

The background of the entire page is a vibrant collage of stylized, cartoonish faces of children of various ethnicities and ages. The faces are drawn with simple black outlines and are set against a background of colorful, patterned shapes in shades of orange, green, blue, and pink. The children have different hair colors (brown, black, blonde, red) and styles (short, long, curly, straight). Some are wearing glasses, and all are smiling or have neutral, friendly expressions. The overall style is modern and inclusive.

INCITIZEN

**CHILDREN AS
TRAINERS
ON CHILDREN'S
RIGHTS.**

OUR TOOLBOX



Funded by
the European Union



WRITING in collaboration with the children in the fourth and fifth year of primary education in the 22/23 school year from 12 schools in Spain after having designed 12 campaigns promoting children's rights and the right to participation.



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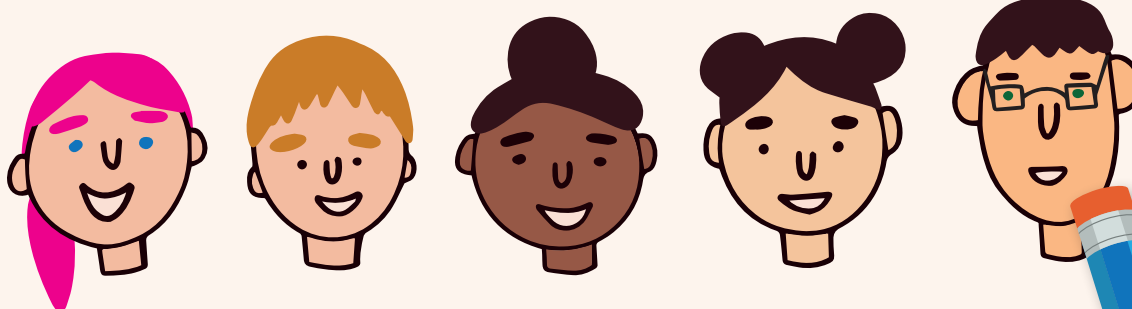


Dear reader, what follows is a small guide that aims to provide you with tools to use to teach other children about children's rights and how to organise yourselves to participate actively in the public life of your town or city.

This material arises as part of a long process carried out by children between 10 and 12 years of age from eleven schools in six autonomous communities in Spain, who were experimenting with interesting and effective ways of raising awareness of children's rights among their schoolmates, who were themselves co-designers of the tools as well as protagonists of the experiences presented here. A total of 140 children were involved in education campaigns in their schools. We hope that they will be useful for you to be able to start and lead participation processes together with other boys and girls.

In this toolbox, each chapter corresponds to the experience of each of the 12 participating schools. The children who took part in this project speak briefly about who they are, where they are, what they

PRESENTATION OF THE GUIDE



did, and what they learned and felt in this project. Each of these chapters contains games, exercises and educational materials that these children created to educate other children about children's rights and how to initiate child participation processes. As you read through this guide you will learn more about experiences and tools that you and other classmates can use directly and adapt or even be inspired to create similar ones to promote your right to participate.

All this work is part of a pioneering project in Europe, which aims to expand the possibilities for children to know their rights well, to be their own advocates and disseminators, to participate in the decision-making processes of public life in the places where they live (at local, regional, national and European level) and to design and lead participatory processes. The project we are talking about is called IMCITIZEN ("I AM A CITIZEN").



WHAT IS IMCITIZEN



**A SUITE OF ACTIVITIES
DESIGNED TO MAKE
CHILDREN FEEL THAT THEY
ARE “REAL” CITIZENS, WITH
THE RIGHT TO PARTICIPATE
IN THEIR TOWN OR CITY,
REGION AND COUNTRY AND
IN EUROPE.**



It is a project that aims to foster children’s democratic citizenship identity as active and committed members in their cities. It is funded by the European Union through the Citizens, Equality, Rights and Values programme of the Directorate-General for Justice and Consumers.

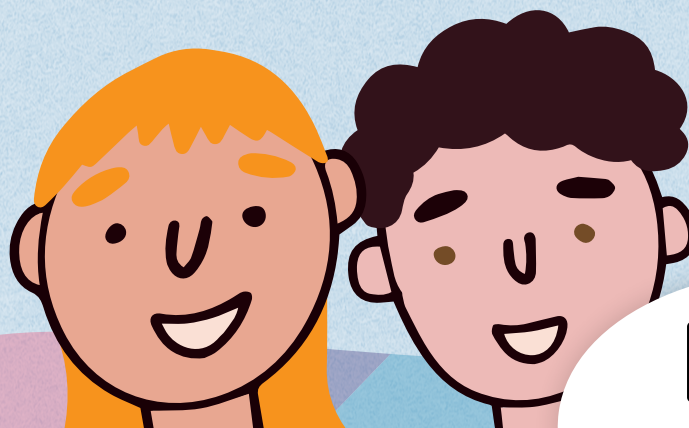
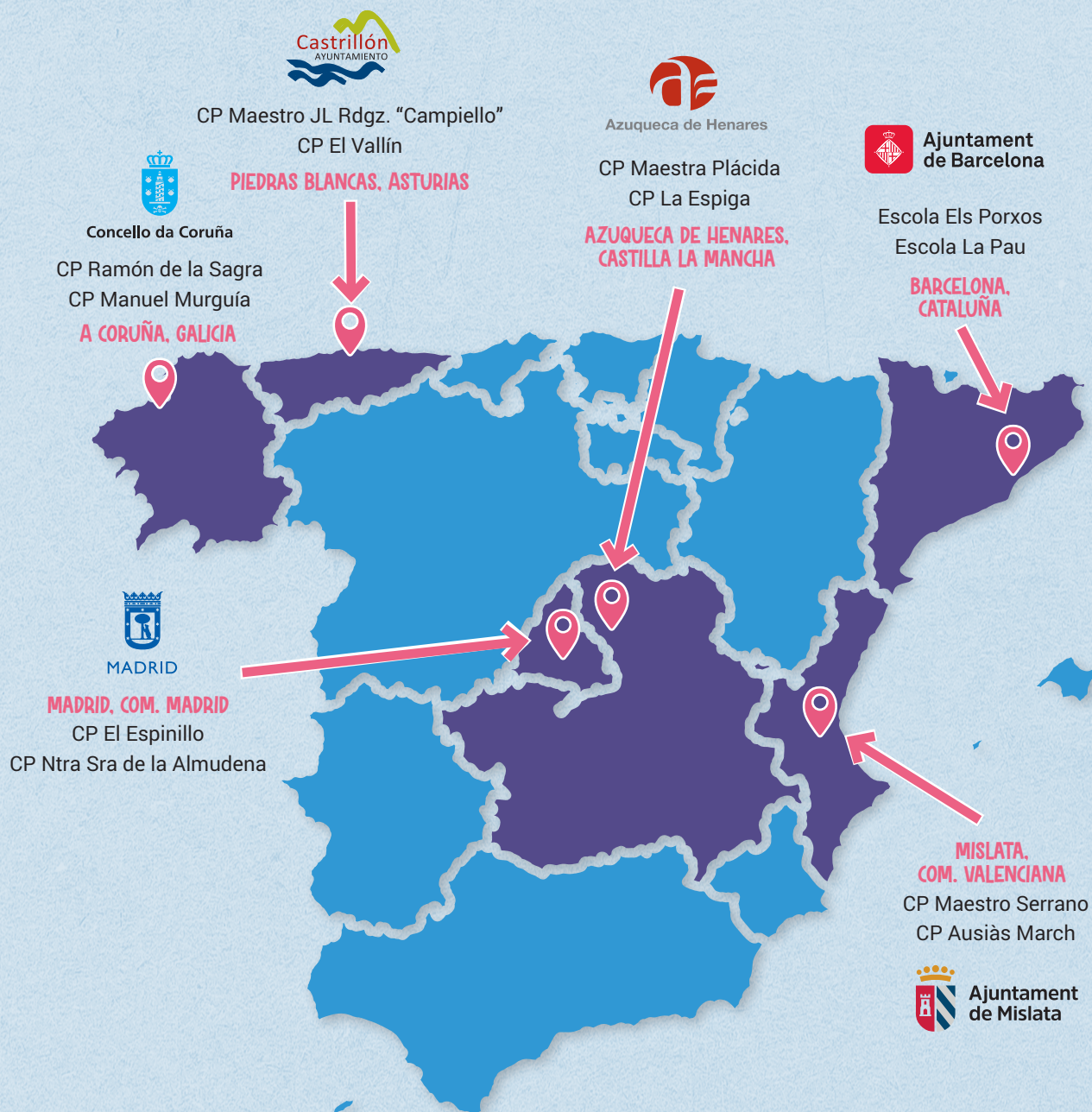
In other words, it is a suite of activities designed to make children feel that they are “real” citizens, with the right to participate in their town or city, region and country, and in Europe. Being an active citizen means knowing that you can contribute your ideas, making proposals, taking part in decisions and even taking action to improve the place where you live.

This project began in February 2023 and is being conducted in several phases.

This guide is the part where children aged 10–12 are trained and organise themselves to teach younger children about their rights and the importance of being listened to by adults and participating in the democratic life of their towns.

Overall, 12 schools from 6 autonomous communities in Spain participated, led by the Department of Theory and History of Education of the University of Barcelona and with the collaboration of a large group of entities (universities, associations and others) that helped out in this process (if you are interested, you can see all the names on the page at the beginning of this document).

THE SCHOOLS INVOLVED IN THIS PROJECT ARE:



01

In each of the schools mentioned on the previous page, between one and three groups of girls and boys (fourth or fifth year of primary school) received several training or preparation sessions by an adult facilitator, who taught them through games and dynamic exercises about children's rights and the importance of child participation.

02

The children from these classes then organised themselves into groups and wrote down on worksheets the ideas or content they wanted to convey; the objectives of their visit to each class; the activities, games or exercises they wanted to do with the children from other classes; the materials they needed; and who would be in charge of what. Although they chose some of the materials used by the facilitator, many of these exercises and games were invented by the boys and girls themselves in these working teams!

03

Once these groups were clear about what they wanted to tell and do with the other children at the school, they did a dress rehearsal presenting their workshop proposal to the rest of their classmates and teachers.

HOW WAS THE IMCITIZEN PROJECT IMPLEMENTED?

04

The groups then finished fine-tuning and preparing their IMCITIZEN workshops on children's rights and child participation. To do so, they finalised or retouched their PowerPoint presentations; their worksheets or information gathering sheets; the presentation of information posters in different areas of the school to publicise this campaign in which they were going to go through the classes (hence we called it "classroom pass"). They also created their own games and the materials to play with (for example "Memory" cards or cards about the children's rights, among many others) and then they passed through the classes.

05

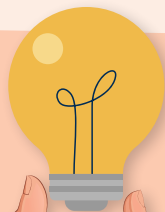
CLASSROOM PASS

06

Finally, in a webinar session between all the schools involved in the IMCITIZEN project, they shared their proposals and identified needs to educated groups of girls and boys in rights.



KEY IDEAS CONVEYED BY THE CHILDREN IN THE IMCITIZEN PROJECT

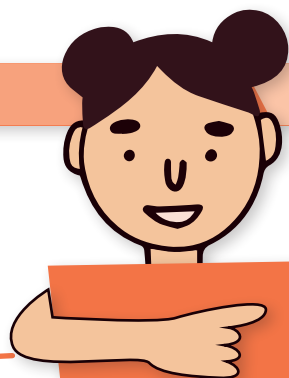


These are the objectives that the IMCITIZEN children sought to achieve and the main ideas they wanted to convey to their schoolmates. They are taken from the notes they wrote on their “classroom pass” organisational sheets.



WHAT WE WANT TO ACHIEVE

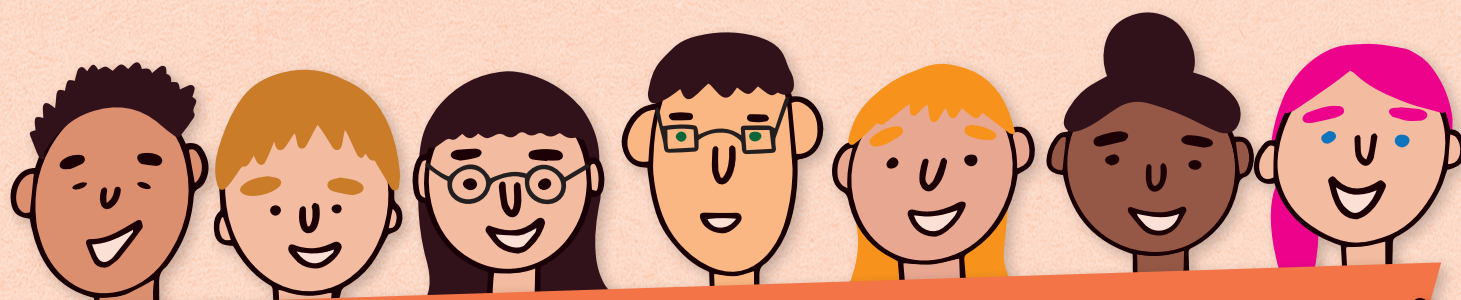
- » Inform other children about children’s rights.
- » Explain to them what the IMCITIZEN project is.
- » Show the importance of respect for each other so that our rights are fulfilled.
- » Teach other children to say yes or no as appropriate.
- » Encourage children from our school to participate in IMCITIZEN next year.
- » Encourage children to become more involved in defending our rights and improving our towns.
- » Make IMCITIZEN big.
- » Teach the difference between being listened to and actually participating.
- » Share games, stories and emotions, based on active listening in order to achieve greater participation in the future.
- » Highlight certain important values for participation such as listening and respect.



KEY IDEAS WE WANT TO SHARE

- » Children are citizens.
- » We have 54 rights.
- » We want to and can do things to improve our school, our neighbourhood and our city.
- » The possibility to participate in our town and decide what we want in school.
- » Communicating our ideas is fundamental to feeling good.
- » The possibility for all of us to participate in IMCITIZEN.
- » Our voice matters.
- » Children are citizens and we participate.
- » Children have a right to know our rights.
- » Children and adults have a right to participate.
- » Children can participate in the European Union by giving our opinion on issues that affect us. We can also participate in our country and our local regions.
- » The point of a participation group is to be able to give your opinion, expressing your ideas and respecting and including everyone in the group.





TRAINING ACTIVITIES CARRIED OUT BY THE CHILDREN

We now share with you some of the games and dynamic exercises they played in their training sessions, using some of them later in the “classroom pass” sessions where they were the “teachers” of the other children. Later, in the experiences section of each school, you can see many other games and dynamic exercises that the boys and girls created by themselves, so that you can be inspired, take advantage of all these materials and create others with which to teach other children (and adults) about children’s rights and the importance of child participation.

1

QUIZ ON THE IMCITIZEN PROJECT

01

Do you know what the European Union is?

02

Do you know what a citizen is?

03

Do you know how to say “citizen” in another language?

04

How do you write “I am a citizen” in another language?

05

Do you think you need to participate in your city or town to be a citizen?

06

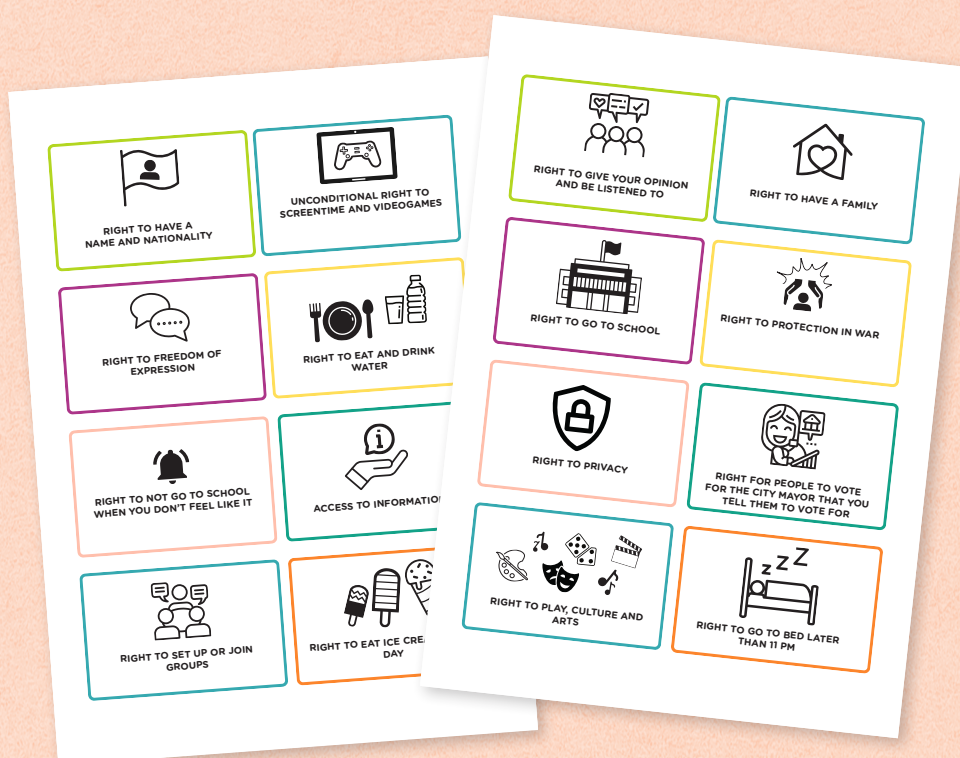
Do you think children are also citizens?



2

TRUE OR FALSE QUIZ ON CHILDREN'S RIGHTS

The facilitator presents statements about children's rights, alternating between true and false ones (for example, the right to eat as much ice cream as a child wants every day). Children say whether each statement read to them is a true or false. Children's rights can thus be reviewed in an entertaining way.



3 DYNAMIC EXERCISE ON WHAT PARTICIPATION IS FOR

One person reads each of these sentences aloud, allowing for a period of silence (30 seconds or so) between each sentence for all participants to think about them.

YOU HAVE A GREAT VOICE BUT YOU NEVER USE IT. WHAT WOULD HAPPEN?

YOU HAVE AN EXTRAORDINARY SENSE OF SIGHT, TOUCH OR HEARING, BUT YOU NEVER USE IT. WHAT WOULD HAPPEN?

YOU HAVE SKILLED HANDS, BUT YOU NEVER USE THEM. WHAT WOULD HAPPEN?

YOU GO TO A SCHOOL THAT WORKS VERY WELL, WHERE THE TEACHERS ARE FRIENDLY, FUN, AND VERY CREATIVE. THEY HAVE VERY INTERESTING ACTIVITIES BUT YOU DON'T GET INVOLVED AT ALL IN CLASSES, HOMEWORK OR EVENTS. WHAT WOULD HAPPEN?

THERE IS A BIRTHDAY PARTY FOR A FRIEND. THE FOOD IS DELICIOUS, AND THERE IS A HUGE AND DELICIOUS CAKE. THERE ARE ALSO A LOT OF FUN GAMES. BUT YOU DON'T TAKE A SINGLE BITE OR PLAY A SINGLE GAME. WHAT WOULD HAPPEN?

THERE'S A FUN SCAVENGER HUNT IN YOUR NEIGHBOURHOOD, YOU GO BUT YOU DON'T PARTICIPATE IN ANY OF THE ACTIVITIES. WHAT WOULD HAPPEN?

YOU HAVE THE RIGHT TO GO TO SCHOOL AND THERE IS A FREE SCHOOL VERY CLOSE TO YOUR HOME, BUT YOU DON'T GO TO ANY SCHOOL. WHAT WOULD HAPPEN?

After you have thought about these situations, discuss them in pairs:

- Try to remember and share with your partner a situation in which you could have participated but did not.
- Try to remember and share with your partner a situation in which you would have liked to participate but you were not allowed to, you were not given the opportunity and it wasn't possible.
- How did you feel?
- What do you think participation is for?

4 "COUNT TO 10" LISTENING GAME

Active listening, turn-taking. Count to 10. The facilitator calls out the number 1, one child will say 2, another 3, another 4, and so on. The numbers are counted in order from 1 (which is always said by the facilitator) to 10. All numbers other than 1 are called out by boys and girls. They can't be organised. It is a group listening game. It's about not stepping on each other's toes. If two or more children say a number at the same time, start again. The facilitator says 1 again. Depending on how well the group listens, this game can go on a long time without reaching ten. Since we want to avoid too much frustration, we only repeat the game a few times or even lower the ceiling from ten to a lower number. It is a very simple exercise but it helps to work on group listening.

5 "FINISH THE STATUE" CREATIVITY GAME

A boy or girl goes to the centre of a circle and acts like a statue, then another classmate arrives and also becomes a statue, finishing the one made by the first one. He or she leaves and the second child is left alone in the position where he or she stopped and a third person comes and finishes the statue of the second and so on. The game generates a multitude of images in a process where everyone can contribute, thus multiplying the group's creativity.

6 CLASSROOM TRAINING DESIGN

This exercise is worked on in groups. The children who are going to do the classroom pass in each class get together and fill out a form together. They decide and write down the key ideas they want to share with the class they are going to visit, the main objectives of their workshop/activity, the exercises or games they are going to do to present their ideas and achieve their objectives, the game materials and publicity and design materials they need, and the distribution of tasks and roles so they know who will be in charge of what.

WHAT DO WE WANT TO ACHIEVE?	TEAM	MATERIALS
IDEAS THAT WE WANT TO SHARE	ACTIVITIES PROPOSED	
	WHO DOES WHAT?	

7

CHILDREN'S ORGANISATION GAME, "ORDER ON THE BENCH"

Children are asked without speaking to line up in a row by date of birth in calendar order, from the beginning of January to the end of December. They can't speak at any time. Not much time is given, so that the game is more intense and exciting. When the participants think they are in the right order, then the first person in line starts to say their birthday out loud, then the next person and so on. That way you can check if there were mistakes or if everyone is in the right place according to their date of birth.

8

COLLABORATION AND TEAMWORK, "BUILDING THE IDEAL PARK"

The facilitator explains to the group that they have to design an ideal park on a large table or on the floor of the classroom. They have a box full of different coloured wooden pieces. Time limit is very short. They have to create it quickly and, IN RELAY! When the facilitator gives the signal, one child comes out to start the improvised model of the park. At the facilitator's signal, the child leaves and another child or even two others go and follow the construction of the previous person and add more pieces. At a new signal, those who are there leave and one or two or three more people go and follow...So every 20 seconds or so there is a changeover. The facilitator lets the participants know when there is very little time left in the test so that those who are in the last group of relays know that they have to finish the design of the model. The facilitator announces the end of the time and everyone looks at the collective-ultrafast model created.



9

SPOKESPERSON AND MANAGEMENT OF WORDS AND LANGUAGES. "DRAW AND I'LL EXPLAIN IT"

One child draws a series of figures on the blackboard and another child makes up a story as he or she goes along, based on what he or she sees. There is no prior agreement. The person drawing makes the first drawing with chalk and gives a little time (two or three seconds) for the other person to present the situation as it comes to mind. The drawer listens and then makes the second drawing, and the "narrator" tells something in relation to what he or she is seeing, and so they improvise a drawn and narrated story, which, based on listening, makes some sense.

10

THE STRENGTH OF THE ORGANISED GROUP, "THE APPLAUSE TRAIN"

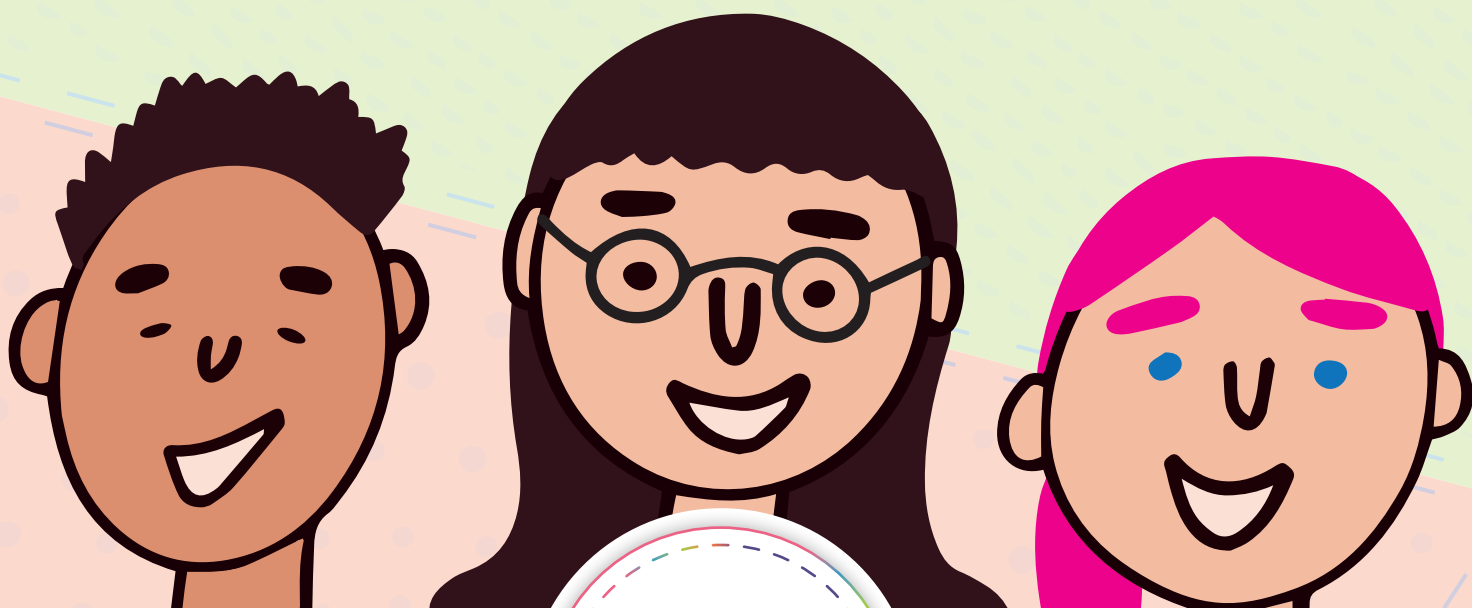
The facilitator stands in a visible place in the classroom and explains to the group that when they take a step and the sole of their foot touches the floor then the whole group should clap their hands in unison. The facilitator alternates his or her steps little by little, then faster and faster and the "applause" becomes more and more sustained until it reaches a "thunderous and amusing ovation".

11

COLLECTIVE CREATIVITY, "TRANSFORMING THE OBJECT"

An object is passed around the group, such as a mobile phone or pen. Each person has to use mimes to indicate what that object could be. For example, if it is a mobile phone it could only be something rectangular, not something spherical, pyramidal or rhomboid because that object is not like that. In other words, the form of the object delimits the framework of possibilities. In the case of the mobile phone we pointed out, it could be a mirror, a TV remote control, a mini-book, a notepad, a wedge to fix the leg of a table, a mini-picture, etc. However, it can't be a ball, a replica of an Egyptian pyramid, a soda can, a record, etc. The object is passed from person to person. Each one makes a different proposal to the previous one. The aim is to get 20 or 30 different proposals, all of which are plausible, with the contributions of the whole group. If a child "blocks up" he or she can "pass the word", so as not to lose countdown time. The work is the work of the whole team.

THESE ARE JUST A FEW EXAMPLES! THROUGHOUT THE FOLLOWING PAGES YOU WILL FIND MANY MORE FUN ACTIVITIES CREATED BY THE CHILDREN OF IMCITIZEN! WE HOPE YOU ENJOY THEM AND FIND THEM VERY INSPIRING!!! WHEN YOU HAVE TRIED THEM ALL YOU WILL BE AN EXPERT CHILDREN'S RIGHTS TRAINER AND WILL BE ABLE TO TEACH MANY CHILDREN WHAT THEIR RIGHTS ARE AND HOW TO PARTICIPATE MUCH MORE IN THEIR SCHOOL AND THEIR TOWN OR CITY! HAVE FUN!





IMCITIZEN EXPERIENCES



PIEDRAS BLANCAS,
ASTURIAS

MAESTRO JOSÉ LUIS RODRÍGUEZ GARCÍA, "CAMPIELLO"

WHO WE ARE?



We are students in the fifth year of primary school at the Campiello public school in Castrillón, a small town of about 22,500 inhabitants located in Asturias.

During the 2022/2023 school year, 52 boys and girls—split into three classroom groups: 5A, 5B and 5C—will participate in the IMCITIZEN project.

One of the most special projects that our school has is the "Campidona", a sort of supermarket that we have created in a large hall located between the hallways that connect the classrooms. In it we learn a lot of things while having fun.



WHAT WE HAVE DONE?



We were trained on the IMCITIZEN project over four one-hour sessions or classes with a facilitator.

In each of our classrooms we were split into three groups, and in each group we prepared what we wanted to teach the children in the class assigned to us.

PROPOSED ACTIVITIES

- » PowerPoint presentation on the IMCITIZEN project.
- » True or False quiz on children's rights.
- » Card and mime game on children's rights.

- » Creativity game: "Finish the statues".
- » Listening game: "Count to 10".

ACTIVITY HIGHLIGHTS

CHILDREN'S RIGHTS CARD GAME

We invented a card game. One side of a card one children's right written on it, and on the other side the words "mime" or "drawing" was written. When it was their turn, a volunteer tried to get his or her classmates to guess which right it was, either by miming or by drawing on the blackboard.

ASSESSMENT AND LEARNING

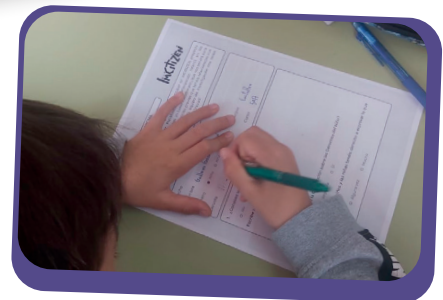
"I felt good in the classroom pass, because even though I'm easily embarrassed, I felt good because of the support of my classmates."

"We prepared the session by creating a PowerPoint presentation and thinking about the activities to do. Some of activities we learned in the workshop we received and we invented others ourselves."

"We felt very good, because the younger children paid close attention and had fun and learned that their ideas can be verbalised and also learned what their rights are."

"The younger children were very attentive because the talks were given by 5th graders and not by adults."

"We prepared all the activities ourselves. During certain classroom hours we went to the computer room to prepare the classroom pass on our own."





PIEDRAS BLANCAS,
ASTURIAS

EXPERIENCE OF PUBLIC SCHOOL

“EL VALLÍN”



WHO WE ARE?



We are fifth-year students at the El Vallín public school in Castañón, in the town of Piedras Blancas located in the centre of Asturias.

During the 2022/2023 school year, 60 of us students from three classrooms participated in the IMCITIZEN project.

At our school we have a school radio, where we create and broadcast our own programmes. Running a radio station and being able to say what we feel and think is cool!



WHAT WE HAVE DONE?

Over four sessions, we trained with a monitor from an association and so we prepared ourselves to go and see our classmates from the first to fourth grades of primary school and lead a workshop for them where we taught them about their rights and how to participate (at least a little bit).



WHAT WE WANT TO ACHIEVE?



We wanted our classmates to be as clear about children's rights as we were. Above all we wanted them to clearly understand that children can participate in the affairs of our city and town and that we want to work together with them to build the best ways to participate in order to be heard.

ACTIVITIES HIGHLIGHTS

Each of our three fifth-grade classes created a PowerPoint presentation to explain the IMCITIZEN project to the children in the first to fourth years of primary school.

We also invented two games to explain children's rights.

HANGMAN

A classic game in which you have to figure out the hidden word or phrase. The players say vowels and/or consonants, and those who lead the game uncover letters of the hidden word or phrase if those vowels or consonants are part of it or draw parts of the gallows if those letters are not in the hidden word or phrase. The sentences we proposed presented some of children's rights.

MATCHMAKING GAME

Using the Wordwall program we created this interactive game. Letters appear upside down in a digital wall. Players point to a card, which is then turned face up with a children's right written on it. They have to find another card that says the same thing until they match them all.

LEARNING

"I really enjoyed the experience. The younger children listened to us closely, they were very attentive to what we presented to them."

"We were delighted to talk to other schools in Spain. It made us feel important."

"They really liked the games and they worked great."

"In the near future we are looking to create a super radio programme at our school to explain what the IMCITIZEN project is and what new activities can be expected in the project."

"It's a fun way to learn about rights."

"It's also very good for us to work as part of a team."

"We are very grateful for this opportunity and recommend it to all children in Europe."



AZUQUECA DE HENARES,
GUADALAJARA

EXPERIENCE OF PUBLIC SCHOOL

“MAESTRA PLÁCIDA”



WHO WE ARE?



We are students in the fifth and sixth year of primary school at the Maestra Plácida public school. Our school is located in Azuqueca de Henares, Guadalajara and is a public school for boys and girls in pre-primary and primary education.

In the project, we involve fifth-grade boys and girls from the A, B and C classes.



WHAT WE HAVE DONE?

We participated in IMCITIZEN over six 45-minute sessions with Estela, the facilitator from the Centro Trama Association.

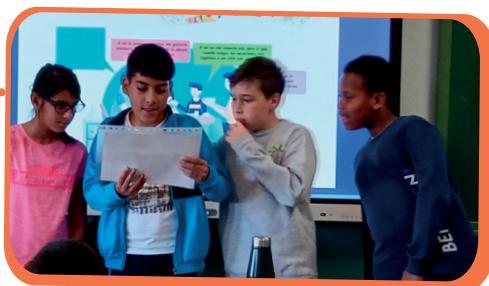
Each of our fifth-grade classes came in to teach the fourth graders about the activities we planned.



PROPOSED ACTIVITIES

- » PowerPoint presentation on the IMCITIZEN project.
- » True or False quiz on children's rights.
- » Find the Secret Word exercise.
- » Rights Roulette.

» Let's Talk about Children's Rights.



ACTIVITIES HIGHLIGHTS

SEARCHING FOR THE DEFINITION OF CHILD PARTICIPATION OR "FIND THE SECRET WORD"

We hide words with the definition of child participation, and the rest of the children have to look for them around the classroom and put them together in order to reconstruct the definition.

SECRET MESSAGES

A message is written with numbers. Each number corresponds to a letter. A "legend or code" is given so that participants can decode the message and discover our definition of child participation.

PARTICIPATING WELL WORD SEARCH

We create a game of word search, i.e. a box in which there are many letters, and within them there letters that make up words that must be found horizontally, vertically or diagonally. The words in our game related on how to participate well.

ASSESSMENT AND LEARNING

"I really enjoyed teaching other children things that I had learned."

"I learned about children's rights and how important it is for us to participate."

"Teaching with games really works!!"





AZUQUECA DE HENARES,
GUADALAJARA

EXPERIENCE OF PUBLIC SCHOOL

LA ESPIGA



WHO WE ARE?



We are students in the fifth year of primary school at the La Espiga public school in Azuqueca de Henares, a small town of about 35,000 inhabitants located in the province of Guadalajara.

Our school is very big and participates in various charity events. We held a charity market for Zawadi, an association that works for the development of a Kenyan village. We also took part in a UNICEF solidarity race to build wells for drinking water in Africa.



WHAT WE HAVE DONE?

We participated in IMCITIZEN over six 45-minute sessions with Estela, the facilitator from the Centro Trama Association.

In these sessions we learned about children's rights and child participation, and then taught them to the third and fourth grade children through games.

PROPOSED ACTIVITIES



- » What Word Doesn't Fit? game.
- » Memory Game on children's rights.
- » Mime of Participation.
- » Colour your Rights exercise.

- » Hangman for Participation game.
- » True or False exercise on children's rights.



ACTIVITIES HIGHLIGHTS

MEMORY

We created a Memory Game about children's rights, using a series of cards so that the children could memorise them. The cards were then placed face up on a table and the children had to look and memorise where each card was. The cards were then turned over and they had to remember where all the pairs were (i.e. Every right repeated on two cards that had to be matched). We also made some children's rights bookmarks as gifts for the children!!!!

WHAT WORD DOESN'T FIT?

This is a game that consists of presenting a list of words, all of which are related to one another in some way. In them there is a word that has no relationship with the others, so it has to be found as the word that doesn't fit in. As you can imagine, we adapted the game by adding words that had to do with some kind of children's right (right to education, to health care, to participation, etc.).

ASSESSMENT AND LEARNING

"I learned a lot about children's rights and what we can participate in."

"I enjoyed feeling like a teacher about participation."

"We prepared the session by thinking about how to teach them in a way that wouldn't be boring."

"I was really embarrassed to speak in public but I'd do the experience again because it was a lot of fun to do something different at school."

"We learned how to work as part of a team, how to listen and be listened to, and also how to teach younger people."

"It worked really well, because we saw that they were very keen to continue participating."





MISLATA,
VALENCIA

WHO WE ARE?



We are student in the fifth year of primary school at the Maestro Serrano public school, a school with two classes: A and B.

We are children from many different countries and also have peers who are deaf, autistic or have other conditions.

Our school is located in Mislata, a town in Valencia that is so close to the city of Valencia that it seems like just another neighbourhood.

At our school we work on many things, but above all on being good people and respecting othe



WHAT WE HAVE DONE?

The IMCITIZEN project started in our school on 21 April 2023 when the City Council of Mislata, together with a city official and the two coordinators of the MISLATA CHILDREN AND ADOLESCENT PLAN, presented us the project where we were going to be the main protagonists. This was very exciting for us because it meant being the central players in a European project. The project was very well received by all the people in the fifth year of primary school at our school.

We carried out six training sessions with a facilitator, with whom we went through all the steps to be trained in children's rights and to prepare ourselves to conduct the classroom passes.

PROPOSED ACTIVITIES

Introduction round: children from each class told us their name and a one of their positive traits.

Fulfilling or Failing to Fulfil Rights. The children were told a phrase and had to comment on whether they saw it as related to fulfilling or failing to fulfil children's rights. For example: "Children have no say in matters of public life in their city before the authorities."

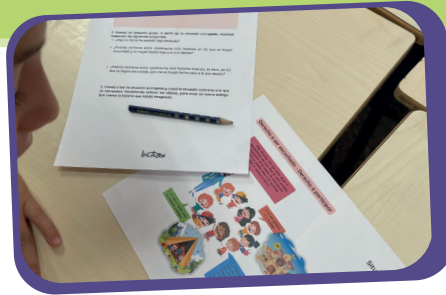
ACTIVITIES HIGHLIGHTS

PROJECT EVALUATION

It was very important for us to be able to evaluate the project so that it can be done better next year.

CAMERA, WASHING MACHINE AND TREASURE EXERCISE

Three drawings were presented: one of a camera, one of a washing machine and one of a treasure chest. In the camera drawing, we reflected those moments that we would like to repeat. In the treasure chest drawing we reflected what we liked. In the washing machine drawing, we reflected a record of those we would improve.



ASSESSMENT AND LEARNING

"The sessions could have been longer because we never had time to finish everything. Mara, the teacher, had to go very fast."

"This project makes us very happy, as it helps us to share European experiences with all the people in the educational community, giving rise to new opportunities for improvement at educational centres and in the city."

"I enjoyed getting together with the 5C class."

"Hopefully, teachers will do everything we learned."

"For us, it was very important to be able to evaluate the programme, as normally things taught by adults are hardly ever reviewed."

"I wish that all the subjects we learn and activities we do at school were as dynamic."



MISLATA,
VALENCIA



CEIP AUSIÀS MARCH
Centro de educación infantil i primaria

EXPERIENCE OF PUBLIC SCHOOL

AUSIÀS MARCH

WHO WE ARE?



The facilitating group belongs to the fifth year of primary school at the Ausiàs March public school in Mislata, a city in Valencia with 45,000 inhabitants.

Our school has two classes in each grade, except in fifth grade where we have three classes, because there are more of us.

Our school has a special programme to work on sports and that is why we do swimming, athletics, Valencian pilota, etc. as well also adapted sport, as there are children with motor disabilities at our school.



WHAT WE HAVE DONE?

The IMCITIZEN project started in our school on 21 April 2023 when the City Council of Mislata, together with a city official and the two coordinators of the MISLATA CHILDREN AND ADOLESCENT PLAN, presented us the project where we were going to be the main protagonists.

We held a total of six sessions, including project presentation, in which we:

1. Identified what children's rights are.
2. Learned what participation is and what its benefits are.
3. Went deeper into the right to be heard, as it is closely related to participation.
4. Discussed situations where we are listened to (or where we are not).
5. Created a good working environment.
6. Prepared a classroom pass where we shared the experience with the rest of the educational community.



ACTIVITIES CONDUCTED



- » IMCITIZEN project presentation (PowerPoint).
- » Exercise on recognition of children's rights. Children were presented with situations and had to identify whether or not the situation fulfilled children's rights.

ACTIVITY HIGHLIGHTS

EVALUATION OF THE PROJECT

Evaluation of the project with the exercise about the camera, the washing machine and the treasure.

ASSESSMENT AND LEARNING

"I liked it when we did group activities and gave our opinion."

"The sessions could have been longer because we never had enough time to finish everything. Mara, the teacher, had to go very fast."

"Hopefully, teachers will do everything we learned."



BARCELONA,
BARCELONA

EXPERIENCE OF ESCOLA

ELS PORXOS

ESCOLA
ELS
PORXOS

WHO WE ARE?



We are the fifth-grade students of the Els Porxos school, which is located in Plaça d'Eduard Torroja in the Sant Martí neighbourhood of Barcelona. We have a school hymn-song.

Our school is very big, it has two courtyards. This year we've renovated one of our playgrounds (the one at the entrance of the school), it is now a very quiet courtyard. The other one is for playing more lively games, where we can play football and basketball. We really like playground time because we can play our own games.

The fifth-grade class are good classmates and very talkative. Although we sometimes have small arguments, we work very well together and like to treat each other well. Two representatives from our class go to the Sant Martí Children's Council to make suggestions for improving the area around the school and our neighbourhood.



WHAT WE HAVE DONE?

First, we did some workshops with Laia, a facilitator who invited us to play games and explain children's rights, child participation and citizenship. Our favourite games were Right vs. Desire and the Yes/No game.

We prepared a campaign to raise awareness about IMCITIZEN and encourage other children from the first to sixth grades to join in. We divided up the courses, so that each working group had a target class group. On a piece of cardboard we wrote down everything we wanted to decide, what we had learned in the workshops. Before going to the classrooms, we had a practice session with the school's teachers. It was good because we were teachers for the teachers. After the classroom pass, we also shared IMCITIZEN with the school's families, we played games and did exercises to learn about our rights and their importance.

On the day of the classroom pass there was a little bit of everything. It was very fun and interesting to share with other children about our rights, although it was hard to get their attention (they talked a lot).

ACTIVITY HIGHLIGHTS

RIGHT VS. DESIRE

We hand out cards to the players. We provide space to place all real rights and another space for desire rights. We leave time to place each card in the corresponding space. Some volunteers read the cards for each space, and if someone disagrees with the placement of the card, we discuss it.

Continued. We can create new desires-rights. We hand out blank cards and each person writes his or her wish and if he or she wants, he or she can draw it. Then we can share our right-wish.

Variation. With movement. We place the cards in the middle of a room all together. People have to run, pick up a card, read it and place it in the corresponding space. This goes on until there are no cards left in the middle of the room.

Thought-provoking questions:

- What is the difference between a real right and a desire right?
- Are there any similarities between rights and desires?
- What do you think should be taken into account when preparing a real right?



ASSESSMENT AND LEARNING

"We have learned to speak up, to gain confidence and to shed our embarrassment."

"I really enjoyed the workshops, but it was difficult to do the classroom pass because the children didn't stop talking."

"It was hard to invent games, but we succeeded."

"It was a lot of fun, especially being able to run the campaign as a group."



BARCELONA,
BARCELONA

EXPERIENCE OF ESCOLA

LA PAU



WHO WE ARE?



We are the pupils of the 5th and 6th year primary classes at the La Pau School, which is located in the La Verneda and La Pau neighbourhood in Barcelona.

Our school is public, small and family-oriented and has one single class. We have many participatory experiences. Recently, we designed and created our laboratory together and also ran a campaign to ask for a kitchen, which we love. The coolest thing about our school is that we have our own square and we use it as a playground. It's called Rosalind Franklin.



WHAT WE HAVE DONE?

We ran a campaign for the school's children to sign up for the IMCITIZEN project.

Before designing the campaign, we held workshops on children's rights and the true meaning of participation (which is not just about being heard). In addition, we work on the idea that children are citizens of the here and now.

We worked as a team and prepared the activities through discussion and debate. Within each group, each person had an assigned task.

Presenting the campaign was a major challenge and also a great experience. At the beginning of the project we were very nervous, we didn't know if we would be able to do it. Being able to practice the campaign with the school teachers allowed us to identify what we needed to improve. We could then feel better and more confident when running the classroom pass.



ACTIVITY HIGHLIGHTS

FORMULA OF PARTICIPATION

1. We sit in groups.
2. Each group makes a list of words related to the concept of “participation”. As a brainstorming exercise, we write down all the words, without a filter.
3. We share the lists between the groups. If we consider it appropriate, we justify why we have written the word.
4. Each group re-read sits list and chooses five key words that it shares with the rest of the groups to ensure that they aren’t repeated. If they are repeated, we decide by consensus who will look for another word.
5. Each group visually writes one word on each poster board.
6. We start a round, and each group presents one of their words, describes it and places it on the wall with a pin. This goes on until all groups have presented their five words. As they place the words they try to identify if there is any relation to the words mentioned above. If so, they share the reason and link the words together with a string.
7. We close the activity with

Continued. We can create a short video explaining the definition of participation, naming some concepts of our art installation. We can leave the installation in a place shared with others and invite other children in the school to add words.

Questions to think about:

- Do you think you participate in your day-to-day life?
- Why is it important to participate?
- What do your experiences and participatory experiences have in common?

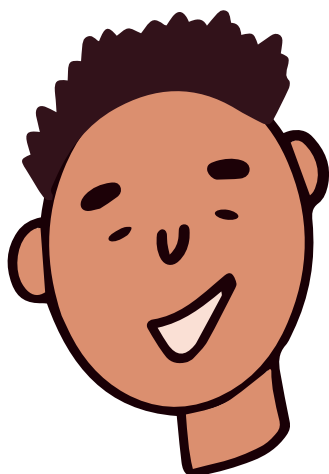
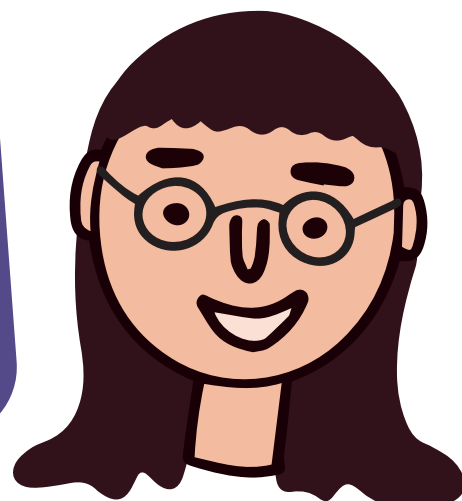
ASSESSMENT AND LEARNING

"We enjoyed presenting the campaign to the teachers. With the children it was more difficult and stressful."

"We were nervous but as time went on we had a lot of fun and learned a lot."

"We would have liked to have had more time to prepare the materials better."

"It has been an experience we would repeat, even though it required a lot of work."







A CORUÑA,
GALICIA

“RAMÓN DE LA SAGRA”



WHO WE ARE?



We are students in the fifth year of primary school from Ramón de la Sagra public school, located between the Las Flores and Primera Fase de Elviña neighbourhoods. The school is open to the public and hosts various activities. It has a large courtyard and an urban vegetable garden. It is located near to two other schools, within a landscaped neighbourhood with several playgrounds. It is a neighbourhood in which the students live and carry on all their daily activities. With a high population flow, we are centre with two classes.



WHAT WE HAVE DONE?

Our participation in IMCITIZEN was conducted in four 1.5-hour sessions after school with a FEDAPAS facilitator.

As it took place outside school hours, we did not participate as a class group, but rather as a group of children from the two fifth-grade classes in the school.

Belonging to different classes was very enriching as we prepared all the material and worked on the key points that we considered fundamental to be able to teach the rest of the children in the school, adapting to the characteristics of each different class.

Throughout the process we learned about our rights and child participation in order to explain to the rest of the children the importance of our real participation.

After analysing our rights and how they are presented, we realised that they are not really seen from the point of view of one of us, so it should be our job to show them to our classmates in an interesting, accessible and approachable way.

ACTIVITY HIGHLIGHTS

VIDEO ON CHILDREN'S RIGHTS

The activity we most enjoyed was undoubtedly making the video to show to our classmates. This activity goes hand in hand with the creation of our view of rights, since we wanted this material to be included and be a fundamental part of the video. We needed to be the ones to tell and represent the rights ourselves, not from an adult's point of view.



ASSESSMENT AND LEARNING

"I was very excited to be able to go to other classes to explain to the children the importance of our rights and of participating."

"The children at the school were in for a surprise the day we walked in and our IMCITIZEN drawings were hanging on the walls."

"It was great fun to record my colleagues explaining what participation is and why it is important."



A CORUÑA,
GALICIA

EXPERIENCE OF PUBLIC SCHOOL “MANUEL MURGÍA”

CEIP Puellín
MM
Manuel Murguía

WHO WE ARE?



We are pupils at CEIP Manuel Murguía, a pre-primary and primary school located in Feáns, A Coruña.

The Manuel Murguía school has only one single class. The centre has a school canteen, library, extracurricular activities, school transport and playground. It is a multilingual school.

Our tutor Mar, from the fifth-year primary class, showed interest in participating in the project and encouraged us to get involved. The school's directors also support us and facilitate the project. We are a very participative and close-knit group, with many concerns about our environment.



WHAT WE HAVE DONE?

After the teacher and our facilitator explained the project to us and after some fun sessions in which we learned a lot, we got down to work to tell others what we had learned about rights and participation.

The process was as follows:

- » We got together to split up the work and chose a right to talk about
- » Each group gave a survey to children in different grades during recess to find out what they thought or knew about that particular right
- » Using the words of our classmates, we created word clouds by choosing a form related to the right in question.
- » We looked for a definition and selected a video that would clarify the meaning of each right.
- » With our presentations we went to other classes to explain our work.



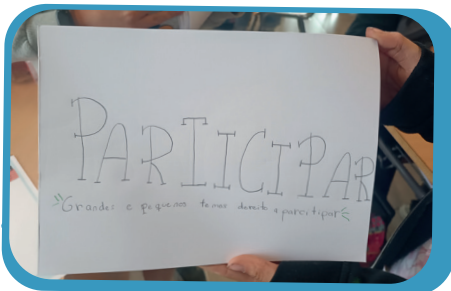
ACTIVITIES HIGHLIGHTS

SURVEY ON RIGHTS

We created a survey to give to the other children in our school, to check whether or not they knew about children's rights, to find out which rights were familiar to them and which rights they were completely unaware of, and which ones they thought were most important. We then collected the surveys and reviewed them, to make the "children's rights word cloud".

WORD CLOUD ON CHILDREN'S RIGHTS

With the words collected, depending on which right they were associated with, we drew a shape or figure composed of these words. For example, if the right to education came up, with the word education repeated many times we made the shape of a book or a blackboard; as in this example, with others right and words we made other figures related to those rights.

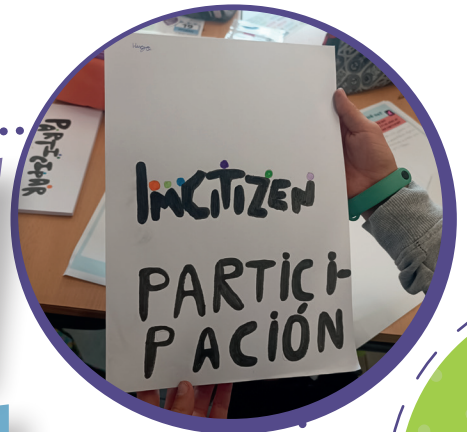


ASSESSMENT AND LEARNING

"Giving our opinion is very important. This way of expression shouldn't only be conveyed by adults behind their ideas and opinions. Children also have the right to participate in the community and give their ideas."

"A lot of classmates didn't know about rights either, we have done something important"

"It's a bit embarrassing to speak for others but you feel like a teacher"



MADRID,
MADRID

WHO WE ARE?



We are the students of in the fifth year of primary school from the El Espinillo public school located in the district of Villaverde in the south of the city of Madrid.

In the current school year (2022/2023), we have a group of 50 children split into three different classes: 5A, 5B and 5C. Our school has a modern design incorporating two buildings, and is specially designed to remove any obstacles that might prevent our full participation. It is a bright and spacious place, which provides us with ample areas to learn and enjoy with our colleagues.

The highlight of our school is that we fill it with life and colour through our actions and activities. Creativity and fun are always present here!



WHAT WE HAVE DONE?

Our participation in IMCITIZEN was really exciting, and we want to share it with you. We had six wonderful one-hour sessions with a facilitator and researchers from the university. They helped us discover a lot of great ideas to encourage the participation of all students at our school.

Do you know what the best thing is? We became true drivers of participation at our school! We realised that, as citizens, we have a lot to contribute.

We decided to prepare a series of games and activities that we wanted to teach to children in other classes. Although our time was a bit limited, we were very well organised. Each of the fifth-grade groups was divided into two teams in order to cover all six classes that make up the third and fourth grades in primary school.

We decided what we wanted to achieve with the training session we were going to deliver to the other courses. We chose the ideas that we liked most, designed activities and games we thought they would love, and even planned how we were going to do it (what adults call “methodology”). Want to know more?

PROPOSED ACTIVITIES

- » Participatory Bomb.
- » We Build Art: what drawings reveal.
- » Stand Up and Move: true and false game about rights.

- » Balls of Rights (don't hurt me)
- » Wheel of Preferences.

ACTIVITY HIGHLIGHTS

We want to tell you about the games we put forward to discuss important things, such as child participation and children's rights.

First, we did something we called the **"PARTICIPATORY BOMB"**. We would sit in a circle and pass a ball following the rhythm of a melody. When the music ended, the person with the ball would say where they were participating, such as at home, at school or in their neighbourhood. It was crazy, but we got to learn about a lot of places so close that we hadn't thought about it before.

"WE BUILD ART GAME" We also decided to become artists and draw things on a blackboard (We Build Art game). We then all tried to guess what each drawing expressed. It was great because we learned about so many different emotions!

STAND UP AND MOVE GAME, afterwards, we had a lot of fun tes-



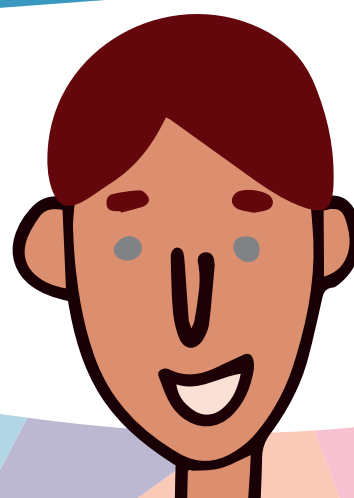
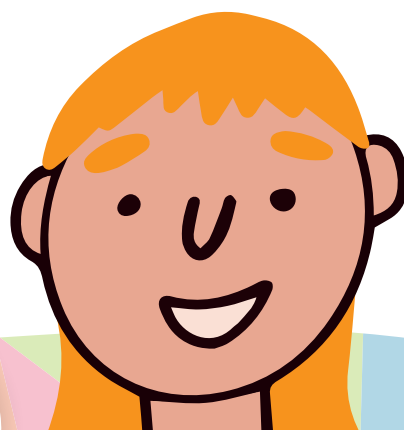
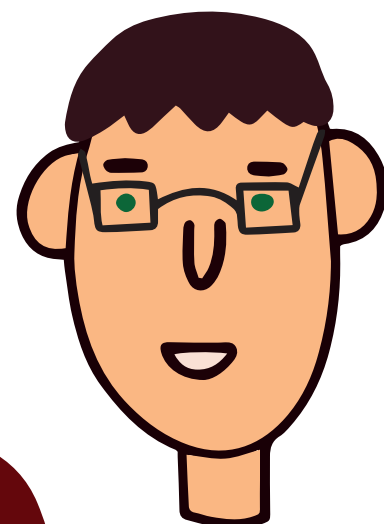
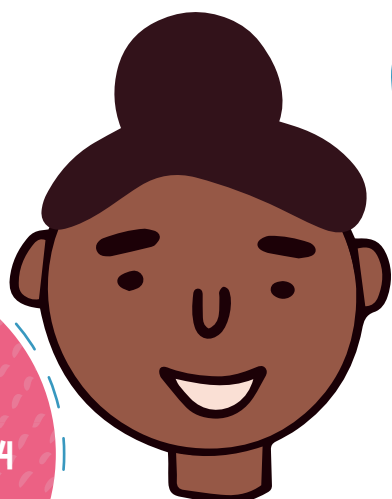
CONTINUE



ting our speed, moving around to find out if the children's rights were true or false. We used four corners to say "yes", "no", "not sure" or "don't know". We then used those rights in a game called Ruined Paper or Balls of Rights. We had to take care of rights and not hurt them. Every time someone said something bad, we folded the sheet of paper until it became a ball of paper. When we tried to reopen it, it never looked the same. This made us think a lot about how important rights are and why we should not hurt them, as they affect all of us.

But that's not all!

We also played a game we called the **WHEEL OF PREFERENCES**. We sat in a circle and shared things we liked, such as hobbies or interests. We all had to imitate the same thing! We thus learned to understand each other better, to listen to each other in different ways and to participate together.



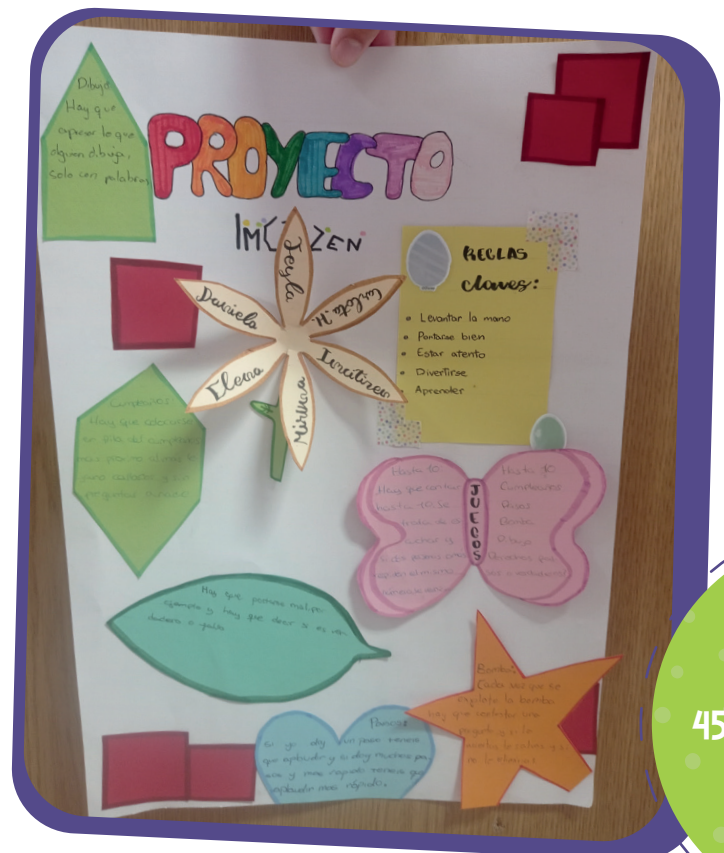
ASSESSMENT AND LEARNING

"What we enjoyed most was being all together, participating, having fun, listening and learning about children's rights."

"It was very interesting to present what we did in our IMCITIZEN sessions to other children, expressing what we wanted."

"I learned a lot of new things. They way they taught us was really fun. I definitely want to be more involved."

"We really enjoyed the sessions, the participation and the worksheets, but what we liked the most was going to the classrooms to talk what we had done."





MADRID,
MADRID

EXPERIENCE OF PUBLIC SCHOOL

“NUESTRA SEÑORA DE LA ALMUDENA”

WHO WE ARE?



We are the students of in the fifth year of primary school from the bilingual Nuestra Señora de la Almudena public school located in Madrid. Our school is located in Madrid's Ibiza district, next to the Retiro Park.



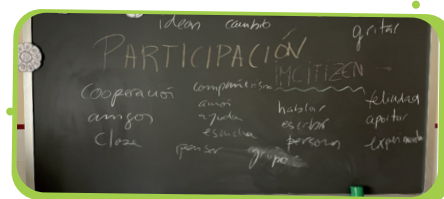
Our school is a single-class school, so in the classroom during the 2022/2023 school year we are 25 children, but in the IMCITIZEN project there are 15 children.

Because of our location, one of the activities we do most often is to visit the Retiro Park. We have taken different types of excursions through it. One of them was a historical route to learn about the origins and developments of this natural space. On another occasion we went to see the birds that live in the Retiro.

WHAT WE HAVE DONE?

Our participation in the IMCITIZEN project took place over four one-hour sessions or classes with a facilitator. In these sessions we worked on different concepts related to child participation in a playful way. We had a great time and every week we looked forward to the IMCITIZEN project session with great enthusiasm.

ACTIVITIES CONDUCTED



- » Explanation of the IMCITIZEN project.
- » “Count to 10” listening game.



ACTIVITY HIGHLIGHTS

EL JUEGO DE LA ESCUCHA

In the classroom pass we played the “Listening Game” with children in the third year of primary school. It was very interesting to see how difficult it was to get past number 3. It is true that the game needs practice to develop, but at the same time we realised how difficult it is to be in a listening attitude while wanting to speak and/or participate.

The aim of this game is for everyone to count to 10. But only one person can say a number out loud. Thus, if several people say the same number, you have to start counting again from the beginning. It is a complex game in order for us to get to 10, not everyone can say a number. Rather, it is a game in which listening is worked on.

ASSESSMENT AND LEARNING

“We liked preparing the campaign because we did it through games and helping each other, expressing ourselves... and that made it something very special.”

“I felt listened to, but more needs to be done to reach more people.”

“Many times adults don't listen and interrupt when we talk.”

“I think we all feel proud, like heroes in front of those children.”

“I felt important to share my knowledge with others, it's something we had just learned and we were teaching it to others and they will teach it to others...it's like planting a seed.”

“I felt like a protagonist together with my colleagues and that made me feel good, because it's something that has always been done to me, but I also wanted to present things to others, to the little ones. It's great fun!”

CHILDREN'S RECOMMENDATIONS FOR IMPLEMENTING A CHILDREN'S RIGHTS TRAINING PROCESS

Throughout this guide we have shared with you information on how 140 children from 12 schools in 6 autonomous communities in Spain have carried out their training process on children's rights. With the examples of the steps they have taken, the tools they have used, the way in which they have organised themselves and carried out the training, we believe that you too can be educators in children's rights and carry out your own workshops to teach other children and even adults what children's rights are and, above all, the importance of child participation in your schools, towns and cities.

We summarise below the main recommendations and advice from the children who participated in IMCITIZEN for implementing the children's rights training processes.

1. Form a group or team of children who are really interested in participating in this project.
2. Seek the support of adults to help you where necessary.
3. Find times and places to meet and work.
4. Decide together and be clear about the main idea, the main objective of the type of training you are going to give (for example, children's rights in general, a specific right in particular, etc.).
5. Think about where to perform the activity and for whom (for example in your own school or for 5 year olds).
6. Think about how you would like this content to be conveyed to you (with exercises or games, or with educational materials made by you, with videos, through theatre, etc.).
7. Use tools like the ones we have shown you here to organise everything well (who is in charge of what, what materials you need, what you want to convey with each exercise or activity, etc.).

8. Do the tasks assigned to each team within a short time frame, and review as a group how each part of the work is going.
9. When you have everything ready, practise or rehearse for people you trust (teachers, classmates, relatives, etc.). This will help you to “fine-tune” your activity.
10. Carry out the talk, workshop or training activity you have prepared, but don’t forget to ask the people you have done the training with (whether they are children or adults) for their opinion on the work you have done with them at the end.
11. Evaluate yourselves how it went and how it could be improved for the next time.
12. Take note of what is coming out in your work and share it with the adults who were helping you, so that your experience can evolve and expand.
13. It is important that people know about your project, so before starting it make some kind of poster or design that provides information about your activity and then at the end of the project provide more information to elaborate (video, PowerPoint, etc.) so that more people know what you did.
14. Do not do anything that could put you at risk (on social networks, etc.) and always coordinate with the adults supporting the project.
15. It is important that your families know (and support if possible) about the project.
16. Don’t forget to enjoy yourselves throughout the process and to treat your classmates and students.

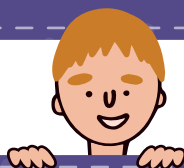
Recommendations from IMCITIZEN children for explaining a game or exercise well.



START BY EXPLAINING THE INSTRUCTIONS OF THE GAME OR EXERCISE.



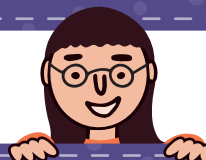
EXPLAIN IN SHORT SENTENCES.



SPEAK SLOWLY AND IN A LOUD BUT NOT SHOUTING VOICE.



MAKE SURE THAT EVERYONE LISTENS.



RESPECT THE CLASSMATE'S EXPLANATION AND, IF NECESSARY, ADD COMMENTS WHEN HE OR SHE HAS FINISHED SPEAKING, WITHOUT CUTTING HIM OR HER OFF.





**CHILDREN AS
TRAINERS ON
CHILDREN'S RIGHTS**

OUR TOOLBOX



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**CHILDREN AS
TRAINERS
ON CHILDREN'S
RIGHTS.
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PROGRAMME UNDER THE CALL CERV-2022-CHILD.
DIRECTORATE-GENERAL FOR JUSTICE AND CONSUMERS