

## Educational Approach of the Toolkit

### What is the educational approach of the Toolkit?

This Toolkit was developed using a transformative learning model. The activities in the Toolkit therefore are designed to go beyond simply transmitting knowledge and skills and aim to engender in the children **an awareness of the values based on their own experiences and on critical reflection.**

The activities in the Toolkit are designed to **actively engage the children** in the learning process; to provide them with the opportunity to discover for themselves the importance of human rights and to put into practice strategies for living the values of collaboration, respect for diversity, fairness, inclusion, respect, responsibility and acceptance.

### What is the goal of this approach?

This approach to learning, grounded in children's own experiences and reflections, can help **bring about changes in attitudes and behaviours** by encouraging children to incorporate human rights values into their lives.

As you lead Toolkit activities, you will start to see several types of changes in the children: increased participation, collaboration and team spirit; more respect for diversity and differences; a higher level of inclusion and acceptance; a better ability to express emotions; improved capacity to prevent and resolve conflicts peacefully; and a stronger sense of responsibility.

The children can transfer what they have learned to other contexts, integrating changes into their lives at home and at school.

### How do the activities work?

The model on the back of this sheet illustrates how the Toolkit activities work. Each activity has as its starting point the experience of the children. The children's participation in a **game** provides them with the opportunity to live a **concrete experience** together in their group from which they can learn.

Each game is followed by a **Group Discussion**, which engages the children in a process of **critical reflection**. The children have the opportunity to talk about what they experienced, reflect on their behaviour in relation to human rights values, and propose ways of integrating human rights values into their lives.

Participating in a game (concrete experience) followed by a Group Discussion (critical reflection) helps to build in the children an awareness of human rights values and **reinforces positive behaviours** based on these values.

Because human rights education is an ongoing process, it is important to regularly conduct activities that promote these values in order to sustain and reinforce the children's learning process.

### What is the role of the leader in the educational process?

Leaders<sup>1</sup> **accompany the children and guide them in their learning**. Creating an environment that supports learning is perhaps the most important role of the leader. Leading games, encouraging children's participation, facilitating discussions and giving children the opportunity to critically reflect on their own behaviours are also key responsibilities. Leaders should set an example for children, integrating human rights values into their own behaviours and attitudes and remaining constantly aware of their influence on the children. Leaders should be role models, trustworthy people who encourage children to have fun and to grow at their own pace.

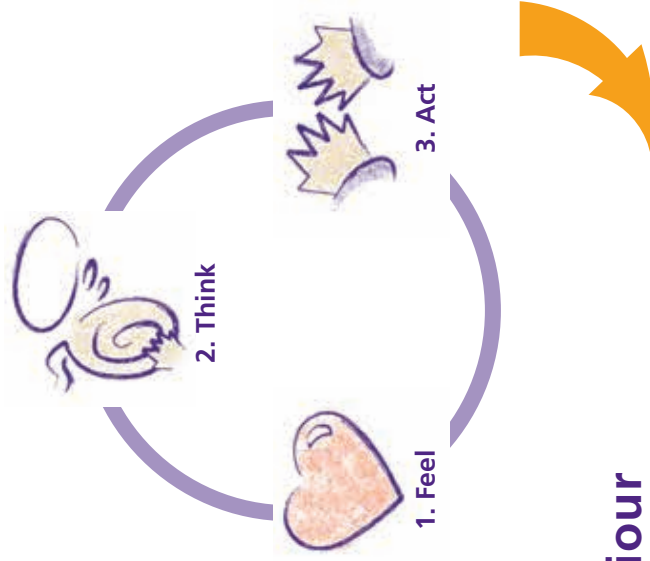
<sup>1</sup> In this Toolkit, the term "leader" is used to refer to a person (adult or a youth) who works with children in non-formal settings such as summer camps. We recognize that different organizations use other terms such as counsellor, facilitator, monitor, youth worker, animator, etc. to denote this role. For reasons of clarity the term "leader" was selected as it appears to be the most widely understood and commonly used term in this context.

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**Game**  
Concrete experience in a group setting



**Group Discussion**  
Critical reflection



## Reinforce positive behaviour

Human Rights Values

- Cooperation
- Respect for diversity
- Fairness
- Inclusion
- Respect
- Responsibility
- Acceptance

**1. Feel:** Express opinions, experiences and our feelings about the game.



**2. Think:** Reflect on our behaviour (during the game and in other contexts) and how this relates to human rights values.



**3. Act:** Propose ways of integrating human rights values into our daily lives.