



TICKET TO RIGHTS



**AN INNOVATIVE GAME
ABOUT CHILDREN'S
RIGHTS !**

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Games for Goals



Games for innovative, global citizenship education for the Sustainable Development Goals, or 'Games for Goals', is a project financed by the Erasmus+ European Union programme. The project was created by a consortium of non-governmental organisations and higher education institutes from 5 European countries, and is led by the French NGO Le Partenariat.

It addresses school education and aims to support teachers, school leaders and other teaching professionals through the stimulation of innovative learning and teaching practices in primary education. It aims to achieve these objectives while focusing on topics related to global citizenship & sustainable development. Its end goal is to trigger individual and collective behavioural change towards the Sustainable Development Goals (SDGs).

The project (2022-2025) aims to provide teachers with turnkey educational activities (games), a catalogue of resources and a methodology on innovative education. The project was conducted with the participation of many local actors, including primary-school teachers and higher education students.

This booklet presents the third game created by the Games for Goals team: Ticket to rights! Find more information about our other resources see: www.gamesforgoals.eu



SUSTAINABLE DEVELOPMENT GOALS

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries, both developed and developing, in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and promote global partnerships that support sustainable economic growth – all whilst tackling climate change and working to preserve our oceans, woodlands and wildlife.



source : <https://sdgs.un.org/goals>

Global citizenship education



Global Citizenship Education (GCE), or Education for Citizenship, is a teaching practice that has its roots in popular education. GCE encourages authentic contributions and exchanges via positive dialogue.

GCE is based on the idea that ‘we are connected not just with one country but with a broader global community. So, by positively contributing to it, we can also influence change on regional, national and local levels’.

GCE is part of a long-term educational approach that values collective intelligence and cultural diversity, and encourages participants to take action and commit themselves to active citizenship. The idea is to raise awareness of global citizenship issues across all types of audiences.

One of the main methodologies used in GCE is active teaching, which consists of placing the participant at the heart of their learning, based on the premise that we learn best by doing.

GCE’s approach is a vehicle for understanding the major challenges of our time (equality, human rights, the environment, etc.). The use of participatory teaching tools creates a learning environment that encourages discussion and stimulates collective intelligence.

Source :

<https://www.unesco.org/en/global-citizenship-peace-education/need-know>

Innovative education



Ticket to Rights aims to enhance the innovative teaching of global citizenship and sustainable development in primary education across Europe.

By integrating the Sustainable Development Goals (SDGs) into the curriculum, children not only learn about these crucial objectives but also develop a sense of agency and empowerment.

The game achieves this through a pedagogy that is playful, holistic, and participative. By gamifying the SDGs, Ticket to Rights makes these goals tangible and realistic, thereby fostering active participation and engagement among children.

Holistically and consistently designed, Ticket to Rights offers a board game that appeals to the head, heart, and hands. It combines storytelling, arts, and embodied pedagogies with more traditional cognitive approaches. This diverse methodology ensures a well-rounded learning experience.

The game emphasizes conviviality, encouraging collaborative problem-solving and solidarity among learners. Through this approach, Ticket to Rights cultivates a supportive and engaging learning environment, preparing children to become informed and active global citizens.

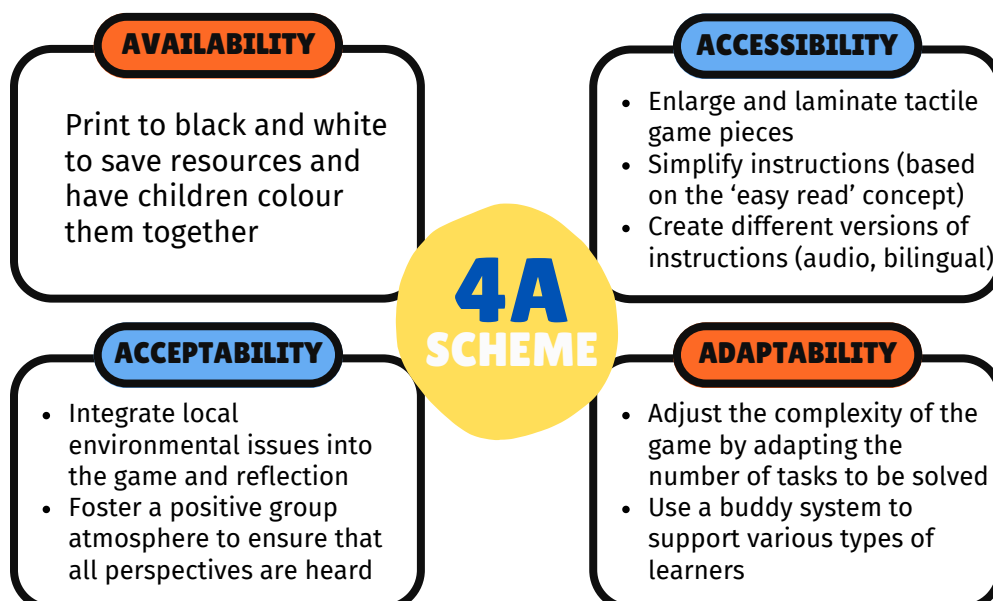
Inclusive education



Inclusive education ensures that every child, regardless of ability, background, or learning needs, can meaningfully participate in learning activities. This aligns with the principles of the UN Convention on the Rights of Persons with Disabilities (CRPD), which emphasizes the right to inclusive education for all, and which Ticket to Rights seeks to support.

Thus inclusive education needs to be implemented in a way that allows all children to participate. To this end, the game has been intensively tested in European classrooms to identify challenges and refine its design. Nonetheless, this type of print-and-play games for groups recognises its limitations, such as the reliance on reading, the cognitive demands of understanding complex concepts, less durable and tangible physical materials, a lack of audio or digital interactivity, time constraints, and group dynamics that may hinder full participation.

To address these issues, teachers can apply various frameworks to enhance inclusivity. For example, both the UN 4-A framework and the Universal Design for Learning (UDL) allow for theory-based and practical approaches to education that facilitate the participation of every child by recognizing their unique abilities and learning needs.

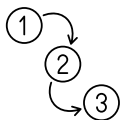


Activity Sheet



LEARNING OBJECTIVES

- During the game, the pupils work together on a common goal towards children's rights.
- The pupils can explain the importance of children's rights
- The pupils share their reflections about children's rights



LESSON PLAN

- 10': introduce the game and give the main instructions
- 30': play the game in 4 groups
- 10': groups come together for the final conclusion
- 15-30': discussion



PREPARATION

- Cut out all cards and make four decks of:
 - Rights cards,
 - corresponding Action cards and
 - Task cards.

(check deck-symbols in the corner of each card: ♦ ● ◆ ▲)

- Set up the room with one central table (no chairs) and four tables for the groups (with chairs)
- Give each group the materials (board, tickets envelope, & cards deck)
- place Task and Action cards on the board
- place Rights cards and tickets next to the board.



Recommendation: play the game twice with the same class just by switching the set of the rights cards.



GOAL OF THE GAME

- Pupils cooperate to collect 22 train tickets for the International Children's Rights Conference by matching Scenario cards with the correct rights and completing fun challenges.



MATERIALS

- For each group :
 - One board
 - One tickets envelope with 22 tickets
 - 10 **RIGHTS CARD**
 - 10 **TASK CARD**
 - 18 **ACTION CARD** (10 scenarios, 4 look and 4 swap cards)



ACTIVITY DESCRIPTION

Game Setup

Make sure, each group has 6-10 players. If you play with 2-3 groups, simply place the red tickets on the unused boards.

At the start, each player draws a **RIGHTS CARD** looks at it and places it face down on the table in front themselves.

The remaining Rights cards are read out loud and placed face down in the centre of the table. From this point on, **you are not allowed to look at the rights cards unless a card tells you to do so.**



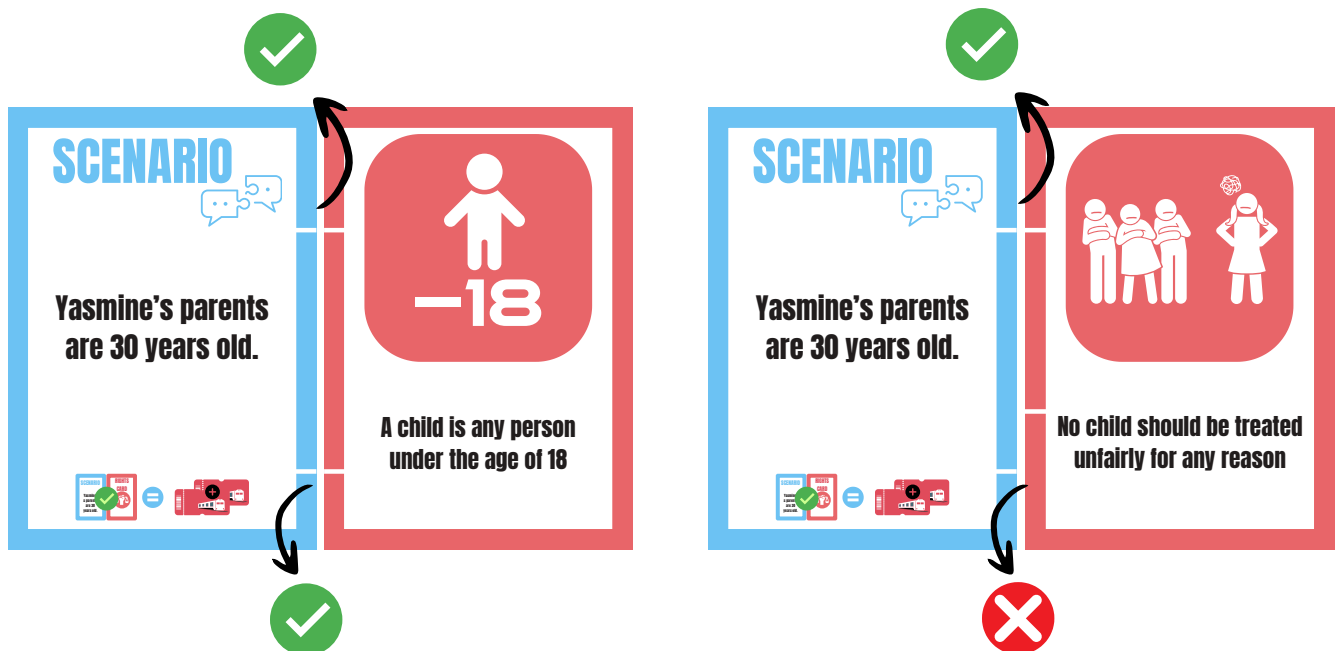
During the game, players are allowed to talk about their facedown cards at any time.

How to play?

The player whose turn it is, draws an Action card or a Task card :

- **TASK CARD** : follow the instructions, win a ticket, place it on the board.
- **ACTION CARD** (Look or Swap card): follow the instructions.

- Scenario card: read it aloud, all players discuss to find out who has the matching **RIGHTS CARD**
 - All agree which player seems to have the corresponding Rights card
 - this player now reveals their card and checks if the Scenario card and the Rights card correspond (place them next to each other, check that the white lines match up).



On the left, the white lines match : congratulations, it's the corresponding rights card !

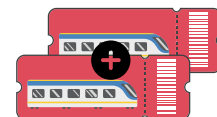
On the right, the bottom lines don't match: oops, that's not the corresponding rights card.

If correct, the scenario is solved.



Place it face up next to the player who has just had a turn.
Congratulations!

You win two tickets, place them on the board.



If not correct, place the card face up in the 'open scenarios' space on the game board. You can solve it later.



Turn the Rights card that was turned over, face down again.
It's the next player's turn.

On their turn, a player may decide not to draw any cards, in order to try to resolve an open scenario. Players agree on a rights card and turn it over to check if it matches one of the open scenarios.

The game ends when the players have won 22 tickets.



INITIAL SITUATION - CONTEXT

Welcome aboard, young explorers!

This is the Children's Rights Team calling—your help is needed on a very special journey! You're about to travel on the Equality Train, heading to the International Children's Rights Conference.

To get there, you'll need to collect 22 train tickets by matching real-life situations with the correct children's rights and completing fun tasks along the way.

It won't be easy—but by listening, sharing ideas, and working as a team, you can do it. And together, we can help make the world fairer and safer for all children.

All aboard—and good luck on your journey!



FINAL SITUATION

Children and travellers, the Equality Train, bound for the international children's rights conference, will enter the station on platform 9. Thank you for choosing our company, and we hope you had an interesting trip.

You've collected all the train tickets and made it to the International Children's Rights Conference. Thanks to your teamwork, smart thinking, and the rights you've explored, you've learned how children everywhere can stand up for themselves.

Each of you has something important to say—and what you say matters. Now it's your turn to share what you've learned with others.

Thank you for being thoughtful, brave, and curious. Our journey doesn't stop here—together, we can keep standing up for fairness and kindness, wherever we go.



END OF THE GAME

When all the teams have collected 22 tickets and filled their board, bring the four boards to the central table.

In the middle of the four boards, you can see the congress center.

The teacher can read the 'final situation' story (p12) to the pupils.



KEYS TO LEADING THE DISCUSSION

- What did you discover during the journey?
- Which children's rights do you remember?
- Why are children's rights important?
- What are the problems with children's rights?
- How can we act in favour of children's rights?

Embodied debate:

All the children stand in the centre of the classroom.

The teacher reads a statement (see below) about children's rights.

After each statement, the children move to the left if they agree, or to the right if they disagree.

The children can take turns explaining their opinions.

Children can change sides if they change their minds when hearing a classmate's arguments.

- Children should have the right to vote.
- School should be compulsory in all countries.
- Children should have the same rights as adults.
- I cannot act for children's rights alone.



You can ask to the pupils to draw their favorite children's rights, and display the children's rights poster in the classroom.

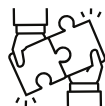


Solutions

Each rights card has two corresponding scenarios, and two corresponding tasks.

Here is a table of correspondences between rights, scenarios and tasks.

RIGHTS	SCENARIOS	TASKS
A child is any person under the age of 18	Yasmine's parents are 30 years old. Sam is an 8 year old child.	Pretend to blow out birthday candles to celebrate being a child. Stand up if you are younger than 18.
No child should be treated unfairly for any reason	Some children won't play with Noah because he speaks a different language. Samuel wants to join the dance group, but the other kids say it's only for girls.	Say one kind thing about the person sitting on your left. All think about a time when someone was kind to you. One player shares an experience.
All adults should do what is best for the children	Bill's parents will not tell him what his rights are when he ask them. Tina's parents keep her inside, so she can't make any friends.	All pretend to water a plant and you say one thing children need to grow. Stretch up tall like a tree and say one thing that helps you to grow.
Governments should let families and communities guide their children	Jari can follow her family traditions in her community. Hendrik can't follow his family customs because the government forbids them.	All pretend to cook a meal with your family. Say something special you've learned from your family or community.
Every child has the right to be alive	Caro gets free vaccination to prevent her from serious diseases. Ole is often very ill, because there is no doctor in his village.	All cheer with hands up to celebrate life. All place both hands on your heart and take a deep breath.



Solutions

RIGHTS	SCENARIOS	TASKS
Every child has the right to know their nationality, name, and family relations	Malcolm is adopted. He doesn't know his birth name.	All pretend to introduce yourself to a new friend.
	Fletcher's nationality is recorded on his ID.	All write your full name in the air with your finger.
Every child has the right not to be kidnapped or taken abroad without consent	Today a stranger followed Hazel on her way to school.	All imagine you are holding onto a friend's hand. Say why is it important to stay together.
	Today in class, Hunter learned about safety around strangers.	All pretend to lock an invisible door for safety.
Children have the right to share their thoughts freely	At school, Gerard can say what he'd like to change.	Point at one thing in the classroom you would like to change and say why.
	In Sheila's country she can't say what she thinks out loud.	Pretend to hold a microphone and make an announcement about your thoughts/opinions.
Children have the right to choose their own thoughts, opinions, and religion as long as it doesn't hurt anyone	Emma can't wear religious symbols at school.	Say something you believe in.
	Clara is allowed to pray before school lunch.	All pretend to hold an imaginary lightbulb above your head as if you just had a great idea.
Every child has the right to privacy	People talk about Maleo's issues at home in class.	All pretend to build an invisible wall around yourself.
	Kaleo has a diary. Nobody ever would read it out without his consent.	One player forms a big circle. Now gently pass this 'safe bubble' around.



Solutions

RIGHTS	SCENARIOS	TASKS
Parents/guardians are the main people responsible for their children	Anna's parents always help her with her homework. Anja's parents often forget to pick her from school.	Say something kind about your parents or guardians. All pretend to hold a baby like a parent.
Governments must protect children from violence and abuse	Yuki gets physically punished at home when he doesn't listen. In Emilie's country a teacher can't physically punish pupils when they make a mistake.	Hug yourself if you feel safe in your school. All pretend to hold an umbrella over your head to symbolise protection.
All children, no matter what their background is, should be included in all activities	Even though Kaya is from a different school she feels accepted in her new class. Taro is the only refugee in school and he feels left out.	All give a high-five if you have recently worked together with others to solve a problem All stand up if you recently played in a team or in a group.
Every child with a disability should enjoy the best possible life in society	Samuel uses a wheelchair and that's why he can't join the gym sessions. Lara can follow all lessons because all books are 'easy to read books'.	All hold hands in a circle to show inclusion. All give a thumbs-up if you have helped someone recently.
All children have the right to access health, water, food, environment, clothing, and a safe home	Aylin wears dirty clothes to school every day. Selma's entire neighbourhood has access to clean drinking water.	All rub your hands together as if you are washing them. All rub your tummy and smile as if you have just eaten something delicious.



Solutions

RIGHTS	SCENARIOS	TASKS
Every child has the right to an education	Luis can choose his preferred school. In Nika's country only the ones who can pay, go to school.	All count to 10 in another language. All pretend to be a teacher and help the other players.
All children have the right to rest, play, culture, and the arts	At her school, Julia has access to a free arts class. Elias can't sleep well because of the noise level in the streets.	All pretend to play an invisible musical instrument. Together find 5 board or card games you all like.
Children are not allowed to be taken advantage of by adults	Nayla has to work in her father's shop instead of going to school. In Pana's country, a child never has to work.	All hold your hand out in a 'stop' gesture as if you are saying no to something unfair. You say something that you are not allowed to do as a child, to protect yourself from harm.
Children have the right to be protected during war	In Timo's country, only adults can choose to join the army. Samir has to join the army when he turns 10.	All close your eyes for 5 seconds and think about a peaceful place. All cross your arms over your chest like a shield.
Everyone must know all the children's rights	In Zaki's country you cannot find a website about children's rights. Zineb's school has a project about children's rights.	You act like a news reporter and 'announce' an important children's right. You pretend to hold a giant scroll and read aloud one children's right.



Children's rights

Children's rights are fundamental principles that ensure all children have the opportunity to grow up in a safe and supportive environment. These rights include access to education, health care, protection from violence and discrimination, and the right to have a say in matters that affect them.





Children's Rights

When designing the game, we chose to simplify and combine the children's rights to make the game accessible for ages 8 and upwards. Here is a list of the two sets of rights with the number of the corresponding children's rights (see p18).

Set 1 : ♦ ●

1. A child is any person under the age of 18
2. No child should be treated unfairly for any reason
3. All adults should do what is best for children
5. Governments should let families and communities guide their children
11. Every child has the right not to be kidnapped or taken abroad without consent
13. Children have the right to share their thoughts freely
19. Governments must protect children from violence and abuse
- 20, 21, 22. All children, no matter what their background is, should be included in all activities
- 24, 27. All children have the right to access health, water, food, environment, clothing, and a safe home
28. Every child has the right to an education

Set 2 : ♦ ◆

6. Every child has the right to be alive
8. Every child has the right to know their nationality, name, and family relations
14. Children have the right to choose their own thoughts, opinions, and religion as long as it doesn't hurt anyone
16. Every child has the right to privacy
18. Parents/guardians are the main people responsible for their children
23. Every child with a disability should enjoy the best possible life in society
31. All children have the right to rest, play, culture, and the arts
36. Children are not allowed to be taken advantage of by adults
38. Children have the right to be protected during war
42. Everyone must know all the children's rights



Dictionary

Abuse: Being treated in a way that causes harm or hurt.

Community: A group of people living in the same place or sharing something in common, like a school or neighborhood.

Culture: Traditions, music, art, and ways of life of different people and different countries.

Disability: A condition that makes it harder for someone to do certain activities.

Discrimination: Treating someone unfairly because they are different from others (for example skin colour, gender, or where they come from).

Exploitation: Treating someone unfairly by making them do too much work, often in a way that hurts them.

Guidance: Help or advice from someone, like a parent or teacher, on what to do.

Kidnapped: When someone takes a child away without permission.

Nationality: The country where you were born or belong to.

Neglect: Not giving someone the care and attention they need to be safe and healthy.

Parent/Guardian: The person who takes care of you, like your mum, dad, or someone else responsible for you.

Privacy: Keeping your personal life and things safe from others.

Ramps: Sloped paths that allow people to easily move up or down, especially useful for wheelchairs.

Religion: Beliefs about God or gods, or about how the world works.

Responsibilities: The things you are supposed to do, like taking care of someone or doing your homework.

Society: All the people who live together in a community or country.

Taken advantage of: When someone uses another person unfairly to get what they want.

Violence: Hurting someone physically or emotionally.



Resources

- <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>
- <https://www.childrensrights.org/>
- <https://www.coe.int/en/web/children>
- <https://www.amnesty.org/en/what-we-do/child-rights/>



Game materials

Download game materials on the website:

<https://gamesforgoals.eu/results/>

Game Materials



Impact questionnaire



Download this booklet in an other language



Dutch



Spanish



German

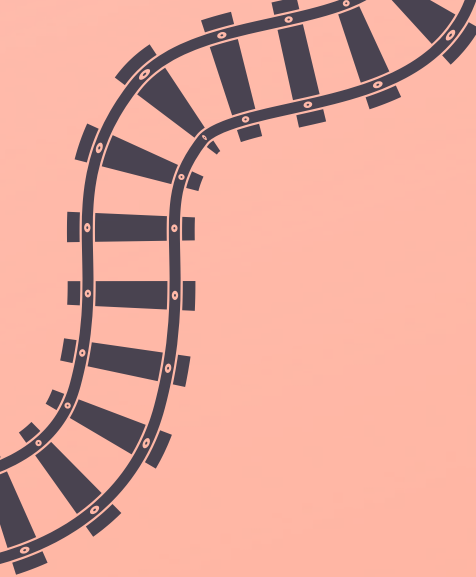


Portuguese

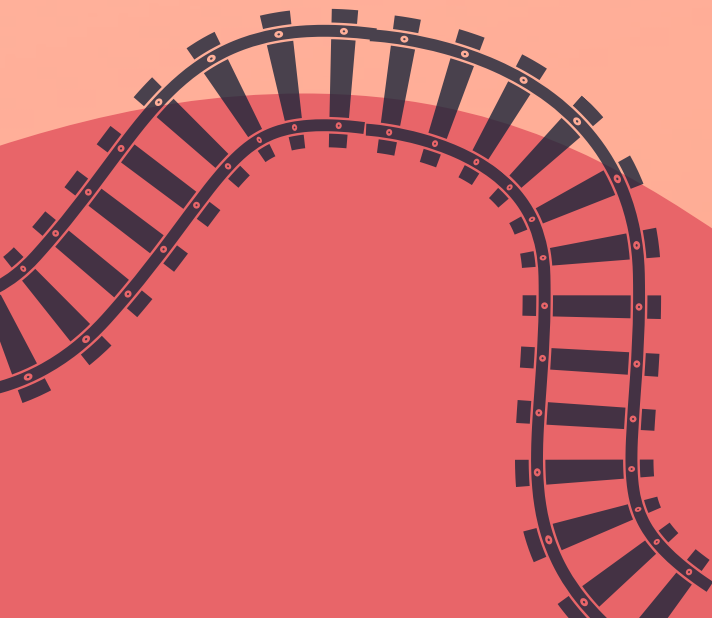


French

**Find all the contents of the project on
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