

CRC card game – instructions for games

These ideas pair with the child-friendly CRC poster and text on the back. Print the poster off in A2 size. Cut up the articles and laminate them to make a deck of cards.



Ideas - how to use the card game

1. **Colours and numbers:** Mix the cards up or hide them round the room. Find the cards and arrange them in a grid to create the Convention overall icon. Choose your favourite colour or number and read the article. Why is this article / right important?
2. **Rainbow:** Everyone has a card. Get into groups of the same colour (red, orange, yellow, green, blue, purple, pink, brown and grey). Discuss: What picture and number is on your card? What do you think it means? What things look the same or different in your pictures? *[Harder: Can you see any connections between the rights?]* Make new rainbow groups of mixed colours. Discuss again. All groups come together to make one big rainbow. Message: Each colour / right is important on its own, but they are all connected and stronger together.
3. **Pictures:** Find all the articles which include: a heart / shield / house / hand / leaf / fruit / world / scales of justice / paintbrush / musical notes / 0-1-2-3-4-5 people. *[Harder: Explore connections between the articles in these groups].* Which picture do you like best? Why? What do you think it means? Why is this article important? Is this the best picture to illustrate this article? What picture would you draw to illustrate this article?
4. **Numbers in a circle:** Everyone has a card. Make a circle in order of the numbers. Step forward if you're holding: today's date (day and month); an odd/even number; your own birthday - day or month; the answer to this math question (e.g. $8 + 10 = ?$). Read out the articles each time, or discuss the pictures, and explain why that article is important.
5. **Groups of numbers:** Spread out the cards on the floor or table. Alternatively, do this as a team competition. As quickly as possible, group together: all odd / even

numbers; all numbers including the figure 1/2/3/4/5/6/7/8/9; [*Harder: all prime numbers / multiples of 3/4/5... etc.*] Discuss the rights in each group and find connections between them.

6. **Child rights math:** Print out signs for + - x ÷ =. Alternatively, stick the cards onto a black / whiteboard and write the symbols on the board. Make sums using the article numbers. [*Harder: Use the sums as a metaphor. For example, 7+8=15: "Why might you need a name and nationality plus identity in order to set up or join groups?"; 19-2=17: "What is the impact of taking 'no discrimination' away from 'protection from violence', and how might this link to 'access to information'?"*]
7. **Bingo:** Shuffle the cards and divide them equally into 6 groups (adapt as necessary) with 1 or more person per group. Call out random article numbers or read out the article text. [*Harder: Describe instead what the article, or its violation, means. For example, "Children must not be put in prison with adults" (Art. 37); "If this right is not respected then children have no chance to relax and have fun" (Art. 31)*]. The first team to have all their articles called out wins. The winning team reads out their articles [*Harder: ...and they have to explain why each article is important. If they can't explain, other teams can "win" the article by explaining its importance. The first team is then "out", and the bingo game continues until another team wins.*]
8. **Pairs:** Participants work in pairs and choose two cards at random. They discuss which card is the most important and why. [Reminder at the end: All rights are equally important and connected to each other. All children have all the rights in the Convention. Rights cannot be taken away from children].
9. **Make groups:** Make groups of cards which have similar characteristics. Give these groups a name. Explain: All rights are important and interconnected, but there are 6 rights which have an overarching importance for all the others. Can you guess which 6 and why? [Articles 2, 3, 4, 5, 6, 12]. Re-group all the cards according to these 6 rights (there are no right or wrong answers, but this can stimulate discussions).
10. **Freeze frame:** Choose a card at random, then ask participants to create a mime or freeze frame of that card to promote discussion. Alternatively, either individually or in teams, participants choose a card and create a freeze frame to describe it. Others must guess which article is being described. [Sensitivity warning: it may be appropriate to remove some cards, e.g. articles relating to violence and sexual abuse].
11. **Same rights – different situations:** Each person imagines the profile of a specific child (in any country or situation). How old are they? What gender? Where are they from? What is their family / health / education / social / economic / disability / minority status situation? What challenges do they face? What are their strengths? Draw a simple picture of this imaginary child. Form a straight line. The facilitator chooses 15 cards and reads them aloud in turn, e.g. "You have a home / clean water / chance to play / can speak out...". If participants think their imaginary child would have this right fulfilled, they take one step forward. At the end, participants stay in place and discuss any inequalities. Why has your imaginary child ended up here? How does it feel, compared to where the others are standing? What can be done?

12. **Story:** Participants take a random selection of 4 cards and create a story around those rights being denied to a child. Whose responsibility is it to take action? Who should do what?
13. **Interview:** Each participant takes a card and conducts an interview about it with a parent, caregiver, other relative, teacher or peer: What do you think about this article? Have attitudes about this changed over time or between generations? Progress towards implementation? Challenges? Ways forward?
14. **Case studies:** In pairs or small groups, select the cards you think are relevant to: a local / national / international news story; a video; a case study; a government policy; a legal case. Which rights are being protected or violated? What can be done, by who, to improve the situation? Who has what kind of responsibility to protect those rights? [Governments and people who work for the government have the main responsibility to respect, protect and fulfil children's rights. Parents and communities also have responsibilities under the Convention. Children should understand their own rights and respect the rights of others, but they can't have their rights taken away from them if they "fail to fulfil their responsibilities". Let's all work together to ensure everyone's rights are respected, protected and fulfilled].
15. **Role play:** In groups of 6-8, imagine you are the government of a country. [*Harder: Allocate specific roles like Minister of Education / Health / Finance / Defence / Justice etc.*] You have to save money. Agree as a group which 10 articles children don't need and take those cards away. You then have to save even more money by taking away another 10 cards. Discuss: How did you find the process? What would be the impact of denying these rights to children? What would the impact be on other rights? How do real governments make decisions to prioritise resources?
16. **Survey:** Each participant takes a card and conducts a survey on how often they have come across that right during the week. Make graphs / charts to analyse the results. Discuss as a group which articles are being implemented well or not in your school / community / country / the world. What action can be taken to improve the situation? Alternatively, choose a "Right of the Week" and all participants explore the same right at the same time. [*Harder: Download the most recent Concluding Observations from the Committee on the Rights of the Child about your country. What recommendations were made in relation to which cards / articles? What still needs to be done, by who? Turn this into an advocacy or campaign strategy.*]
17. **Child-friendly version:** Compare the wording of these child-friendly cards to the full legal text of the Convention. What information is missing? What, if anything, would you change in the child-friendly version (bearing in mind the need to balance legal accuracy with something that is simpler and easier for children to understand)?
18. **Over to you!** Invent your own game or activity!