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RÉSEAU EURO-MÉDITERRANÉEN DES DROITS DE L'HOMME
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Resources for Human Rights Education 2:

Using Games, Films and Role-Playing

A Practical guide from the EMHRN Summer School 2008



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Summary

This resource book is based on the experiences of the Euro-Mediterranean Human Rights Network (EMHRN) Summer School in Turkey 2008. The book looks at different methodologies which can all be incorporated in Human Rights Education (HRE). It includes descriptions of methodologies used at the Summer School, its objectives, as well as giving examples of the different types of methodologies. They are naturally focused on human rights; the games help improve participants' knowledge of human rights, they show how conflict resolution have to be based on communication and cooperation, and they show how vital an understanding of human rights in everyday life is.

The resource book includes an introduction to the EMHRN and its Summer School, and it then looks at three types of HRE; games, videos/films and role-playing.

The chapter about using games in HRE illustrates the importance of understanding human rights, through games such as "Thinking about Identity, Discrimination and Solidarity" in which participants experience being gagged and bound, and have to communicate without speech and hand signals. The second game used in this book is "colourful", which is a board game where cooperation and empathy play a large role.

The second chapter about using videos and films in HRE firstly looks at film screenings, and how these can be used to highlight human rights issues, in addition to opening a discussion afterwards. Secondly, the book explores the "Camera Distribution Project", which was a project introduced by B'Tselem, with the aim of reducing human rights violations in the future by informing civilians about human rights and hands them cameras, after which they are told to film human rights violations. The films can then be used to document violations, which can furthermore be used in educational settings, or used to prosecute offenders.

The final chapter in this resource book is about role-playing, and the example used is a made-up country called Ruritania. With a brief explanation of the situation of Ruritania, the rest of the role-playing game is about conflict resolution and compromise. It teaches participants about the difficulties of conflict resolution, and highlights all the issues that need to be taken into consideration while cooperating in order to achieve the best results for sustainable peace.

Along with descriptions and recommendations of methodologies used, this resource book includes excellent ideas for different types of HRE methodologies, which can be used in both formal and informal settings and are aimed at all age groups.

1. Introduction

1.1 The EMHRN and its Working Group on Human Rights Education & Youth

The Euro-Mediterranean Human Rights Network (EMHRN) is a network of 67 human rights organisations, institutions and individuals based in 29 countries in the Euro-Mediterranean region. It was established in 1997 in response to the Barcelona Declaration and the establishment of the Euro-Mediterranean Partnership. Members of the EMHRN adhere to universal human rights principles and believe in the value of cooperation and dialogue across and within borders.

The EMHRN promotes networking, cooperation and development of partnerships between human rights non-governmental organisations (NGOs), activists and wider civil society in the Euro-Mediterranean region. It acts as a regional forum for human rights NGOs and as a pool of expertise on the promotion and protection of human rights in the region.

The EMHRN working groups have been created as part of the EMHRN strategy of addressing specific human rights issues in the Euro-Mediterranean region. The working groups design specific policies and programmes, advise the Executive Committee and the Executive Director, and ensure the effective delivery of the mandate and agenda of the Network.

The Human Rights Education working group works to promote and strengthen human rights in the Euro-Mediterranean region through educational practice and theory. It seeks to build partnerships and cooperation amongst members engaged in Human Rights and Human Rights Education (HRE). It works to develop, disseminate and evaluate HRE information, values, methodologies and experiences.

The Human Rights Education & Youth Working Group 2007-2009 was made up of the following representatives of eleven NGOs:

- **80:20 Educating and Acting for a Better World, Ireland;** represented by Valerie Duffy
- **Algerian League for Human Rights, Algeria;** represented by Baya Gacemi
- **Amman Centre for Human Rights Studies, Jordan;** represented by Omar Qadora
- **Arab Institute for Human Rights, Tunisia;** represented by Maya Ben Khaled
- **Cairo Institute for Human Rights Studies, Egypt;** represented by Zahra Radwan
- **Danish Institute for Human Rights, Denmark;** represented by Mu'ayyad Mehyar
- **Democratic Association of Moroccan Women, Morocco;** represented by Amina Lemrini
- **Mediterranean Academy for Diplomatic Studies, Malta;** represented by Omar Grech
- **Public Committee Against Torture in Israel, Israel;** represented by Louis Frankenthaler
- **Sisterhood is Global Institute/Jordan, Jordan** represented by Lubna Dawani

The group's mission is to develop, support and apply the HRE agenda within the EMHRN, among EMHRN members and in the region as a whole; to support the working group members

in developing and implementing their HRE efforts in their locality while developing a regional perspective; and to support cooperative efforts within the working group.

1.2 The EMHRN Summer School Framework

The EMHRN has from its very beginning in 1997 worked on the issue of HRE. Network members expressed considerable interest in establishing a policy-driven approach to HRE by human rights organisations in the Euro-Mediterranean region. This initiative would form part of a general approach to strengthen recognition of the need to embed human rights principles in education and educational imperatives within human rights awareness and promotion. The first working group established was on HRE, as members of the EMHRN felt a need to meet and in depth discuss their understanding of HRE and exchange their experiences in this field. The HRE working group has met regularly since its creation, and in 2003 it organised its first Summer School¹. In 2005 funds were secured to organise yearly summer schools on HRE, with one organised in Cyprus 2007² and one in Turkey in 2008.

The idea is that the summer schools act as a platform for the working group members to test, develop and exchange methodologies hereby building the capacity of the members. By documenting these activities in reports and resource books, it is possible to share this experience with a broader audience in the future.

The EMHRN 2008 Summer School took place from 21st – 27th July in Silivri, a district of Istanbul along the Sea of Marmara in Turkey. It focused on human rights in conflict situations as well as in other contexts in different countries viewed from different perspectives.

1.3 Strengthening HRE Methodologies in the Euro-Med Region

The EMHRN report on “Human Rights Education in the Euro-Mediterranean region: Issues and challenges”³ identified among its findings the lack of integration of educational methodologies within the HRE work of organisations in the region – and the lack of exchange of HRE methodologies.

The report highlights the necessity for a greater documentation of current programs and their impact as well as the development, drafting and dissemination of key resources in human rights education.

The EMHRN Resource books aim to provide educational exercises and teaching material on HRE methodologies as part of a non-formal education in the Euro-Mediterranean (Euro-Med) region. The objectives of these manuals are to provide HR educationalists from the Euro-Med

¹ See the report from the EMHRN first Summer School on HRE- September 7-12 2003 (*EMHRN HRE WG, 2003: Is there a real Human Rights Education?* <http://www.euromedrights.net/pages/89>)

² See the Human Rights Education Summer School 21 - 27 July 2008 at <http://www.euromedrights.net/526>

³ See “Human rights education in the Euro-Mediterranean region: issues and challenges”: <http://www.euromedrights.net/usr/00000026/00000115/00002365.pdf>

region with instruments to carry out trainings of non-formal learning and learning through HRE project related activities.

The EMHRN designed these learning materials for the use of various actors such as trainers, teachers, educators, human rights activists and members of human rights organisations working in the Euro-Med region who want to initiate, expand and share HRE activities or programmes.

1.4 The Resource Book

The HRE working group organised summer schools on HRE with the aim of providing a platform for human rights activists and educators among others, to exchange and develop educational methodologies.

In order to share these methodologies with all members of the EMHRN and broader Euro-Med civil society, a publication gathering the experiences was published. *“Resources for Human Rights Education in the Euro-Mediterranean region: A Practical Introduction to Methodologies in Non Formal Education”* was the first publication of the Euro-Mediterranean Human Rights Network based on HRE methodologies tested and developed by EMHRN members and partners who participated in the EMHRN Summer School in Cyprus in July 2007.

Following this experience, it was decided to publish a second Resource Book. This Resource book aims to gather the methodologies developed in relation to defending and promoting human rights in conflict situations. It suggests interactive, participatory and practical educational methods which can help analysing and dealing with conflicts and human rights at different levels, from an interpersonal to an international level.

These methodologies have been tried and tested by members and partner organisations of the EMHRN prior to being presented during the summer school. It includes sample activities of methodologies as diverse as using games, films and role-playing.

5 methodologies will be presented here. Each methodology section is organised into three parts. Firstly, the context of the programme is described: what is the goal, what are the target groups, and finally; what are the opportunities for and obstacles to implementing the methodology and programme. The second part is a description of the main characteristics of the methodology used. Finally, each section is concluded with a sample activity, lesson or exercise.

The following methodologies are presented in this resource book:

- Using Games in Human Rights Education
- Using Films and Videos in Human Rights Education
- Using Role-Playing in Human Rights Education

Much of the information is drawn from organisations that have lots of experience of working with human rights education. The authors have sought to make the Resource Book as user-friendly as possible.

Methodology

Based on one of the main objectives of the Summer School, which is to explore ways of cooperation within the field of human rights education in the Euro-Med region, participants discussed how they would develop adequate and sustainable follow-up action based on the learning acquired during the summer school.

Participants were asked to suggest an activity/ initiative on an individual basis, within their organisation or in cooperation with other organisations. These proposals were discussed during the Summer School workshop on “Cooperative learning groups - Planning for a collective action” where participants presented their ideas in the form of Action Plans.

One of these Action Plans suggested that a team of Summer School participants will be in charge of this second Resource Book and thus will gather and present selected HRE methodologies used at the Summer School. The team follows the same methodology as the first Resource book, which was published following the 2007 Summer School.

The Team responsible for this resource book is made up of four NGOs:

- **B’Tselem, The Israeli Information Center in the Occupied territories, Israel** represented by Issa Amro
- **The Federation of Associations for the Defence and Promotion of Human Rights, Spain**, represented by Monica Grunfeld Rius
- **Saida Volunteer Center**, represented by Hiba Heneini
- **Arab World Center for Democratic Development, Egypt**, represented by Amira Mustapha.

Finally, it should be mentioned that a Summer School Report has been published⁴, gathering some of the different activities, case studies, as well as lectures and exercises that have been presented during the Summer School. Together with the first Resource Book, published following the Summer school in 2008⁵, we hope that this second Resource Book will contribute to further strengthening and developing of Human Rights Education materials in the Euro-Mediterranean region.

⁴ See The promotion of human rights in conflict situations and difficult contexts: the EMHRN Summer School Report http://en.euromedrights.org/index.php/publications/emhrn_publications/emhrn_publications_2009/3840.html

⁵ Resources for Human Rights Education in the Euro Mediterranean Region http://en.euromedrights.org/index.php/publications/emhrn_publications/emhrn_publications_2008/3805.html



Some participants and trainers of the EMHRN Summer School

2. Using Games in Human Rights Education

2.1 Why use Games?

Background

The Federation of Associations for the Defence and the Promotion of Human Rights⁶ is a non-governmental and non-profit umbrella organisation working in Spain. It was constituted in 1989 and comprises 16 member organisations. The objective of the Federation is to carry out different activities to encourage solidarity between peoples, including programmes on education and on cooperation in development.

The Federation initiated a human rights education programme targeting youth workers, teachers, and trainers working on HRE or organisation members willing to develop their HRE programmes. Since 2004, the Federation has organised five HRE training courses for trainers. The training courses include trainings using experiential learning and sessions on designing and developing HRE projects or action plans.

⁶ See <http://www.fderechoshumanos.org/>

The training courses aim to develop the competences of the participants in working with HRE at local, national and regional levels and to enable them to act as trainers or facilitators of HRE activities based on non-formal learning approaches.

As a working method, the Federation has developed extensive use of different forms of participative techniques and games aiming at engaging the participants during the learning process.

Description of the methodology

In a HRE programme games can be used to build the dynamic of the group while helping people feel confident amongst the other members of the group. The games help people to get to know each other, encourage team-building as well as making people think differently about certain issues. Games can also be an interesting way of introducing difficult concepts and complement cognitive learning in a lively and experiential way.

The core objectives of using games often include:

- Respecting one another
- Recognising, accepting and valuing differences
- Encouraging interaction, and creating an environment of trust
- Helping people think through issues which can help address problems people may encounter when they are working together
- Building a group (through team-work and team-building)

Group-building

It is very important to recognise the role of the group in a learning process. Games in relation to group-building in HRE activities lay the groundwork for developing a productive group dynamic. In order to facilitate team-building in a HRE framework, everyone must recognise that each participant has his/her identity as well as the collective identity of learning together. Team-building games and techniques enable participants to challenge themselves and the other members of the group to identify what inspires their actions or inactions. Games are therefore used both as tools for change and for the implementation of human rights.

With the purpose of using games to develop skills or affect a change in behaviour and/or change in attitudes, The Federation of Associations for the Defence and the Promotion of Human Rights has applied a number of games on the basis of the stairs sketch methodology⁷, which was developed by the Mexican section of Amnesty International and can be read about in the manual *La Zanahoria*.*

While building a group, this methodology highlights 3 important challenges in relation to:

- Supportive cooperation
- Effective communication
- Conflict resolution

⁷ See the 'Stairs Sketch' in Annex 1

- Supportive cooperation

Teaching/learning about supportive cooperation is not a neutral process empty of values but on the contrary, an option for change. Reflection through games has an important role in social transformation. It can lead to new beliefs, which are the first steps towards transforming how people think and participate in society. Games can help point out the difference between cooperation and competition. By avoiding the competitive model of “I win, you lose” and by shaping a conviction about the empowering value of supportive cooperation where “we all win”, some games work by not creating dominant/submissive roles but rather on establishing positive and non-oppressive personal relationships.

- Effective communication

There are many ways of communicating, but the real challenge lies in discovering how to truly communicate across different cultures, values, and perceptions. Many games related to building communication skills are designed to facilitate:

- Learning about self-expression while using different communication channels as well as recognising others’ self-expression,
- Transforming the emission and reception of the message into an active process that enriches everyone,
- Managing genuine communication in the process of decision-making in a group through consensus mechanisms. (Consensus mechanisms include listening and really focusing on what participants say, encouraging dialogue and differences of opinions in order to reach a decision accepted by everyone).

- Conflict resolution

Games can also be used as a technique for resolving conflict in a non-violent way. Working with games may help participants acknowledge that human life involves conflicts and that it is important to understand these conflicts and seek to resolve them. Areas of conflict can become excellent points for discussion and analysis and for learning the first steps of peace-making.

2.2 Example: Thinking about Identity, Discrimination and Solidarity

Introduction

Thinking about Identity, Discrimination and Solidarity is a game that has been developed based on participatory theatre techniques which aim at leading to social change. The theatre of the oppressed focuses on empowering the individual and is part of the entertainment-education strategy.

Objectives

- To experience a situation of oppression and discrimination
- To recognise the power of visual and gestural communication (as opposed to relying on verbal communication)
- To experience a “we all win” situation where you help yourself by helping others
- To realise that we need the help of others

Procedure

Encourage sensitivity towards oppression and discrimination, understanding their impact and explore how to end them by changing the status quo of the participants' attitudes and beliefs, whilst exploring alternative ways for communication and solidarity building.

Materials

- Tie-raps or ropes
- Insulating tape
- Stickers in different colours and shapes
- Scissors

Step 1:

The facilitator welcomes the participants and asks for everyone's cooperation during the next minutes, when a group game is going to be suggested. For a successful implementation, some rules have to be respected:

- Participants have to follow the indications given by the facilitator
- Absolute silence is required and no hand signals are allowed
- Participants should trust the facilitator in order for the game to have its full effect

The facilitator will stress that no one is going to suffer any harm and that anyone can stop their participation if they feel uncomfortable.⁸

Step 2:

Participants are asked to stand up and form a closed circle, shoulder to shoulder, backs turned towards each other, looking out of the circle. When the circle is formed, the facilitator asks participants to close their eyes and feel confident while he/she handcuffs them (hands on their back) and puts insulating tape over their mouths⁹.

Step 3:

Once the participants have been gagged and bound, the facilitator randomly puts the different coloured stickers the participants' foreheads.

- Example: For a group of 20 people:
- 5 white stickers in different shapes (square, triangle, star)
 - 5 yellow stickers in different shapes (square, triangle, star)
 - 4 red stickers in different shapes (square, triangle, star)
 - 4 green stickers in different shapes (square, triangle, star)
 - 1 black point
 - 1 red heart

(!) Please note that this game can be simplified by not using the last two stickers (black point, and red heart). In this case, participants will just form colour groups/groups based on the sticker shapes.

Step 4:

⁸ It is important to ask for participants' permission to create a relaxed atmosphere and to avoid unpleasant experiences with participants who may be psychologically traumatised.

⁹ As bounding, gagging and putting stickers on all participants may take some time if there is only one facilitator, it is recommended to use several facilitators when working with a bigger group

The facilitator asks participants to open their eyes and, without talking, to form different groups that must be clearly separated in the room. If the game is only played once, it is better not to mention that the participants can form groups based on the colour, but rather just observe what happens.

Step 5:

After a short confusion where participants hesitate as they realise their inability to find out to which group they belong to, groups start to be rapidly formed, usually led by some of the participants. Here it is very important to carefully observe what happens with the two participants who stand out – the ones wearing the black point and the red heart. Usually they will find themselves rejected from all the groups. Sometimes they decide to form a group of their own, or they integrate in some of the other groups, even though they know they are different.

Step 6:

The facilitator then removes the ropes and insulating tapes, and congratulates them for successfully having completed the game. He/She then opens the discussion by asking questions such as: “What was your first thought when you opened your eyes?”, “how did you feel about being unable to speak – and not being able to rely on hand signals?”, “how did you communicate?”, “how did you manage to form groups?”, “did you form groups based on the colour or the shapes?”, “why?”, “what happened with the two players who were excluded from the group?”, “how did they feel?”, “how did those who rejected them feel?”

Step 7:

To conclude, participants discuss the experience of collaboration and the role of others in building their own identity. The facilitator will thank participants for their collaboration and he/she will point out (if the group did not) the main purpose of this game, which is to think about reasons for discrimination while reminding us, that in many occasions:

- Speaking about human rights is speaking about human suffering
- We need the help of others
- By helping others we help ourselves
- We need to look to others to build our personal identity

Resources:

- La Zanahoria: Manual de Educación en Derechos Humanos. Amnesty Internacional, Mexican Section, 1999
https://www.es.amnesty.org/ssl/tienda/product_info.php?products_id=51
<http://derechoshumanos.laneta.org/Tianguis/dhtianguismanuales.htm>

2.3 Why use Board Games?

Context of the methodology

In Turkey, the main actors involving young people in social work are The Community Volunteer Foundation (TOG) and the Istanbul Bilgi University NGO Training and Research Centre. In 2005, TOG¹⁰, in partnership with the Istanbul Bilgi University NGO Training and Research Centre developed a Human Rights Education Programme to raise awareness on civic and democratic values and human rights.

TOG was founded in 2002, with a mission to promote social peace, solidarity and social change through the participation of and the leadership of youth. TOG implements local and national social service projects, as well as youth empowerment projects on human and social rights, health literacy, reproductive health, discrimination and homophobia on the basis of peer-to-peer training.

Istanbul Bilgi University established the NGO Training and Research Centre in March 2003 with the aims of contributing to the efficient functioning of NGOs as well as strengthening their role in participative democracy.

The HRE programme implemented by TOG and Bilgi University aims at encouraging active citizenship and fostering human rights values among youths in Turkey by involving them in peer education. For TOG, the participative approach in education is very effective. For that reason, the development of innovative learning methods is promoted through the programme and one of the activities used by TOG and Bilgi University in developing this agenda, is the board game on democracy.

The board game was first tested through pilot applications, and the final version was created by TOG in 2005. Since then, the board game has been played involving more than 2000 children and young people all around Turkey. The EMHRN Summer School participants were also trained using this board game.

Description of the methodology

Board games in HRE are used as a platform for launching human rights discussions while at the same time being entertaining. Through the fun of playing, learners are engaged through a combination of simulation and negotiation to work on issues related to human rights values.

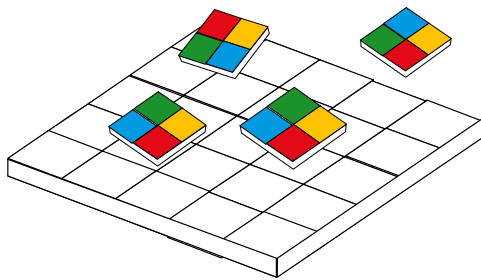
The board game designed by TOG is called 'Colourful'. It was designed to be used with different target groups such as young people, adults and/or children and in various HRE training programmes involving groups in formal school settings or in non-formal educational frameworks. In this activity, participants are given the opportunity as players to experience and discuss human rights values such as living together and respecting cultural differences, principles and practices of cooperation and solidarity. Discussions amongst the facilitator and the players during the game will raise awareness about the risks, challenges and opportunities

¹⁰ See Community Volunteer Foundation(TOG) at <http://www.tog.org.tr> and Istanbul Bilgi University NGO training and research center at <http://stk.bilgi.edu.tr> are both partners to the EMHRN

of human rights and democracy issues. The discussions also make the game even more entertaining.

The board game focuses on peaceful coexistence and conflict resolution and through an entertaining methodology shows the difference between cooperation and competition and the power of cohesion. It encourages the development of a variety of skills – the ability to negotiate, to debate, to reflect on own and others' attitudes and it also develops participatory communication.

2.4 Example: The Board Game: Colourful



Introduction

This board game about peaceful coexistence and conflict resolution can be played on the above designed board provided as a handout.

Objectives

- Raise awareness about the possible ways of living together, while cooperating and respecting one another through solidarity.
- Develop empathy towards others.
- Prove that it is easier and better to solve problems together, rather than being competitive

Procedure

The participants can play the game by themselves. In educational settings, a facilitator is needed to support the participants and to run the debriefing part. The board game can be played by 4 players or 4 teams, each team can be formed by 4 or 5 participants.

Materials

The Board game's pieces and tiles can be ordered from TOG but players can also design the game themselves, by cutting out cardboard, and colouring them in, as shown in the figures.

Step 1:

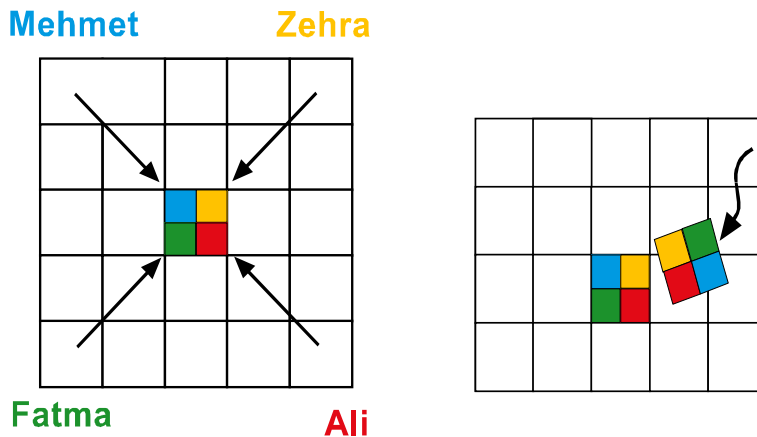
Open the game and roll it onto a smooth surface

Step 2:

If there are 4 players or less, the participants play individually, otherwise they are divided into 4 teams. The 4 players/teams are each given six tiles randomly.

Step 3: Explaining the game

- The colour of the player/the team is determined by the proximity of the player/ team to the colours of tiles in the middle of the board. For example Ali's colour is red, as he is closest to the colour red.
- Who plays first is decided jointly by the participants.
- The aim is to bring four small squares of the same colour together in order to make up a larger square.
- The game finishes when the players/teams have no tiles left.
- The player/team with the highest points wins.

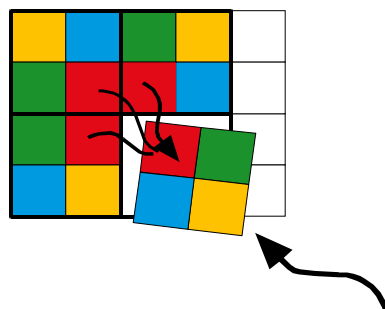


Winning points:

+20: If two squares of the same colour are put together, the team/player with that colour gets 20 points; however, the team/player whose turn it is, does not gain any points. (As shown in the figure above, the red team plays, but only the yellow team gets 20 points)

+30: If three squares of the same colour are put together, the team/player with that colour gets 30 points; however, the team/player whose turn it is does not gain any points.

+40: If four squares of the same colour are put together the player/team gets 40 points. This also applies to the team whose turn it is (As shown in the figure below, the red team plays, and gains 40 points).



Losing points

When a team/player puts down a tile which blocks other colours from being put together, the team/ player of that colour loses points;

-20: 20 points are lost if a team/player manages to block two tiles of the same colour. (As shown in the figure on page 16, the yellow team/player loses 20 points because the red player blocks two yellows from being joined)

-30: 30 points are lost if a team/player manages to block three tiles of the same colour. (As shown in the figure on page 16, the green team/player loses 30 points because the red player blocks three greens from being joined)

-40: 40 points are lost if a team/player manages to block four tiles of the same colour.

Point calculation table

Joining / Blocking	For Yourself	For the other team
If 2 tiles of same colour are joined	0	+20
If 2 tiles of same colour get blocked	X	-20
If 3 tiles of same colour are joined	0	+30
If 3 tiles of same colour get blocked	X	-30
If 4 tiles of same colour are joined	+40	X
If 4 tiles of same colour get blocked	- 40	X

Step 4:

Discuss the activity and the human rights based challenges a player has to react upon in the game by asking questions such as:

- What did you think of this game?
- Did you enjoy the game? What did you like and what did you dislike about it?
- How did your team decide to put a particular tile on the board?
- How did human rights help you in shaping squares?
- Was it difficult to put a tile down, that you knew would make the other player/team lose points?
- In real life, how does knowledge of human rights help you?
- Is there a relationship between the rules of the game and the values of human rights?

Summarise the process and the issues that arise and then discuss the value of the exercise in terms of understanding our own human rights 'values' as well as the influence of others or our influence on others in daily practices.



Playing Colourful at the EMHRN Summer School

Resources:

- Tog Board Game: <http://demokrasi.tog.org.tr>
- Aims for Human Rights, Human rights and business board game: <http://www.aimforhumanrights.org/themes/human-rights-and-business/hrbboardgame/>
- Council of Europe, Compasito Board Games : http://www.eycb.coe.int/compasito/chapter_4/4_6.asp
- Human Rights Complains Board Game: <http://hrsbstaff.ednet.ns.ca/ltemplin/law12/rights/humanrightsboardgame.pdf>

3. Using Films and Video in Human Rights Education

3.1 Why use Films?

Background

The Public Committee Against Torture in Israel (PCATI) is an independent human rights organisation founded in 1990. It monitors the implementation of the absolute prohibition of torture in detention centres and continues the struggle against the use of torture in interrogation procedures in Israel and in the Occupied Territories of Palestine. It works through legal advocacy, public engagement and through an information campaign aimed at raising public awareness on the subject as well as on issues pertaining to human rights. PCATI has developed an educational programme aimed at engaging youths and adults in Israel of all backgrounds in the debate about the importance of safe-guarding human rights standards, specifically in times of a crisis.

Through its educational programme, in October 2008 PCATI launched the pilot phase of its project on Film Screening with the aim of engaging school students and others in discussing human rights and torture. The objective is to benefit from the fact that most people and especially youths enjoy films to break down the barriers that arise when human rights issues are raised. Schools and informal frameworks such as community centres, youth movements, centres that work with youngsters at risk etc. have been contacted in order to implement the project with the objective to reach a large number of people in different settings.

The project works under the idea that “bad things happen when good people remain silent”. The participants are meant to understand the individual responsibility each person has in relation to the existence of repression.

Description of the methodology: Using films in educational settings

Films are a vital source of both information and influence in terms of human rights and they offer a rich platform for exploring multiple issues. Many films deal directly with human rights themes while others, even mainstream films, address them indirectly- all offer rich possibilities for the human rights educator. They are an interesting way to encourage people to express, negotiate and justify their views. Using films as stimuli can initiate and support discussion and debate as it provides an outlet to express personal thoughts and emotions. It can effectively be used to increase the ability of participants to understand various forms of oppression and human rights issues by deepening the topic dealt with and relating it to personal feelings and experiences.

The goal of the film screening is to lead all groups participating in the project to the point where they are able to discuss matters of repression and human rights violation in their own society and also see and understand their own responsibility as individuals regarding the existing repression and the measures needed to bring it to an end.

The films initiate the discussion about human rights, not only on the intellectual and logical field, but also on the very basic field of emotions – not only thinking of human rights, but feeling it (and the violation of it) as well.

3.2 Example: Film Screening

Objectives

Participants will reflect on and learn about human rights issues and engage in meaningful discussions. They will come to deal with sensitive and difficult human rights issues in their own society, and will hopefully understand their own responsibilities and required commitment in the process of fighting repression and protecting human rights. The participants will also develop skills of critical film viewing, on human rights matters especially.

Procedure

Each group must participate in at least 4 activities in order to create a meaningful learning process.

Step 1:

The facilitator introduces the film; the name of the film, its genre, as well as the necessary background (for example historical background). The facilitator will provide some preliminary questions to focus on in relation to the human rights issues of the film, or on specific aesthetic choices made by the director which establishes the film's ideology.

Step 2:

Screening of the film

Step 3:

Give an opportunity to the participants to express their feelings towards the film especially after screening an emotional film. Then, hold a discussion on the main points that are apparent from the movie – whether from the visual, linguistic or textual perspective. The aim is first to examine how the film's aesthetics construct a certain message and second, to think profoundly and broaden the discussion on the human rights depicted in and by the film.

Step 4:

Provide some substantive content on the issues raised in the film either through prepared notes or via inputs/a lecture. This step should seek to develop awareness and critical thinking through the presentation of the human rights aspects behind the film: How is this issue in our society? Discuss what can be done to solve the issues in the film.

Tips for using a Film*

- Remember that nothing in a film is there by accident or chance. Everything in the film is chosen for a specific effect, down to the smallest, most seemingly insignificant prop.

- Remember that film is a language complete with its own standard 'grammar'. Camera angles, lighting, mise-en-scène, shot-reverse-shot (SRS), framing, composition, editing, pans, tracking shots, fade-ins etc are all part of the film's grammar. This visual narration creates meaning to viewers and is similar to traditional writing conventions.
- Remember that the implementation of the film screening in different societies must be adapted in accordance to the society's values, traditions etc.

Examples of films to screen and of issues to be discussed¹¹

- **Machuca:** Military dictatorship, equal rights, the right of education for all, conformity, ethnic and class oppression
- **North Country:** Human dignity, sexual harassment, the right to protest, women's oppression
- **Walkout:** Equality in education, the right to protest, leading a social struggle for change
- **Rendition:** Torture and abuse, the relation between terror and torture, charity vs. justice, institutional abuse of power and authority.
- **Nikmato Shel Itzik Finkelstein:** Conformity, problematic regulations and social norms in the army, abuse of authority, soldiers' human rights, opposing abuse of human rights as a soldier (Israeli).
- **Strike:** Workers' right to organise, employees, rights, the power of the media in a social struggle (Israeli)
- **Chaos:** Trafficking in women, oppression of women, social responsibility and commitment

All of the aforementioned films were used during this year's pilot of the Film screening project, in different educational frameworks such as high-schools – with 15-17 years old students; informal frameworks – mostly with youths, and one group of older women.

Programme and methodology

The main conceptual thrust of PCATI's project is to develop a discourse of critical thinking and assuming responsibility for human rights abuses in our societies. The project of the film screening is an opportunity to experience and reflect upon activities and concepts central to human rights. An understanding of human rights involves critical thinking, reasoning and reflection skills as cultural products are ideological and the visual language sometimes serves ideological messages.

Encouraging the critical viewing of movies involves learning to think in new ways: to think through different problems, to make choices based on empathy and ethical principles and to apply a human rights lens to many situations. It also encourages the creation of critical consumers of other cultural materials such as newspapers, TV news and programmes, radio and more. PCATI believes that conformism and lack of critical thinking present a substantial threat to defending human rights. The project seeks to question ethics and morality around human rights violations and build ethical awareness with an emphasis on responsibility. It sees critical thinking as the first step to prevent human rights violations and the silence and denial that exist in the face of violations.

¹¹ Note that use of films may incur copyright obligations vis-a-vis those who hold the rights to show the film in public settings, according to local and international intellectual property law.

The project is designed to suit mainly high school students (ages 15-18) but is adaptable to all ages. According to PCATI, students in the formal education system do not confront these issues in a profound and systematic manner, and since most of them will soon become not only adults who influence the whole society but also soldiers who on a daily basis will deal with human rights issues, they should be the main target-audience of the programme. Targeting youths aims thus at encouraging them to be aware of human rights issues and to identify and practice their responsibilities for protecting rights. PCATI also targets adults who come from communities that suffer economic and social marginalisation within the Israeli society, who need to reflect on their role in the society and on their own oppressed situation.

PCATI's film screening sessions are facilitated by university students who are selected for the programme foremost for their commitment to human rights. The facilitators are required to be experienced in group facilitation and have some passion in cinema and films. The facilitators are trained on the different aspects of the programme, including: basic concepts in cinematography, a model for movie-based discussion planning and they are also taught basic knowledge in human rights (history, important documents and treaties such as ICCPR, ICESCR, and CAT).

The programme includes:

- Marketing the programme to different educational frameworks in order to get as many youths as possible to participate in the project.
- Creating a blog for the project, where the different participants will be able to continue their discussions and further elaborate their thoughts on the matter; such as finding more information about human rights (in general and specifically regarding their areas of interests) etc.
- Planning more sessions, using different films that will be more adequate and suitable to specific audiences.

Resources:

*Adapted from Amnesty International material:

<http://www.amnestyusa.org/education/pdf/filminclassroomtips.pdf>

Blog of rights and cinema (in Hebrew): <http://www.rightsandcinema.wordpress.com>

3.3 Why use Video?

Background

B'Tselem, Israeli Information Centre for Human Rights in the Occupied Territories, was established in 1989 by a group of prominent academics, lawyers, journalists, and Knesset members. It documents and informs the Israeli public and policymakers about human rights violations in the Occupied Territories, combat the phenomenon of denial prevalent among the Israeli public, and help create a human rights culture in Israel.

In January 2007, B'Tselem launched the pilot phase of the Camera Distribution Project, focusing on the region of Hebron and its southern hills. The Camera Distribution Project aims

at training civilians to advocate for human rights through the use of videos. In the project's pilot phase, B'Tselem provided Palestinian men and women residing in “hot spots” (high-conflict areas) with cameras and trained them to use the cameras to document human rights abuses.

The Camera Distribution Project works with family members who live in close proximity to settlements, to military bases or at sites of frequent army incursions. Individuals are trained to film incidents in real time, as eyewitnesses as well as victims with the goal of multiplying the quantity of film footage and enabling victims of these policies to take action on their own behalf by exposing violations on film.

Description of the methodology

Videos are used as a grassroots educational or organising tool in a community facing human rights abuses. The successful video advocacy is generally implemented to support a specific campaign where video is strategically and tactically used in tandem with other human rights activities and tools such as written reports, briefings, events etc, and in support of a specific, defined advocacy objective.

The starting point for any human rights worker is information collection. Human rights advocacy work is increasing with the help of film. This can take many forms; from documenting abuses to interviewing victims to creating films that mobilise and empower others to join a campaign or a solidarity group. Using videos to document human rights violations is a relatively easy technology to master and is accessible to people from many backgrounds and who have varying levels of education. Films and videos can elicit powerful emotional impact, connecting viewers to personal stories as people are familiar with films and images, and are receptive to its messages¹². Around the world, video is increasingly embraced as a tool to support education, reinforce cultural identity, and encourage organisational and political participation. In a participatory video process the process is often considered more important than the final product.

3.4 Example: Camera Distribution Project

Introduction

Through B'Tselem's Camera distribution Project and their training on human rights documentation and video footage, B'Tselem encourages participants to explore their own experiences relating to the daily violence and abuses they suffer and explore the issues that arise, including the core ideas of freedom restrictions, daily life under occupation, settlers and soldiers' violence and dealing with conflict.

¹² Adapted from Witness – Video for Human Rights Documentation and Evidence
<http://www.aclu.org/hrc/DocumentingHR.pdf>

Aim of the training

The aim of the training is to empower members of a community (youths, women, children) living in high-conflict areas with competencies in abuse recognition, human rights violations documentation and in sustaining non-violent actions.

Objectives

- To use video as a grassroots educational or organising tool in the community facing human rights abuses.
- To raise awareness among the community in having an active role in documenting their own reality and preventing violence by filming it.
- To develop community networks to coordinate filming of incidents.
- To empower the community to address abuses and human rights violations

Methodology and Programme

The training that is part of the Camera Distribution Project is designed to give the participants the opportunity to understand human rights and the implications of such for both the individual and the community. Group and individual trainings are organised, targeting respectively youths, women and children in informal settings. The trainings comprise teaching about human rights, Israeli laws, and the importance of video documentation, and techniques to use video cameras. Methods addressing the security implication of human rights abuses, i.e. how to react in extreme circumstances (e.g. soldiers or settlers attacks) are also part of the training programme.

With the distribution of more than 100 cameras to families throughout the Occupied Territories, the Camera Distribution Project works as a first step in a long process to educate and mobilise the members of the community. Through the project women, youths and children are encouraged to report incidents of human rights abuse at a grass root level. Women, youths and children are trained to use video cameras and take an active role in documenting their own reality and will therefore have a clearer understanding of the situation and the challenges the community face. In order to coordinate the filming of daily incidents, networks within the community will develop, and as a result, the project will expand. Armed with video cameras and extensive training on human rights standards, participants in the project are no longer victims. The video camera empowers its user to take action as a sort of self-defence. The video camera is used as a tool for self-expression in a non-violent way.

The programme:

- Provides protection:

The presence of a video camera can have a powerful deterrent effect on potential rights violators who might assume that their actions will go unrecorded and unchallenged. The footage already obtained from the project clearly shows that the presence of a camera prevents situations from escalating – the settlers or soldiers fear being held accountable.

- Promotes accountability:

- **Security force use of footage**

Video materials are used as strong evidence of security force violations. Both the Military Investigations Unit of the IDF and the Department for Investigation of Police of the Justice

Ministry repeatedly request copies of B'Tselem's videos to investigate human rights violations regarding military procedures and the behaviour of personnel.

- **Triggers investigations**

Military and police investigations can be triggered by sending video footage with demands for investigations of specific incidents. In the West Bank, victims of abuse caused by settlers or soldiers are often discouraged from lodging complaints by weighty bureaucratic obstacles. The footage of violence by settlers and soldiers is used to promote accountability and seek legal redress for Palestinian complainants.

- **Footage in the Media**

One example of the extent to which videos can promote accountability is related to an incident that took place in June 2009 in the Southern Hebron Hills. Four masked settlers attacked three members of a Palestinian family using clubs. The footage, which B'Tselem released to the media and sent to the police, resulted in both unprecedented media coverage and the arrest of two of the suspected attackers. Reports on the incident appeared on TV on BBC, CNN, and Israeli TV as well as in newspapers Ynet, Walla, Haaretz, Maariv, the New York Times and the Times UK. B'Tselem used the incident and accompanying footage as a springboard to draw attention to the wider phenomenon of settler violence and the hundreds of attacks that are not pursued by law enforcement authorities.

Resources:

New Tactics and human rights: www.newtactics.org/en/node/3130

Online Dialogue: Video Advocacy www.newtactics.org/en/node/3181

Witness Camera Training: <http://www.aclu.org/hrc/DocumentingHR.pdf>

Video Resources:

BBC http://news.bbc.co.uk/2/hi/in_depth/7451668.stm

CNN <http://edition.cnn.com/video/#/video/world/2008/06/17/shubert.palestine.attack.cnn>

Al Jazeera <http://www.youtube.com/watch?v=7dexgBVZH6Y&feature=user>

4. Using Role-Playing in Human Rights Education

4.1 Why use Role-Playing?

Background

Conflicts exist in human life, even in peaceful times and bring with it some constructive and beneficial processes in addition to the heavy costs, suffering and destructive forces. The purpose of conflict resolution is to move or mitigate the negative results or destructions of conflict. Conflict resolution is a process of decision-making, of which it should be prioritised to handle, manage, settle or resolve conflicts in ways which enhance the values of participation, responsiveness, peace and acceptance of both parties, achieved through non-violent interaction.

For the purpose of the EMHRN 2008 Summer School on the promotion of human rights in conflict situation and difficult contexts, Omar Grech, who represented the Mediterranean Academy of Diplomatic Studies (MEDAC) at the Summer School, developed a role-playing exercise on conflict resolution and human rights.

The exercise of the Ruritanian role-playing was developed based on the experiences gained at the MEDAC Human Rights Summer School. This Summer School was initiated by MEDAC in 2000, and it attracts participants from a broad range of sectors and countries in North Africa, Europe, and the Middle East. Diplomats, members of non-governmental organisations, students, youth workers and teachers come together to explore, discuss and debate current issues and topics within human rights in general and HRE in particular.

Description of the methodology

Both in and outside of schools, human rights principles are often linked with character education, value clarification, peace education and conflict resolution. Human Rights Education and conflict resolution are often considered too different in goals, models and content to be seen as partners in the same educational effort. However, a wide range of programmes and initiatives in HRE embrace conflict resolution exercises.

Conflict resolution might be simulated in international summit talks, labour disputes between workers and management, or even in family conflicts. Role-playing in a negotiation process clarifies the conflicting positions. Negotiations differ from debates in that the result is not a “winning side” but rather a settlement that both sides can accept. Negotiation skills are especially important for conflict resolution and consensus building.

Participants that take part in the role-playing exercises on conflict resolution can learn important skills to help them manage, settle, or resolve their conflicts more effectively. Good listening and communication skills are the personal building-blocks that support an effective resolution.

4.2 Example: Role-Playing Exercise: The Ruritanian Conflict



Playing 'The Ruritanian Conflict' at the Summer School

The conflict resolution methodology is a role-playing exercise that aims to achieve peace and respect of human rights. This exercise is done with participants who have a background in and lots of experience with human rights.

The activity is intended to:

- Teach the participants about the difficulties in resolving conflict
- Provide the participants with a realistic view of a national conflicts
- Help the participants to re-examine and evaluate what they say to the 'opponent' in certain conflict situations
- Help participants to get acquainted with various approaches to conflict management, and to draw up effective ways of sound and democratic treatment that simultaneously respect human rights and democratic values.
- Help participants to pay attention to the way they express their views when they undertake the management of a conflict.
- Help participants understand when and how human rights may be regarded as obstacles to peace-making and therefore understand how to allay such concerns.
- Teach participants to review the approaches and methods used by human rights activists in conflict situations.

Materials

- Paper

- Pens
- Flipchart

Procedure

In this activity the facilitator will describe the situation of a certain country by a small presentation. In this example, we have made up a country called 'Ruritania'.

Step 1:

The facilitator reads the description as follows:

«Ruritania is a medium development country. The ethnic composition of Ruritania is as follows: Rurians 60%, Radanians 30% and Celicians 10%. Ever since Ruritania achieved independence in 1964 it has been ruled by the Rurian National Party which has a strong nationalist agenda. Rurians have done well since independence but the Radanians and Celicians have not prospered equally. The minorities have long felt that the government discriminates against them. Radanians and Celicians have limited access to hospitals and schools as the government has failed to invest in those areas where Radanians and Celicians live. Over the past 5 years Ruritania has slid into a civil war. The main antagonists in this civil war are the government forces and the Rado-celician Liberation Movement who now has effective control of the North East of the country which is mostly inhabited by ethnic Radanians and Celicians.

Both parties of the conflict have committed war crimes and crimes against humanity in the course of the conflict. During the conflict grave human rights abuses have been committed also as a result of the Emergency Law enacted by the Ruritanian government which amongst other things severely limits freedom of speech and freedom of assembly. In January 2008 the UN Secretary General appointed a Ruritanian Mediation Committee (RMC). The RMC has finally managed to bring the conflicting parties to the negotiation table. Negotiations are underway in Silivri, Turkey with representatives of the

- *Ruritanian Government*
- *Rado-Celician Liberation Movement*
- *UN Ruritanian Mediation Committee*

Also present in a consultative role is 'Life' a multi-ethnic human rights movement which has long campaigned for human rights in Ruritania. 'Life' is insisting on the inclusion of a human rights agenda in any peace process that is agreed upon. »

Step 2:

The facilitator divides the participants into 4 groups;

➤ **The Ruritanian Government:**

This party has governed for the past 40 plus years.

The leader is not in favour of making too many concessions to the minorities; however, he is willing to make some concessions to the Radanians and Celicians. As the party representing the majority of the population you expect to hold the primary role in any executive. The leader strongly denies any involvement in war crimes and crimes against

humanity and is not in favour of having these issues dealt with in any post-conflict settlement, such as if a tribunal to try those persons who are accused of war crimes and crimes against humanity were to be established.

➤ **A group of NGOs called ‘Life’:**

Their role is to:

- Insist on a human rights agenda to be included in the peace process
- Facilitate a post conflict human rights settlement
- Lobby the Mediation Committee and raise the human rights profile in Ruritanian public opinion.
- Insist on public ownership of any peace process

➤ **The UN Mediation Committee:**

Their role is to:

- Achieve a peace settlement acceptable to all sides
- Emphasise the need for compromise
- Promise UN assistance and aid in post-conflict Ruritania

➤ **Rado-Celician Liberation Movement:**

Their role is to:

- Emphasise that they have the support of the international community
- Emphasise that Ruritania is suffering economically and socially from the conflict
- Willing to compromise on constitutional arrangements as long as they have some power sharing in government
- Insist on economic investment in North-East Ruritania to implement the economic and social rights of Radanians and Celicians.

Step 3:

Each Group will separately discuss its objectives for 15 minutes and choose a spokesperson who will lead negotiations on the group’s behalf.

Step 4:

The facilitator organises discussions between the spokespersons of each group to get a feel of the positions held for 15 minutes. Then, the spokespersons discuss between themselves to try to identify possible compromises and outcomes.

Step 5:

The facilitator writes on the board an analytical framework centred on the subject matter of the conflict, the parties of the conflict, the proposals for conflict resolution and the end results. This will be followed by comments made by the participants and the facilitator on the approaches adapted to the conflict settlement in Ruritania, linking these comments to the objective of the exercise. Finally, participants discuss the results.

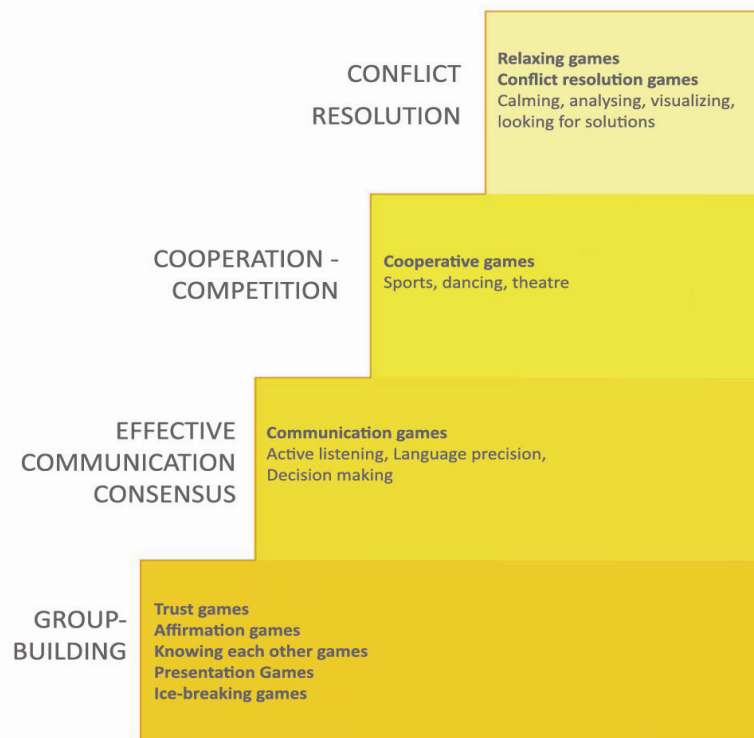
Resources:

“Handbook Resource and Teaching Material in Conflict Resolution, Education for Human Rights, Peace and Democracy”, IPRA and UNESCO publication, 1994.

Annex 1

We can picture the process of group-building as the building of a staircase, with several steps that are all based on the previous ones. We cannot reach the third step if we have not taken the first and second step. Sometimes games may lead to effective communication and conflict resolution, but still fail as the first step of group-building has not been built/consolidated/strengthened.

USING GAMES IN GROUP BUILDING



SOURCE:
La Zanañoria: Manual de Educación en Derechos Humanos.
Amnesty Internacional, Mexican Section, 1999