



The Opinion Line

This simple activity can be used to help participants to make their opinions heard, listen to others and also change their point of view. In this example, we focus on gender equality but you can use it for almost any topic!

1. Mark a line on the floor using paper or string, or simply draw a line in the dirt. Ask all participants to stand on the line. One end represents YES, the other NO.
2. Explain that you will read out statements, and everybody will choose where to stand on the line based on how much or how little they agree with a particular statement. It is always OK to change your opinion and thus your position on the line, after having listened to other people's arguments.
3. Start with simple statements to help the participants understand the method, like: "Buses travel faster than bicycles".
4. Move on to statements about girls and boys in your community. For example:
 - Girls and boys always help out with household chores.
 - Girls and boys have the same amount of time to do their homework.
 - Girls and boys have equal free time to play and do sport.
 - Boys have the right to decide over girls.
 - Parents treat girls and boys equally.
 - Girls should get to decide when they want to get married.
 - Everyone can decide whether they identify as a girl or a boy.
 - Girls and boys have the same opportunities.

STEP 3: THE RIGHTS OF THE CHILD IN THE WORLD

Once learners understand the role that rights play in their own lives, they can look further afield. Explore differences and similarities between groups, countries and cultures, and try to understand the needs and rights of others.

The Globe contains figures showing the situation for the world's children in terms of health, housing, violence and the right to express themselves. Study the statistics and compare them with where you live and in your own country.

One child, several rights

The Globe is filled with children's stories, including those of the WCP Child Jury and of Child Rights Ambassadors. Let the pupils/participants discover from the stories of vulnerable children, that it is not just one right, but often several, that are being violated when a child is mistreated.

1. Divide the participants into pairs or small groups who will work with a child's story. Get them to read first, and then discuss: What rights have been violated for this child? Which articles in the UN Convention can be linked to 'their'



The WCP Child Jury consists of children from around 15 countries. They represent other children and child rights issues through their own life experiences, including falling victim to human trafficking or being forced to become soldiers.

child. They should also find out which vulnerable group the child belongs to (e.g. a minority group, refugee children or child workers etc.). Then they write down all the rights that have been violated for 'their' jury child.

2. The groups report back to one another by dividing up into new groups.
3. Conclude the exercise with a moment of reflection together: were there certain rights that were violated for several, perhaps even all, of the jury children? Do some rights feel particularly important?

RESOURCES

- * About the UNCRC, p. 12–13 in *The Globe*
- * Stories about children, especially girls, whose rights are violated in the *Peace and Changemaker Generation* section, p. 108–132 of *The Globe* and online.
- * Facts in the section 'How are the world's children?' online and on p. 14–15 in *The Globe*
- * The Child Jury on p. 16–20 in *The Globe* and online, where you will also find film clips