b>	Group Discussion

#### **Step 1: Preparation/ Playing the Game**

The Rights Hero game is loaded on the classroom computer which is projected on the wall. The story of the game is briefly explained to the students and one of the students is asked to come to the computer and play the game. The students change in every question. When the game arrives at the point where the issue of Gender Roles is raised, the student reads out aloud the different options and the teacher asks the students to vote which is the correct answer. The student that plays the game needs to select the answer voted by the class. If it is wrong, they need to consider other options until they find the correct one. After the class finds the correct answer, the teacher pauses the game.

#### **Step 2: Group Discussion/ Personalisation**

As a first step, the teacher asks the students if the parents that made the discussion in the game, could be their own parents.

Then, the teacher asks the students to design all together a training program addressed to parents. Therefore, s/he asks them to provide ideas on what this training program could include. The ideas are written on the whiteboard. The teacher can facilitate the discussion with questions such as:

- What would the courses include? (what kind of text, videos, information, stories)
- Who would be the teacher?
- How it could be organized?
- Are there going to be tests? How could the tests be organized?





## Questionnaires

1. [Teacher reporting form](#)
2. Students Questionnaires
  - Pro activity questionnaireOnline: [Student](#)

### Word Version

## Rights Hero Questionnaires 1



This questionnaire will help us learn more about what you know about the subject of an activity that will take place in your class. This questionnaire should take no more than 5-10 minutes to complete.

These questions are not designed to test you but are designed to help us understand how you feel about the subject of the activity.

All the information you provide will remain anonymous.

Please answer these questions as honestly as you can. There are no right or wrong answers.

Thank you for taking part!

### Questions:

1. How old are you?

9-10

11-12

13-14

2. Have you ever participated in any activities related to children's rights before?

YES

NO

Maybe/I don't know

3. Do you think it is interesting to learn about your rights through an educational game?

YES

NO

Maybe/I don't know

4. Can you give some examples of rights that children have, such as the right to education? If you don't know any, just write "I don't know".

5. Please tell us how much you **agree** with the following statements. There are **five options**, from 1 which means 'I don't agree at all' to 5, which means 'I completely agree'. Select one box in each line.

I feel brave enough to protect my own rights and the rights of other kids.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I know how to ask for help and tell someone if I see or experience something that doesn't feel right.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

It's a good idea to respect other children's rights.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I feel sure of myself when I share my thoughts and ideas because I know that my voice is important.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I know that every kid should have the chance to go to school, no matter if they're a boy or girl, where they come from, or what they look like.

1 I don't agree at all    2 I don't agree    3 I don't know    4 I agree    5 I completely agree

I believe it's really important to help and include kids with disabilities so they can be a part of everything in our community.

1 I don't agree at all    2 I don't agree    3 I don't know    4 I agree    5 I completely agree

#### GDPR disclaimer

GDPR (General Data Protection Regulation) is a set of rules that helps protect your personal information. It's like a special law to keep your information safe.

We are using this form to learn more about you and your opinions. This helps us make our game and activities even better, just for you! We'll only keep your information as long as we need to evaluate our activity.. When we don't need it anymore, we'll delete it.

- After activity questionnaire

Online: [Student](#)  
Word

## Rights Hero Questionnaires 2



This questionnaire will help us learn more about what you know about the subject of an activity that will take place in your class. This questionnaire should take no more than 5-10 minutes to complete.

These questions are not designed to test you but are designed to help us understand how you feel about the subject of the activity.

All the information you provide will remain anonymous.

Please answer these questions as honestly as you can. There are no right or wrong answers.

Thank you for taking part!

**Questions:**

1. How old are you?

9-10

11-12

13-14

2. Did you enjoy the activity?

YES

NO

I am not sure

3. Would you play the game with a friend or tell them about the game?

YES

NO

Maybe

4. Can you give 3 examples of rights that children have? If you can't name three, name as many as you can. If you don't know any, just write "I don't know".

5. Please tell us how much you **agree** with the following statements. There are **five options**, from 1 which means 'I don't agree at all' to 5, which means 'I completely agree'. Select one box in each line.

I feel brave enough to protect my own rights and the rights of other kids.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I know how to ask for help and tell someone if I see or experience something that doesn't feel right.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

It's a good idea to respect other children's rights.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I feel sure of myself when I share my thoughts and ideas because I know that my voice is important.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I know that every kid should have the chance to go to school, no matter if they're a boy or girl, where they come from, or what they look like.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

I believe it's really important to help and include kids with disabilities so they can be a part of everything in our community.

1 I don't agree at all   2 I don't agree   3 I don't know   4 I agree   5 I completely agree

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GDPR (General Data Protection Regulation) is a set of rules that helps protect your personal information. It's like a special law to keep your information safe.

We are using this form to learn more about you and your opinions. This helps us make our game and activities even better, just for you! We'll only keep your information as long as we need to evaluate our activity.. When we don't need it anymore, we'll delete it.