

People have Rights

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a game on participation rights

- Themes:**
- Right to Participate
 - Right to Information

Group size: The game is played in teams of 3 to 6 players (maximum 30 participants)

Time: 90 min

- Objectives:**
- To raise participants' awareness about people's right to participate
 - To explore various mechanisms, structures and instruments for participation
 - To motivate participants to explore further the field of participation

Materials:

- 4 colored pens (blue, yellow, green and orange);
- Pie of Participation (Handout 1);
- Rules of the Game (Handout 2)
- Cards of local polices (Handout 3)
- Books, articles, legislation, brochures on youth participation;
- Projector and computer;
- A4 paper.

Preparation

If you will run the activity with more than 20 people prepare a PowerPoint version of the questions.

Instructions

1. Tell participants that the following activity is a sort of Trivial Pursuit on people's participation rights and will be played in teams of maximum 6 people each.
2. Ask participants to group in teams of maximum 6 people and that all teams must have the same number of people.
3. Give the 4 coloured pens, the 2 Pies of Participation (Handout 1) and the Rules of the Game (Handout 2) to each team. Go through the rules of the game together with the participants. Allow some time for participants to have questions and to clarify their doubts about the game and the rules.
4. Inform participants that there will be different **Question Categories that correspond to different colours:** Blue is about the world , yellow about the European level, orange about the national level and green about the local level.
5. Inform also about the different Questions Types (True or False, Descriptive, Multiple choice and Group Tasks).

6. Hand out the different materials (books, articles, legislation, brochures on youth participation) and briefly explain to participants which materials you are delivering and that they can consult them in order to give their answers during the game.
7. Start to display the questions and read them out loud. Ask the teams if there is a need for clarification and put the 3 minute hourglass counting. After the 3 minutes go round collecting the answers to the question from each group. Only when all teams have revealed their answers, you can invite the groups to state the reasons that led them to their choices, reveal the correct answer, if there is one, and give examples and further explanations on the question. Use the teams to stimulate dialogue about the topic, using for example the following questions “Why did you think like that? Which other documents do you know? What are your personal experiences using the mechanisms, structures, etc. presented? If you know about similar situations or mechanisms in other countries or in different parts of the world, please share them.”
8. Continue with questions – answers and discussion until one of the team wins the game.
9. A team wins the game when has one full pie painted with the 4 different colours that correspond to the different question categories. When a team wins the game it is important that you celebrate the end of the game, but above all that you all celebrate together the participation and contribution of all the participants and teams.

Debriefing and evaluation

After a team won, you will gather all the teams in a circle and close the process by making a debriefing. You can use the following questions:

- How did you find the game?
- What were the most challenging questions?
- Did any of the answers surprise you? Why?
- How did you participate in your group work? How did you decide on the correct answer?
- What did you learn about local participation?
- Do you think this information is important? Why or why not?
- How is the right to participate guaranteed in our local realities? Who should guarantee it?
- How many people feel they could participate more than they do at present, and how many feel that they will do so? If so, how and when?

Tips for facilitators

Take sufficient time for the groups to present their answers.

In the questions that are not true or false, stimulate the dialogue among teams about which team should get the chance to colour their slice. Decide on this together.

According to your context and group, you can adapt the existing questions or prepare another 2 or 3 questions of each colour.

Create an environment where competition goes hand in hand with the fact that participants feel comfortable to ask questions. Encourage questions.

Please check updated data for some of the questions in advance, so that you are able to come up with updated information.

Alternatives

Participants could work individually instead of working in teams. You could also make copies of the questions and allow participants to work through at their own pace: this will give more time for discussion around each answer.

PEOPLE HAVE RIGHTS - QUESTIONS

1 – **[Green slice - Type of Question: TRUE OR FALSE]** In principle, the members of the city council represent the voice of the young people in the meetings and in decisions taken by the City Councils.

2 – **[Yellow slice - Type of Question: Multiple Choice. More than one option is correct]** What are the European countries where voting is compulsory? A) Luxembourg; B) Cyprus; C) Belgium; D) Portugal; E) Liechtenstein; F) Hungary; G) Norway

3 – **[Blue slice - Type of Question: Descriptive]** Write a short text about young people right's to participate having in mind the different contexts from where your team comes from.

4 – **[Orange slice- Type of Question: Descriptive]** Choose one person of your team. In that person's country, who can vote in the national referendum?

5 – **[Yellow slice -Type of Question: Descriptive]** What is a European Citizens' Initiative?

6 – **[Blue slice - Type of Question: Descriptive]** How Roma young people can participate in your towns, villages, regions? Collect mechanisms, structures, instruments and others that you feel are relevant for the group.

7 – **[Green slice - Type of Question: Descriptive]** Among your team discuss and agree on the 3 policy areas which are relevant for you in your local contexts and explain why. (Facilitator distributes among participants handout 3 so that they can have a starting point to discuss. Here please clarify with participants the meaning/ aspects of some local policies)

8 – **[Orange slice - Type of Question: Multiple Choice]** What are the European countries where young people under 18 can vote? A) Austria; B) Luxembourg; C) Norway; D) Poland

PEOPLE HAVE RIGHTS - ANSWERS

1 - The members of the city council represent the voice of the young people in the meetings and in decisions taken by the City Councils?

In theory they should represent the voice of all people living in the city. Explore with the group their local realities. If they know how it works in their cities, if someone has already participated in one local assembly and how they have experienced this. If there is no experience in the group, you can contribute with yours, for example by sharing how you got to know about how the local assembly works in your city, who are the members representing young people, etc.

2 - What are the European countries where voting is compulsory?

*More than one option is correct. As of August 2013, 22 countries in the world were recorded as having compulsory voting. **Belgium** – Introduced in 1894. [Every citizen from age 18 has to present themselves in a polling station, legal sanctions still exist, but only the sanctions for absent appointed polling station staff have been enforced by prosecutors since 2003. **Cyprus** – Introduced in 1960; **Lichtenstein; Luxembourg** – Compulsory for national citizens between the age of 18 and 75, non-compulsory for national citizens older than 75 and for residents with foreign nationality (for the latter in local elections only).*

3 - Write a short text about young people right's to participate having in mind the different contexts from where your team come from?

Numerous answers possible. Share the situation of your local community with participants. Speak about the existing rights and documents, the type of existing support, the existing relations between the local authorities and youth organisations, different forms of participation, excluded and marginalized groups of young people.

4 - Choose one person of your team. In that person's country who can vote in the National Referendum?

Numerous answers possible. If participants doesn't know how it works in their countries you can share the example of Portugal: - Portuguese citizens registered in national territory; - Portuguese citizens residing abroad, regularly registered, when the referendum falls on a matter which also specifically concerns them; - Citizens of Portuguese-speaking countries residing in the national territory and enjoying the special status of equal political rights, under conditions of reciprocity, provided they are registered as voters in the national territory (Brazilian people, for instance).

Use the group to share their experiences and have some examples prepared to share with the group. Discuss with the group about citizenship and the right to vote.

5 - What is a European Citizens' Initiative?

Accept any answer that includes the fact that it goes to the EU and include X number of signatures. A citizens' initiative has to be an invitation to the European Commission to propose a law in a field where it has the power to do so, for example in the fields of environment, agriculture, transport or public health. It can be initiated by a group of citizens but can only be signed by citizens who are voters (can vote in their countries). You can also check more information about this here: <http://ec.europa.eu/citizens-initiative/public/basic-facts> and here: <http://ec.europa.eu/citizens-initiative/public/guide>

6 - How Roma young people can participate in your towns, villages, regions? Collect mechanisms, structures, instruments and others that you feel relevant.

Numerous answers possible. Give people examples of organisations for Roma Rights from your country. At European level, for instance we have the European Roma Rights Centre. In case the group feels difficulties explore with the group the gap between the right to participate and the effective participation of Roma young people and the main existing discrimination in having access to structures and mechanisms of participation

7 - Among your team discuss and agree on the 3 policy areas which are relevant for you in your local contexts and explain why.

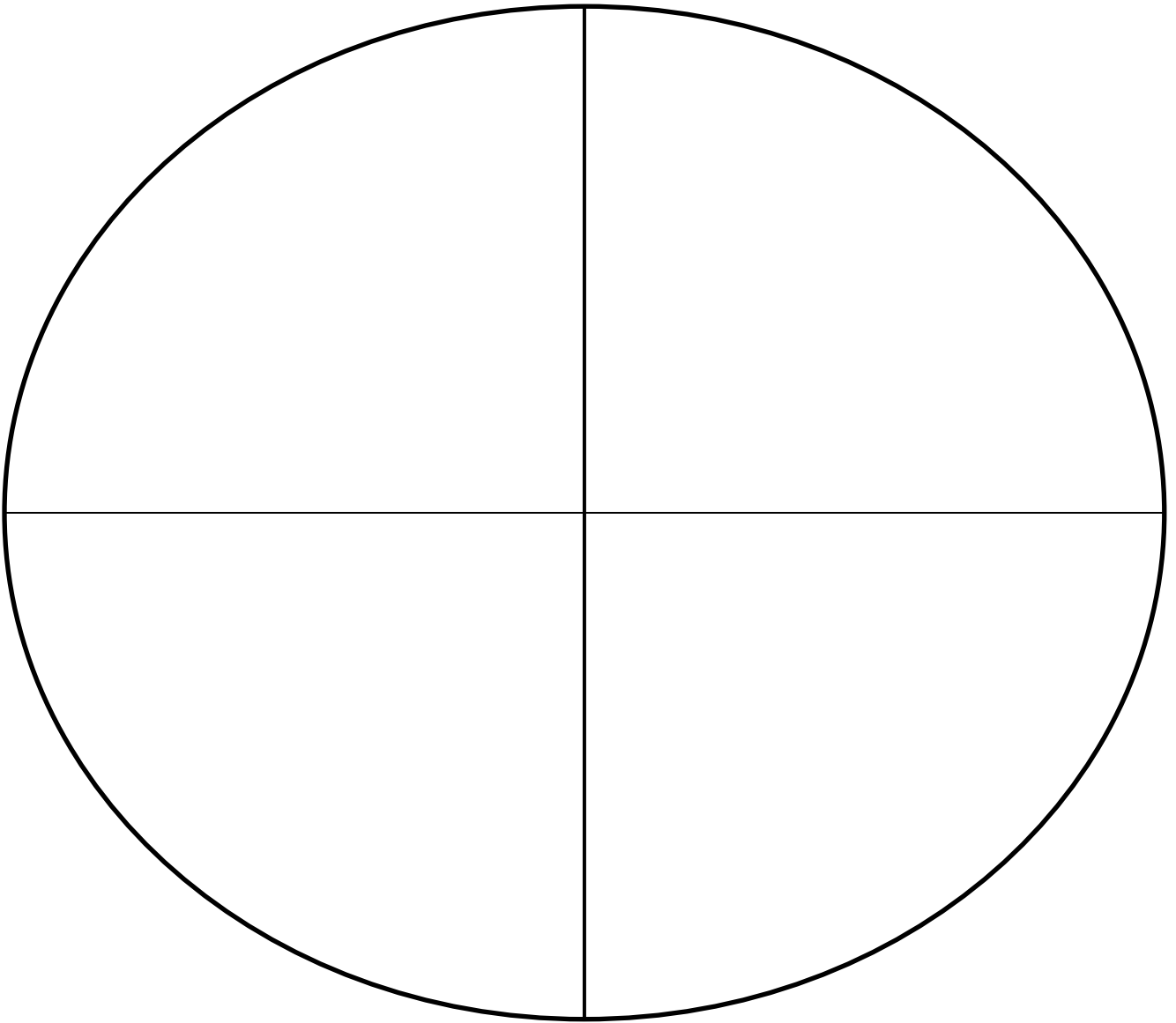
Numerous answers are possible. Accept all answers that they can justify why those policies are the most relevant in their local contexts.

8 - What are the European countries where young people under 18 can vote?

A) Austria and C) Norway.

HANDOUTS

> HANDOUT 1 – PIE OF PARTICIPATION



> **HANDOUT 2 – RULES OF THE GAME**

RULES OF THE GAME

- > After the question is displayed each team **has 3 minutes to agree on** one answer to give and share with all the other teams.
- > The game has two rounds, meaning that they have 2 chances to colour a slice.

CORRECT ANSWERS AND PAINTING THE PIE

If your team answers the question correctly, you are allowed to paint a slice of your Pie with the correspondent colour of the Questions Categories.

WINNING THE GAME

As soon as your team has the full pie painted with the 4 different colours that corresponds to the different question categories, Congratulations!!! you win the game! Inform the facilitator that you have finalized your pie.

- > **Important:** When you are missing only 1 slice to win the game you should scream: “Participation”

> **HANDOUT 3 – Cards Local Policy**

Policy for sport, leisure, associative life	Policy promoting youth employment
Specific policy for rural regions	Education policy promoting youth participation
Policy for sustainable development and for the environment	Anti-discrimination policy
Transport policy	Health policy
Policy for mobility and exchanges	