



# annex 1

## ➤ Warm-ups/starters

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### 1. My life, my property

Time: 15 minutes

Materials: One object per person

Instructions:

Ask each person in the group to bring an object from home that has special significance to him or her. Invite each person to describe the object as it is added to a group display.

### 2. Musical chairs

Time: 20 minutes or longer if needed

Materials: Enough chairs for everyone except the facilitator

Instructions:

Arrange chairs in a close circle and ask everyone to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. “I am X and I am left-handed,” “I am X and I have a cat” or “I am X and I dislike eating \_\_\_”). The person left without a chair then makes a similar statement about herself or himself. Continue until everyone has had a chance to introduce themselves in this way.

### 3. Working in teams

Time: 15 minutes

Materials: None required

Instructions:

Divide participants into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces itself to the others and explains its name.

### 4. Leaf game

Time: 15 minutes

Materials: One leaf for each student and a bag

Instructions:

Give each person a leaf. Ask everyone to look closely at their leaf, examine it for distinctive marks and feel it. Encourage each person to personalize their leaf by giving it a name. Allow five minutes to do this and then collect all the leaves into a bag. Shake the bag to mix the leaves. Spread all the leaves on the floor in front of the group. In turn, ask each participant to come forward and collect his or her leaf. If there is an argument over whose leaf it is, try to adjudicate, but if they still can't agree, place the leaf to one side as unidentified. Ask everyone to explain how they recognized “their” leaf.

## Energizers

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### 1. Grandmother

Time: 15 minutes

Materials: None required

Instructions:

Ask everyone to stand in a circle. Ask one person to stand in the middle of the circle and start a story about his or her grandmother. Let him or her start singing “My grandmother went to the market and she bought...”; then the person should imagine an object (e.g. a basket, a fruit or a vegetable, a cloth, a watering can, etc.) and mime what a person could do with that object. When he or she is done, the next person to the right should repeat the song and add another object, miming what one can do with the object. Each participant should repeat all the previous objects before adding another one (and the movements!).

### 2. Run three circles

Time: 15 minutes

Materials: None required

Instructions:

Ask the participants to stand in a circle, and to choose silently one other person in their minds, without telling anyone whom they have chosen. Explain that when you say, “Go”, they will have to run three times around the person they chose. The result will be complete chaos, but very funny, as everyone is running after someone and being run after at the same time.

### 3. Two minutes

Time: 15 minutes

Materials: Marker and flip chart, clock or watch with a second hand

Instructions:

Write numbers on a flip chart to indicate seconds in increments of five, up to 120 seconds (e.g. 5 seconds, 10 seconds, 15 seconds, etc.). Ask the participants to stand in a circle, close their eyes and count to themselves. When they think two minutes are up, they should open their eyes to see how much real time has been marked off on the flip chart. You as the facilitator should mark off the seconds on the flip chart, so that everyone knows how much real time has passed when they open their eyes. Once people have opened their eyes, they should remain silent until the last person has stopped counting. Stop the exercise after 120 seconds.

Note the differences between the people who finished first and last. Make the point that people have different senses of time and that cooperation and respect will be needed in order to stick to the daily timetable.

## ➤ Ending session activities

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### 1. Property dance

Time: 15 minutes

Materials: Paper, leaves, other available objects

Instructions:

Ask the group to divide into several small groups. Each group takes or makes an object (e.g. a ball, a leaf or anything else available) and prepares a dance miming its possible uses. Establish an order for the groups to perform their dances.

At the end of each group's performance, members of the group toss the object from one to another. Each person who catches the object states one thing s/he learned during the session/day.

### 2. Releasing the Dove of Peace

Time: 15 minutes

Materials: Marker and flip chart

Instructions:

The facilitator mimes holding a significant object (e.g. bird, newborn baby) and invites everyone to say something to it as it is passed from one person to another. After the "object" has been passed to everyone, they draw into a tight circle and collectively let it go.

## ➤ Cultural activities

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### 1. Playing “questions and answers”

Time: 15 minutes

Preparation: Find characters and define a theme for the play

Instructions:

- This activity is a kind of simplified open-ended role play. On the basis of the session just completed, suggest a number of characters (e.g. a women, a child, an old man, a state official, a judge, a farmer) and a number of themes dealt with during the session (e.g. deciding on land use, inheritance, resolving a dispute).
- Explain that they will be expected to act out the characters’ roles. Divide them into two groups: one for the audience and one for the performers. Speak with each group and assign them roles; invite them to think about their characters and make their stories. It is important that everyone in the group takes part, no matter how small the role. It is crucial that both groups take turns being performers and audience.
- Explain that the performers should introduce themselves to the audience and briefly tell their “story”
- Invite the audience to ask the characters about their lives, problems, difficulties, livelihood activities, future plans and the future for their children and families. Each character should respond on the basis of what s/he understood during the session and make a link with property rights.
- You as a facilitator should help them find the right answers and give them any additional information they may need or request.

#### Examples of stories:

“I am Rose and I’m married to a man who is HIV positive.”

“I am Tina and I cannot go to school because my parents are both sick and need my help on the farm.”

“I am Tom, Tina’s brother. Thanks to Tina’s work, I can continue going to school.”

“I am Paul, I have 20 acres of land and am planning to apply to the Agriculture Network for a loan to start small business activity.”

### 2. Puppet show

Time: 2 hours

Materials: Material for making puppets, a piece of material to make a stage, a model puppet to use as a demonstration

Instructions:

- Ask the group to think of characters from stories they know who have experienced injustice or unfairness linked to their property and livelihoods. Help them recognize that these personalities and stories often reflect a somewhat exaggerated version of real-life situations. Suggest some sources for stories (e.g. a folk or fairy tale, a scene from a children’s book).
- After the participants have given some suggestions, divide them into small groups of three or four. Ask each person in the group to suggest a story s/he knows, retelling it if others don’t know it. Encourage the group to name the injustice suffered when each story has finished.

**Suggestion for facilitators:**

It may be a good idea to perform the play for other children, parents or other members of the community.

- When they have had time to tell their stories together, ask them to select one story to present to the group as a puppet show. Explain that they have 30 minutes to create their puppets and rehearse their presentation. Every person in the group should have at least one role in the presentation. Demonstrate how to construct the puppet, depending on the method you have chosen.
- Invite each group in turn to present its puppet show. When they reach the point where an injustice happens, someone should shout, “Freeze!” so that the action will stop and people can discuss how they could change the action to respond to the injustice and protect the character(s). Then, ask the group to improvise the ending of its play.
- If you think it is appropriate, you may also ask the participants to share their personal experiences:
  - Have you ever experienced or know people who did experience situations like those in the presentation?
  - Was the problem in the presentation solved? How? Were there other possible ways of solving the problems?
  - What could you do in real life to address a problem like this?
- The stories, and especially attempts to find solutions, may raise questions about land and property rights where young people need and want more information. Try to find this information and share it with the students during upcoming sessions.

## References and further readings

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<http://www.gtz.de/de/dokumente/gtz2008-en-land-conflicts.pdf>

### **International human rights instruments and useful Internet sites**

The national JFFLS Coordinator should ensure that all the facilitators can access the relevant documents listed below.

Universal Declaration on Human Rights (1948)  
 (www.un.org/Overview/rights.html ; www.unhchr.ch/udhr/)

Voluntary Guidelines on Progressive Realization on the Right to Food in the context of Food Security (in particular, Guideline 8), FAO Council, 2004. (www.fao.org/righttofood )

International Convention on the Rights of the Child (CRC) of 1989 (www.unhchr.ch/html/menu3/b/k2crc.htm )

International Convention on Elimination of all Forms of Discrimination against Women (CEDAW) of 1979. (www.un.org/womenwatch/daw/cedaw/ )

International Convention relating to the Status of Refugees (of 1951)  
 (www.unhcr.org/cgi-bin/texis/vtx/protect?id)

International Covenant on Civil and Political Rights (1966)  
 (www2.ohchr.org/english/law/ccpr.htm - 61k)

International Covenant on Economic, Social and Cultural Rights (1966)  
 (www2.ohchr.org/english/issues/escr/intro.htm)

African Charter on Human and People's Rights  
 (www.africa-union.org/root/au/Documents/Treaties/Text/Banjul%20Charter.pdf)

African Charter on the Rights and Welfare of the Child  
 (www.achpr.org/english/\_info/child\_en.html )

Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa  
 (www.achpr.org/english/\_info/women\_en.html)

### **Training resources**

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**Council of Europe**, *Compasito manual on human rights education for children*. Available at: <http://www.eycb.coe.int/compasito/contents.html>

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**Foundation for Teaching Economics**. Introducing young individuals to an economic way of thinking, *Lesson 4. Private property rights*. (available at: <http://www.fte.org/teachers/lessons/edsu/edsuless4.htm> )

**Salto-Youth Support Centre** (www.salto-youth.net)

## APPENDIX 1:

### Main international treaties and status of ratifications for selected African countries<sup>16</sup>

COUNTRY	CEDAW	CRC	ACHPR	ACHPR PROTOCOL	ACRWC
<b>Cameroon</b>	1994	1993	1989	2006 (S)	1997
<b>Ghana</b>	1986	1990	1989	2003 (S)	2005
<b>Kenya</b>	1984	1990	1992	2003(S)	2000
<b>Malawi</b>	1987	1991	1989	2005	1999
<b>Mozambique</b>	1997	1994	1989	2005	1998
<b>Namibia</b>	1992	1990	1992	2004	2004
<b>Sudan</b>	-	1990	1986	-	-
<b>Swaziland</b>	2004	1995	1995	2004(S)	-
<b>Tanzania</b>	1985	-	1984	2007	2003
<b>Uganda</b>	1985	1990	1986	2003(S)	1994
<b>Zambia</b>	1985	1991	1984	2006	-
<b>Zimbabwe</b>	1991	1990	1986	2003(S)	1995

**CEDAW** (Convention on Elimination of All Forms of Discrimination against Women)

**CRC** (Convention on the Rights of the Child)

**ACHPR** (African Charter on Human and People's Rights)

**PROTOCOL** (Protocol to the ACHPR on the Rights of Women in Africa)

**ACRWC** (African Charter on the Rights and Welfare of the Child)

S= signature

<sup>16</sup> Countries selected are those where the JFFLS are currently implemented in Africa.





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