

A world first for Australia – The Human Rights Game teaches rights from wrongs



Children have an instinctive sense of fair play – witnessing passionate “that’s not fair” negotiations any day in any school playground – and the creators of the *Human Rights Game* are hoping to build on that.

With active support from the United Nations, Andrea Chorney and Hugh Kingsley are hoping to take the game to schools around the world where children from 10 years to school leavers can learn about human rights by playing the game.

“In a rapidly changing world where values, mores, customs, and ethics are increasingly learned in the cloud and from non-traditional sources often with materialistic and prejudice underpinnings, more than ever the understanding and practices of human rights seems not just relevant but essential for a well-functioning world,” Kingsley said.

Essentially, it’s not a lot different to Monopoly; there’s a board, a pawn each for up to six players, a dice, a 60-second timer and four sets of cards. The players take turns, roll the dice and travel around the ‘world’, they can land on an Article, Chance, FED, Bounce Back, or Environmental Disaster space.

The *Article Cards* address the Universal Declaration of Human Rights 30

Articles with scenarios requiring comment and discussion. The *F.E.D. Cards* address the three pillars of the Universal Declaration of Human Rights: *Freedom, Equality and Dignity*, with specific situations requiring comment and discussion. The *Chance Cards* introduce specific situations with appropriate and inappropriate behaviour responses.

Players win or lose tokens based on the randomness of the *Chance Cards* they pick up. The *Bounce Back Cards* address resiliency with positive solutions to environmental disasters that can get in the way of life and humanity. The randomness of both the *Chance* and *Bounce Back Cards* give players experience dealing with random and often unexpected situations.

The aim is for players to collect the greatest number of tokens as they make their way from the start to the North Pole. Players that get there within the time limit (40–50 minutes is recommended) can go back to the start and continue game play after collecting three tokens.

Although the game can be played with as few as two people, the creators suggest it should be used with larger numbers or as a class-play resource. In the classroom, up to four games can be played simultaneously while the teacher moves from table to table to assist.

It’s also important, Kingsley says, to allow at least 10 minutes for postgame discussion as this is when important learning takes place. Postgame discussion also gives the teacher a chance to address any misunderstandings that may have developed during game-play.

“We developed *The Human Rights Game* to help players better understand right from wrong in a world where respectful human interactions and relationships are essential to a well-functioning society.”

In the US, the plan is for schools participating to buy two class sets of games with one set being donated to a school in a developing country and Kingsley hopes that Australian schools will be interested in doing the same.

Meanwhile, pre-orders for June 2019 delivery are available on The Brainary website and attract a \$5 per game donation to UNICEF. <https://thebrainary.com/the-human-rights-game/>

Learning objectives

- Learn ways to recognise the moral practice of human rights at home, with friends, or in a school community
- Learn how to honour, practice and protect human rights of self and others at home, with friends, in school and the community
- Learn about the resulting consequences when a person’s human rights and liberties are violated
- Learn what to do or say when your human rights or the human rights of other are violated
- Learn human rights come with responsibilities