

Kateryna
Biloruska
Foundation



UNITED SPORTS
CYPRUS



BRIGHT

BASKETBALL CURRICULUM FOR CHILDREN'S RIGHTS
AGES 9-12

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INTRODUCTION

“The best training a child can have is to be informed about and empowered by their rights”.

While traditional sport practices offer children a medium for the development of physical, psychomotor and social skills, enhancing self-confidence, group work skills and relations, these practices have failed, however, to provide a framework serving the development of societies towards a more rights-based approach. There is evidence that the traditional sports field has not always been a safe and supportive environment for children: child athletes have reported increased levels of anxiety, experiences of physical, mental or sexual abuse in the sports arena, and/or group alienation and stigmatization.

The Commissioner for Children's Rights, the Kateryna Biloruska Foundation, and the United Sports Cyprus undertook the current project with the aim of providing a rights-based sports initiative. The project's curriculum entails a number of activities which provide the opportunity for children to (a) acquire knowledge and critical understanding of the universality, inalienability and indivisibility of the rights of the child, (b) acquire attitudes that contribute to the respect and promotion of the rights of the child, and (c) acquire the skills needed to stand up for their rights, ensuring their protection and development while practising sports.

The curriculum aims to provide coaches and physical education instructors with short, simple and easy-to-use basketball activities which can be applied either in formal settings or during training. It is specifically designed for ages 9-12, but can easily be adjusted to younger or older participants. Without overshadowing the cultivation of athletic skills, this curriculum, driven by a creative interdisciplinary methodology, seeks to combine sports and human rights.



Despo Michaelide

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¹All three entities are located in Cyprus. Detailed descriptions are provided at the end of the curriculum.

Contents

PAGE 5	Basic Principles for Implementing the Activities
PAGE 6	Diagram Guide
PAGE 7	Ice-breakers or Warm-up Activities
PAGE 9	ACTIVITY 1: Drills or Game? – The Principle of Best Interests
PAGE 11	ACTIVITY 2: What are Children's Rights? – Introduction to Children's Rights
PAGE 14	ACTIVITY 3: Protection, Provision or Participation? – Introduction to Children's Rights
PAGE 17	ACTIVITY 4: Yes, I Can Improve – The Principle of Development
PAGE 20	ACTIVITY 5: I Can Get More – The Principle of Non-discrimination
PAGE 23	ACTIVITY 6: Am I Really Playing? – The Principle of Participation
PAGE 26	ACTIVITY 7: Our Body, Our Home – Protection from Sexual Abuse
PAGE 30	ACTIVITY 8: We Shout NO – Protection from Sexual Abuse
PAGE 32	Appendices
	Appendix 1 ²
	Appendix 2
	Appendix 3
	Appendix 4
PAGE 54	A Few Words about our Partner Organizations
	The Commissioner for Children's Rights Office in Cyprus
	Kateryna Biloruska Foundation
	United Sports Cyprus

² The illustrations of the rights of the child are the creation of the Commissioner for the Protection of the Rights of the Child and the illustrator Leda Varvarousi. Their use is subject to the terms and conditions listed on the Commissioner's website www.childcom.org.cy



BASIC PRINCIPLES FOR IMPLEMENTING THE ACTIVITIES

A 'must-read' for coaches before implementing the activities

- Article 42 of the Convention on the Rights of the Child stipulates that the principles and provisions of the Convention must become widely known, by appropriate and active means, to adults and children alike.
- Human rights education does not solely focus on the acquisition of knowledge about what rights are, but also on learning skills and attitudes which enable individuals to safeguard, promote and protect children's rights in all conditions and for all persons. It progressively enhances children's quality of life and fosters the development of democratic and participatory societies.
- Refrain from asking children to share personal experiences during discussions. Before beginning the activities, remind the children that you are available to speak confidentially if they feel that they want to share something with an adult they trust, but that they should avoid sharing personal information with the whole group.
- Should a child start sharing their personal information or that of others, remind the children tactfully that it is better not to share personal information with the group, but that you are available to speak confidentially for that purpose.
- If you want to share examples, the examples used should not 'picture' any member of the group or other individuals known personally to the participants.
- Remind the children that all individuals are free to express their opinions, and while they may disagree with a different opinion, they must do so in a respectful manner without using insults or judgments.
- If you notice stereotypes being reproduced by the group or individuals during the session, do try to challenge them in your role as a coach, by means you consider appropriate at the given moment (without being critical, judgmental or ironic).

DIAGRAM GUIDE



Offensive Player



Defensive Player



Cone



Hula Hoop



Player movement without ball



Dribbling



Passing



Shooting

ICE-BREAKERS OR WARM-UP ACTIVITIES

A number of ice-breakers are provided below that can be used based on the time available and the needs of the team of children as identified by the coach.

Clap & Snap Needs Game: The children form a circle and try to identify children's needs through the clap & snap game. They perform the following ritual: 4 claps on thighs, 2 hand claps, 2 right-hand finger snaps and 2 left-hand finger snaps. On the claps on thighs, one child states aloud a need children have (e.g. the need for food). On the right-hand finger snaps they say their name twice and on the left-hand finger snaps they say the name of the person they want to pass the Clap & Snap to. Everyone does the movement together as a group. Once everyone has grasped the flow of the game the process can be speeded up.

Foxes, Farmers, Geese²: Players are in groups of three. One is nominated the fox, the other a farmer and the third a goose. The goose stands behind the farmer with their hands on the farmer's shoulders. The fox attempts to move around and tag the goose but cannot reach over the shoulders of the farmer. If tagged the fox becomes the farmer, the farmer the goose and the goose the new fox.

Basketball relay: In this relay race teams race each other to transport as many basketballs as possible in the least amount of time from one side of the court to the other, where a basket or a hula-hoop for each team has been placed. The basketballs need to stay on top of the team member's palm at all times which makes the race more challenging. Alternatively, the race can be repeated with the teams balancing the basketballs in different ways.

Pivot Tag³: Selected players will be taggers, who try to tag other players. If tagged, a person must land on a jump/stride stop and execute a forward/backward pivot. The player can be freed by a 'high-five' from a person who has not been tagged.

Basketball Transfer: Teams need to transfer basketballs from a starting point to a finishing point using a combination of different equipment (e.g. the upper part of a cone or with sticks provided to each member).

Back-to-Back Bandits⁴: Participants partner up, each player with a basketball. They must stay back-to-back at all times whilst dribbling, and try to tap away their partner's ball. When the coach shouts 'Change!' players are to find a new partner as quickly as possible and resume dribbling.

Catch the Cheese⁵: The players (who are "mice") partner up with a basketball (the "cheese") between them. They pass the ball back and forth working on a pass (chest and bounce). When the coach shouts "Go!" the player with the ball has to dribble it behind the baseline at their end of the court without their partner tagging them.

Basketball Rolling Race: The group is divided into teams. Half of the members of one team stand behind the baseline, with the other half at the other end of the court. Each team member has to manoeuvre a basketball around certain obstacles by rolling it from the baseline to the other end of the court. The next team member repeats the procedure.

^{2 3 4 5} David Munns, Basketball Tasmania Education. Retrieved from <https://coach.basketball.net.au/wp-content/uploads/2017/09/BTAS-Game-Sense-Ideas-for-Basketball.pdf>

Vesuvius' Eruption: A designated area in the shape of a square is drawn out. The group is divided into two teams: one team stands outside the square and the other one inside. The objective of the inside team is to pick up as many basketballs as possible and place them in a crate (or a hula-hoop), using their feet only. While they are doing so the opposing team outside the square tries to hit them with a soft ball. The soft balls are located in another designated area away from the square. If any of the team is hit by the ball they have to leave the square. Once the whole inside team has been caught by a soft ball, the teams swap places to see which team can place the most basketballs in the crate or hula-hoop.

Snake Dribble⁶: The players are divided into small teams of three or four, each with a ball. All players dribble the ball when on the move and maintain similar-sized gaps between themselves. The back player dribbles their ball through the players until they reach the top, whereupon the new back player dribbles their ball through the snake. The activity can be repeated in order to practice the following dribbles: left-hand control, right-hand control, and cross-over dribble right to left around a person.

Catch the Flags: An outdoor version of musical chairs. The participants lie flat on their stomachs a few meters away from the basketball field. They must then race to the basketballs and try to grab one. The challenge in the activity is that there are always fewer basketballs than participants. The participants who do not manage to grab a basketball are out of the game, the flags are reset (removing one more), and the game continues until only one player is left.

⁶ David Munns, Basketball Tasmania Education. Retrieved from <https://coach.basketball.net.au/wp-content/uploads/2017/09/BTAS-Game-Sense-Ideas-for-Basketball.pdf>



ACTIVITY 1: Drills or Game?

THE PRINCIPLE OF BEST INTERESTS

No. of participants: 20

Duration: 10 minutes

Objectives: Participants will be able to:

- Argue for and against a specific statement.
- Learn how decisions are taken based on the child's Principle of Best Interests.

Materials: None

Preparation: None

Activity:

- Before starting practice, the coach sits with the children in a circle and informs them that s/he is thinking about skipping the drills in today's practice and starting with a game. The coach asks the children to think of some pros and cons in order to decide.

Tip for the coach: If the children have difficulty finding either pros or cons of the argument, the coach gives some hints or asks questions to enable the team to identify some. Usually children start with positive points if they like the idea, but once they go through it they express all arguments. The goal is to have a balanced representation of both pros and cons. Possible questions the coach may ask, if children do not think of benefits related to the drills: Do the drills we have at the beginning of the practice help you in any way? How? What would happen if we didn't do the drills?

- Give the children time to express both pros and cons of playing a game throughout the whole practice.
- Once enough time has been provided to the children to express both pros and cons, the coach informs the children that this is a procedure that all adults should conduct when trying to take decisions related to children: considering all the pros and cons of each and every possible option, and then balancing the arguments to decide which is in the best interests of the child. This is one of the rights of the child: that decisions taken must take into consideration their best interests.
- Inform the children that the question was set in order to understand how decisions must be balanced before being taken and that they will now proceed



with their practice as always. Inform the children that in the upcoming practices they will work during their practice to learn about children's rights and at the same time advance their basketball skills.



ACTIVITY 2: What are Children's Rights?

INTRODUCTION TO CHILDREN'S RIGHTS

No. of participants: 20

Duration: 30 minutes

Objectives: Participants will be able to:

- Identify children's rights.

Basketball skills:

- Dribbling & passing

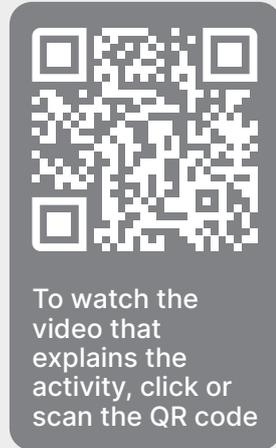
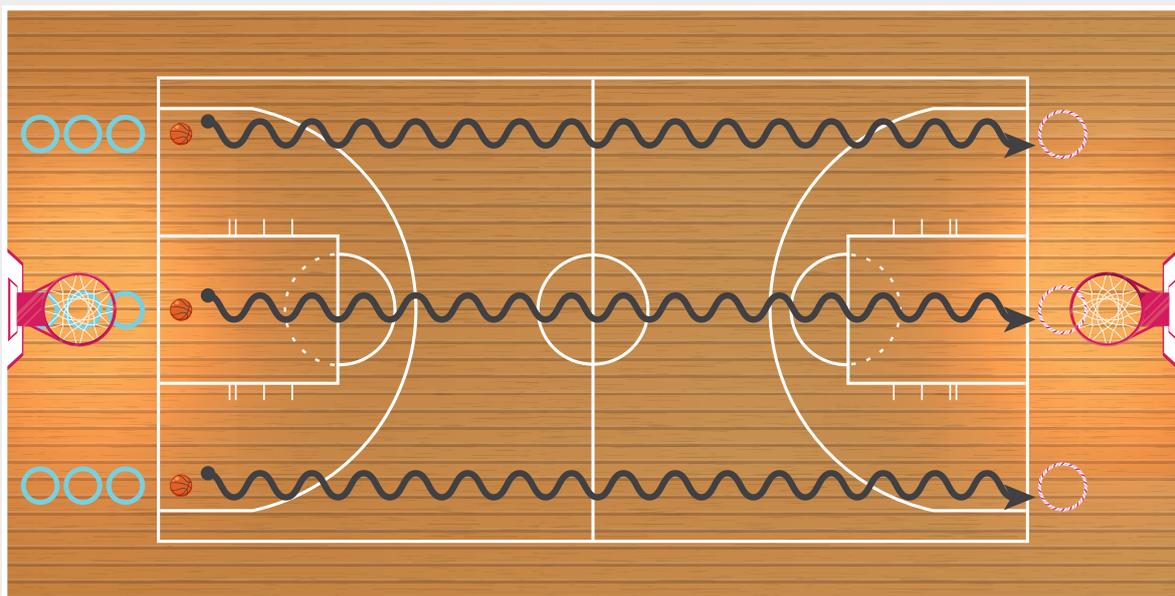
Materials:

- 3 hula-hoops
- Pictures of children's rights and sentences (Appendix 1)
- Signs of three categories: protection, participation, provision (Appendix 2)
- Basketballs

Preparation:

- Print and cut out the pictures of children's rights and the sentences provided in Appendix 1.
- Print and cut out the signs of the three categories provided in Appendix 2.
- Prepare three hula-hoops with the images of children's rights and sentences divided between the three hoops at one end (baseline) of the basketball court.

Activity:



PART A

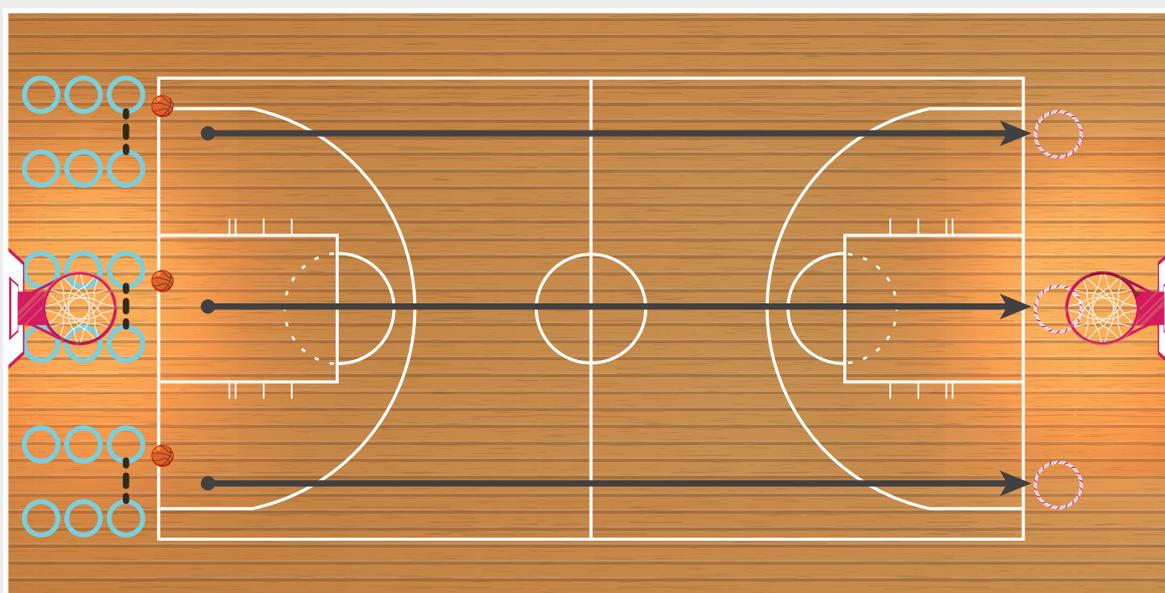
- The group is divided into 3 teams.
- The teams are lined up at one end (baseline) of the basketball court. At the other end there are three hula-hoops, one opposite each team with pictures inside it.
- The coach informs the children that at the opposite end of the court there are 3 hula-hoops full of pictures and sentences about children's rights. The purpose of the game is for the first child to run, dribbling the ball, to the other side of the court, grab a picture or a sentence from the team's hula-hoop, and bring it back to the team.

Tip for the coach: Children must continue dribbling while picking up the sentence from the hula-hoop.

- The same procedure is repeated until all the pictures and sentences have been taken out of the hula-hoops by each team.
- The coach informs the children that the ultimate goal is to match the sentences with the pictures, which they can easily do while the game is being played.
- Once all the pictures and sentences have been taken out of the team's hula-hoop, the coach gives the teams a couple of minutes to match the pictures with the sentences, based on which right each picture represents.

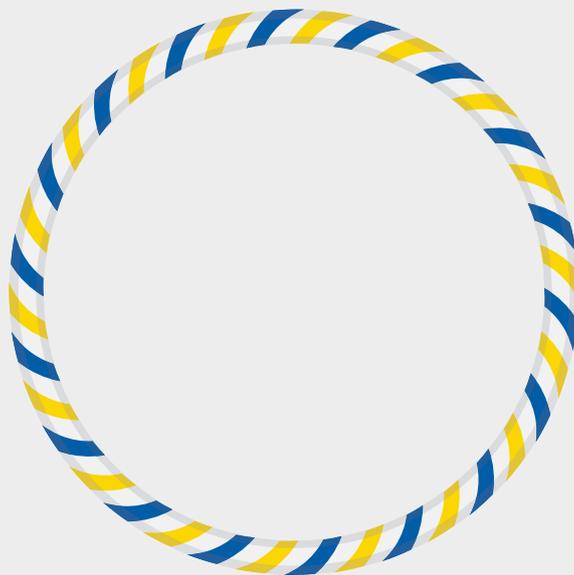
PART B

- Once the teams have finished, the coach informs the children that children's rights can be divided into 3 categories: rights that protect children (e.g. from child labor, from sexual abuse, from use of drugs etc.), those which provide



for children (e.g. education, housing, health, etc), and those which support children's participation (e.g. the right to express their opinion, to get informed, to play, to be part of athletic or cultural groups, etc).

- The coach places each of the 3 signs with the 3 categories in a hula-hoop.
- The coach informs the children that they will have to decide to which category each right they have in their hoop belongs. Once they have decided they form pairs; each pair has to take one picture and place it within the hula-hoop with the corresponding category. Each pair moves using side-walks to the hula-hoop and by using chest passes. Once they have placed the picture on the hoop, they return to their team using side-walks and bounce passes.
- Once all teams have finished, the teams examine the hula hoops and check which rights were included in each category.



ACTIVITY 3: Protection, Provision or Participation?

INTRODUCTION TO CHILDREN'S RIGHTS

No. of participants: 20

Duration: 20 minutes

Objectives: Participants will be able to:

- Classify children's rights.

Basketball skills:

- Shooting

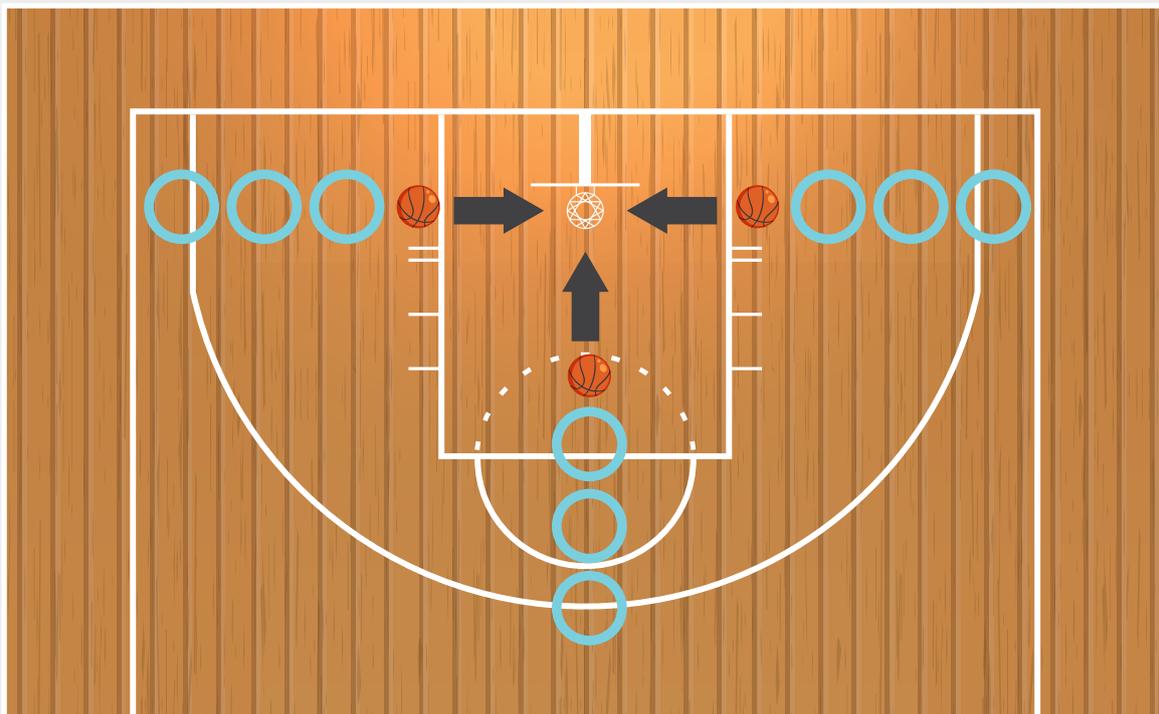
Materials:

- Basketballs

Preparation:

- Read the sentences on children's rights beforehand in order to be able to shout them quickly.

Activity:



To watch the video that explains the activity, click or scan the QR code

- The coach informs the children that they will practice shooting. Children line up in the three groups, two at the sideline and one in the middle. The first player in each row has a ball.
- Each line is given the name of one category of rights: protection, provision, participation.
- The drill starts with a jump shot from players 1, 4 and 7.
- After finishing the shot completely with good follow-through, the players follow the ball for the rebound.
- The coach informs the children that s/he will call out a right (e.g. the right to visit a doctor). The purpose of the game is to have one member of the group that the right represents to shoot a basket once the right is called. Once the child has shot a basket s/he goes to the end of the line. The coach speeds up during the process.
- The rights to be called by the coach are:⁷

Tip for the coach: For some rights the division in the three categories might not be that straightforward, and as such you can accept diverse opinions, as long as children can justify them.

- To live in a home (provision)
- The computers in your school block some webpages (protection)
- To be a citizen of a country (participation)
- To have appropriate clothes based on the weather (provision)
- To be able to practice your religion (participation)
- To listen to the news or search the internet to find information (participation)
- You are not allowed to be involved in a war (protection)
- To be able to come here and practice basketball (participation)
- To meet with your friends and play in the afternoon (participation)
- To have a family (provision)
- The parents allow their 17 year-old child to watch various movies but not their 10 year-old child (protection)
- If I make a mistake at school they don't physically punish me (protection)
- To be able to take medicine when you are sick (provision)
- To celebrate New Year's Eve (participation)
- Not to marry until you reach adulthood (protection)
- To be given a name (provision)
- To be able to practice your basketball skills regardless of whether you are a boy or a girl (provision/participation)
- No one may kidnap you (protection)

⁷ Adapted by Compassito (2012). Μικρή Πυξίδα. Compassito. Εγχειρίδιο Εκπαίδευσης στα Ανθρώπινα Δικαιώματα για Παιδιά. Κύπρος: Imprinta Ltd.

- No one may sell or give you drugs (protection)
- To be able to borrow books from the library (participation)
- To have ramps in your school for children with disabilities (provision/participation)
- No one may torture you (protection)
- The coach can repeat the game by holding up his/her arms to contest the shot, encouraging the children to shoot with a proper arc and thus improve their shooting form.
- Once all children have had an opportunity to score, they form a circle with the coach and sit on the floor to run a brief discussion:
 - Which group of rights is more important?

Tip for the coach: You provide some time for children to reflect, but at the end you can conclude that no right is above the other. Explain to the children that it is often the case that losing one right can lead to further rights being lost in consequence, e.g. children losing their right to education during the COVID-19 lockdowns ultimately led to their right to development being affected.

- Inform the children that all rights are enshrined in a document called "The Convention on the Rights of the Child". Ask the children: Why is it important for children to know their rights?
- When the coach had his/her hands up was s/he was an obstacle to you? Can you think of any obstacles to children's rights?

ACTIVITY 4: Yes, I Can Improve

THE PRINCIPLE OF DEVELOPMENT

No. of participants: 20

Duration: 20 minutes

Objectives: Participants will be able to:

- Recognize the impact of feedback – or lack of it – on children's development.
- Define various social inequalities which might inhibit children's development.
- Discuss the Principle of Development and its main prerequisites.

Basketball skills:

- Dribbling and ball-handling

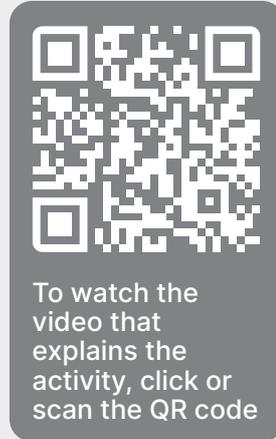
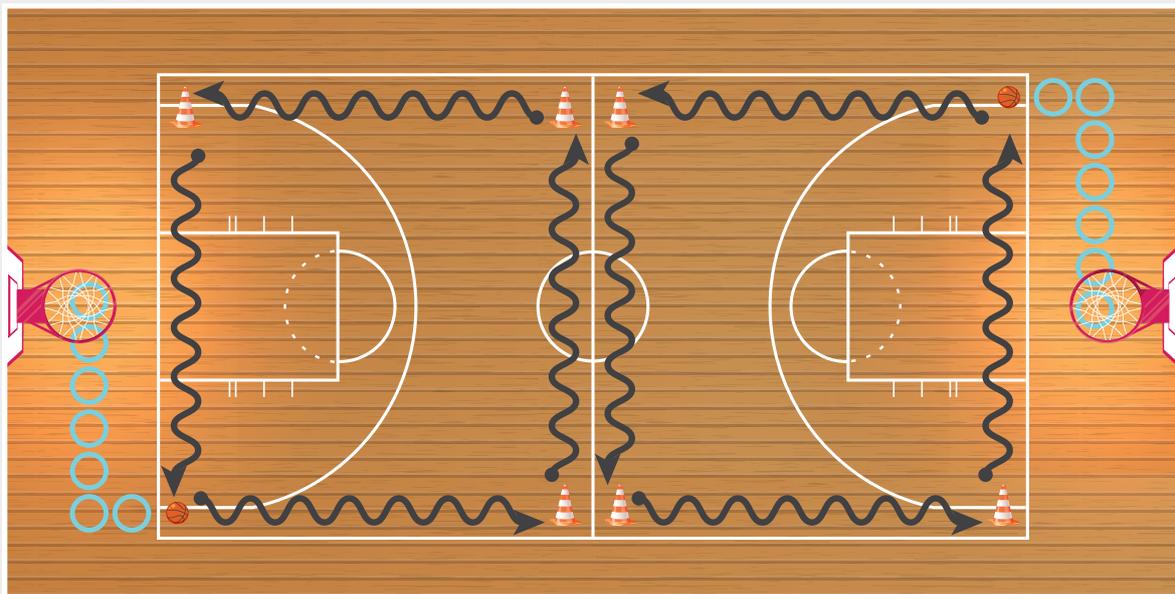
Materials:

- Basketballs
- Cones

Preparation:

- Place the cones on the designated area as shown in the diagram below.

Activity:



- Divide the group into two teams.
- The teams line up at the corners of the baseline (as shown in the diagram below).
- The coach informs the children that they will work on their dribbling and ball-handling skills while learning about their right to develop.
- S/he guides the children through the drill: The children start dribbling on the sideline, and at each cone they will find they need to do a crossover and under-the-legs dribble (dribbles should be demonstrated by the coach beforehand).
- Once the drill begins the coach should only pay attention to one team by providing them with positive reinforcements/feedback/corrections, while leaving the other team with no feedback at all.
- If there is sufficient time, the activity can be repeated with the left hand and/or a lay-up at the end.
- Once all children have gone through the drill, they form a circle with the coach and sit on the floor to run a brief discussion:
 - Is there something you would like to say about our activity?
 - What were the feelings of Group A during the process? What were the feelings of Group B during the process?

Tip for the coach: At this moment it is expected that the children of the team that did not receive any feedback will complain. If the group that did not receive any feedback expresses positive feelings, such as not feeling nervous about their performance, the coach can ask further questions, such as what would have happened if they did not receive feedback for a prolonged period of time. Based on children's responses, the coach can adapt the upcoming questions.

- Why do you need someone to give you feedback on how you are doing? How does it help you?
- Might some children have more opportunities than others? Why?
- If we take all your answers into consideration, should I as a coach provide the same opportunities and the same feedback to all the children?

Tip for the coach: Children are expected to refer to the disadvantaged background some children may have, children with disabilities, children with migrant or refugee backgrounds or any other aspects that may cause vulnerability to children.

Tip for the coach: You provide some time for children to reflect, but at the end you can conclude that as a coach and an adult you need to enable each child to develop at the maximum extent possible. That is the reason that as a coach may provide more opportunities to some children and more feedback.



ACTIVITY 5: I Can Get More

THE PRINCIPLE OF NON-DISCRIMINATION

No. of participants: 20

Duration: 20 minutes

Objectives: Participants will be able to:

- Explain how specific practices can violate the right to non-discrimination.
- Differentiate between same and equal treatment.

Basketball skills:

- Dribbling

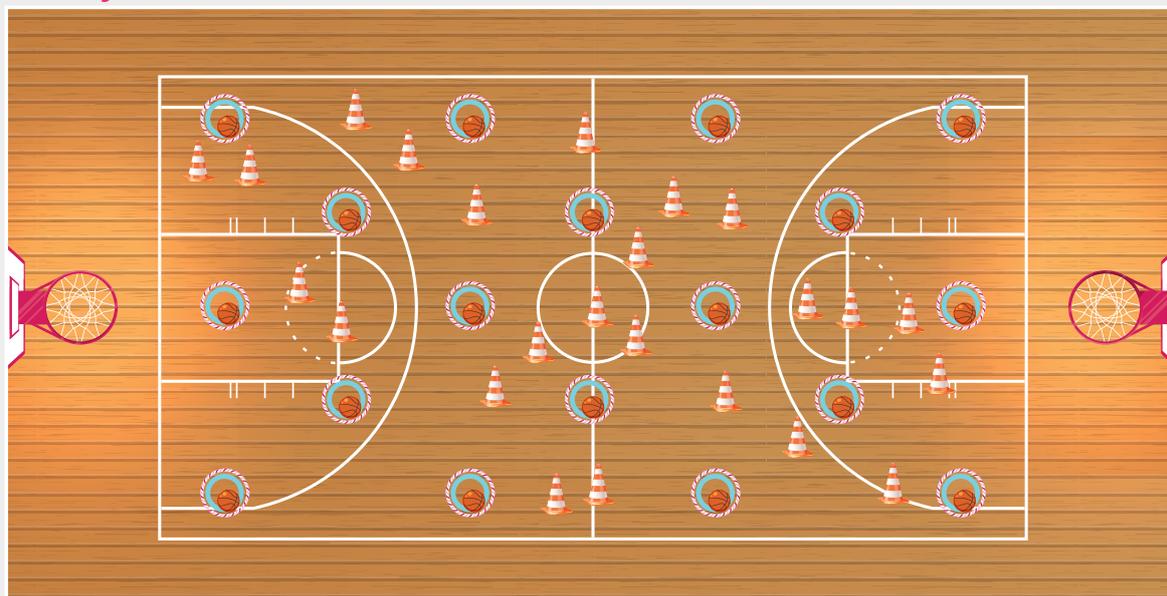
Materials:

- Hula-hoops for each child
- Balls for all the children
- More than 40 cones or any other objects
- 2 blindfolds

Preparation:

- Spread the 20 hula-hoops broadly over the field.
- Spread the cones or any other objects all over the field. Intentionally place some cones closer to some hula-hoops, while leaving other hula-hoops without nearby cones.

Activity:



To watch the video that explains the activity, click or scan the QR code

- Each child has a ball and stands within a hula-hoop considered to be his/her “home”.
- Inform the children that the aim of the game is to collect as many cones as possible within their homes while dribbling. There are some rules, however:
 - They are only allowed to collect one cone at a time, bring it into their home, and go out again to collect the second and so forth.
 - They are not allowed to take cones from other children’s homes or from other children’s hands.
 - They must keep dribbling throughout the process. If a child stops dribbling, one cone is taken away from his/her “home”.
- Before initiating the game, ask another two children to use their non-dominant hand, two others to jump on two feet in the process, and another two children to complete the task on one foot (alternative option: two children can move backwards).
- Once all children are ready give the signal to start the game.
- Once they have collected all their cones, the children are to count how many they have.
- Create an atmosphere of winners and losers in the reflection, praising the children who managed to collect a large number of cones and looking disappointed for the children who did not manage to collect so many.
- Inform the children that those who collected more cones will be called upon to play during the next match (alternative options: those who collected the most will have the right to choose their co-players or their team will start the game played at the end of practice with a bonus of 10 points).
- Gather the children for a brief discussion:
 - How do you feel about the game we played and why?

Tip for the coach: It is expected that children will report that the game was unfair because some children had to jump on two feet, others could use only one leg, others could use only their non-dominant hand and others had their homes away from the cones.

- Ask the children who faced specific difficulties to report how many cones they collected, and all children to comment on the results.

Tip for the coach: If a child who faced some difficulties collected lots of cones, emphasize what happened to the majority of those children. Additionally, if high skilled individuals feel competent enough and did not experience threat that they collected less cones during the game, the coach should emphasize the consequences of the outcome of the game i.e. that they won’t play at the next match and ask for their reactions.

- Ask the children to comment on the fact that they are not allowed to play in the next match.
- Ask the children who did not face any difficulties:
 - × While you were playing, did you realize that you had an advantage over other children? How did it feel?
 - × Did you think of the other children who faced difficulties collecting cones during the game? Why or why not?
 - × How do you feel now about having the opportunity to play during the next match?
- Do similar events happen in real life? What might be some implications for children?
- How do you characterize my role in the process?
- Inform the children that the game aimed to improve their understanding of their right to non-discrimination, according to which no one should be treated differently for reasons of language, disability, weight, hair color, or any other reason. Ask the children:
 - × Since you all had the opportunity to play, is it true that I discriminated against those children? Why?

Tip for the coach: Consider the difference between “same” treatment and “equal” treatment. Sometimes, in certain contexts, treating all children in the same way might also amount to a form of discrimination.

- Inform the children that this was just a game designed to create feelings of injustice in order to enable them to experience discrimination and understand the concept. Emphasize that it does not apply that only the children who collected the most cones will participate in the next match. Make sure that no child leaves the court without having understood this.

ACTIVITY 6: Am I Really Playing?

THE PRINCIPLE OF PARTICIPATION

No. of participants: 20

Duration: 20 minutes

Objectives: Participants will be able to:

- Define the conditions needed for children's meaningful participation in leisure, cultural, artistic and play activities.
- Recognize children's meaningful participation in leisure, cultural, artistic and play activities as a children's right.

Basketball skills:

- 5v5 game

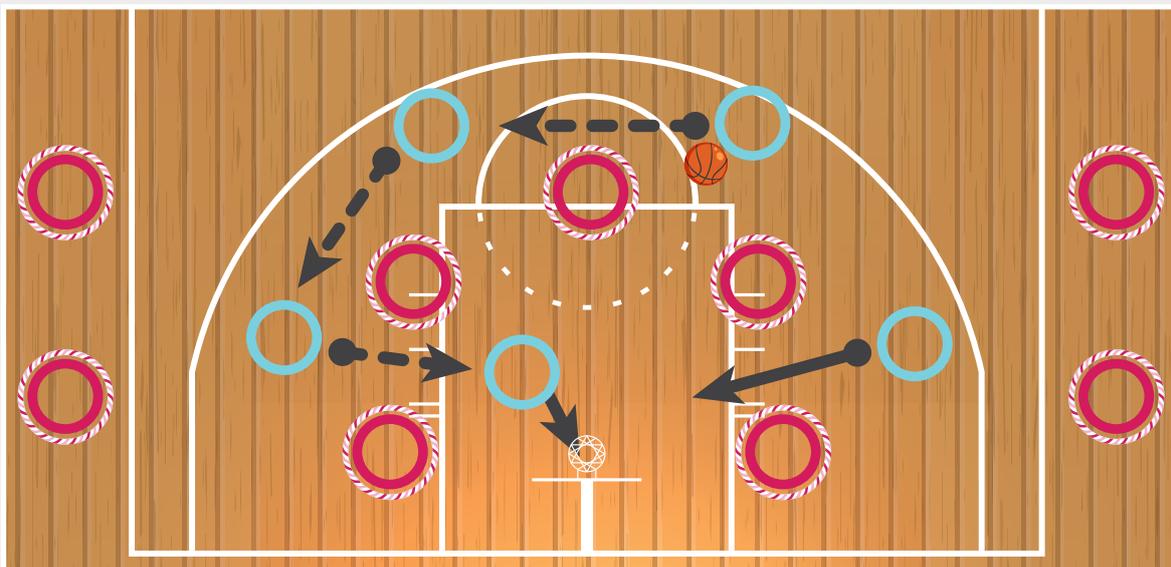
Materials:

- Hula-hoops or tape
- 2 Basketballs

Preparation:

- Place the hula-hoops or tape in the designated area based on the diagram below

Activity:



To watch the video that explains the activity, click or scan the QR code

- The coach informs the children that they will work on their dribbling and ball-handling skills while learning about their right to participate.
- Split the group into three teams. Each team has a specific role:
 - Forward/attack players (their role is to score a basket)
 - Defensive/guard players (their role is to steal the ball from the forwards)
 - Sideline/auxiliary players (their role is to help the ball move around by passing back and forth to the forward/attack players when needed)

Tip for the coach: With a small number of participants you can run the activity without the use of sideline/helpers.

- Mark on the basketball court specific areas that each role is allowed to move in (follow diagram).
- The coach guides the children through the drill:
 - Coach informs forward/attack players that they can move freely wherever they want to go.
 - Coach informs the auxiliary players that they are only allowed to keep still in their designated spot (hula-hoop on sideline) and can only take part in the game if the forward/attack players pass them the ball in order to be able to move around the court more easily.
 - Coach informs the defensive players that they cannot leave their hula-hoops. Coach can eventually allow the defense out of the box by blowing a whistle. When this happens, the players can leave the box and defend normally. Upon hearing a second whistle, however, they must return to their hoops immediately.
- Once all children have performed the drill, they form a circle with the coach and sit on the floor to run a brief discussion:
 - Did you feel that your participation in the game was meaningful? Why or why not?

Tip for the coach: Allow children from the three different groups to express their opinion.

- As a coach I feel that I gave all of you the opportunity to participate, since you were all part of the game. Can you comment on that?
- What obstacles/difficulties did you face that made your participation less meaningful?

Tip for the coach: Possible answers can be various activities within school such as school visits, school functioning, school activities (plays, events, European programs etc), decisions taken by the Ministries (i.e. school exams), decisions taken by families (i.e. a family moves or during custody process) and more.

- Was it important for all of you to participate? Why?
- Can you think of examples where children do not truly participate in real life?

Tip for the coach: Possible answers can be to have information, opportunities to express their opinions, ability to express their opinion in various forms i.e. drawing, respect for their opinions, how their opinions were used in decision making etc.

- What do children need in order to participate meaningfully?
- Inform the children that their right to participate is defined in Article 12 of the Convention on the Rights of the Child, and that no child is exempt from this right: even younger children can express their opinion in a different way. Children can equally express their opinions on difficult topics once age-appropriate information has been provided.



ACTIVITY 7: Our Body, Our Home

PROTECTION FROM SEXUAL ABUSE

No. of participants: 20

Duration: 25 minutes

Objectives: Participants will be able to:

- Recognize the dynamics of human relations.
- Understand what constitutes sexual abuse.
- Understand the need for disclosure of any event that makes children feel uncomfortable.

Basketball skills:

- Dribbling & ball-handling skills

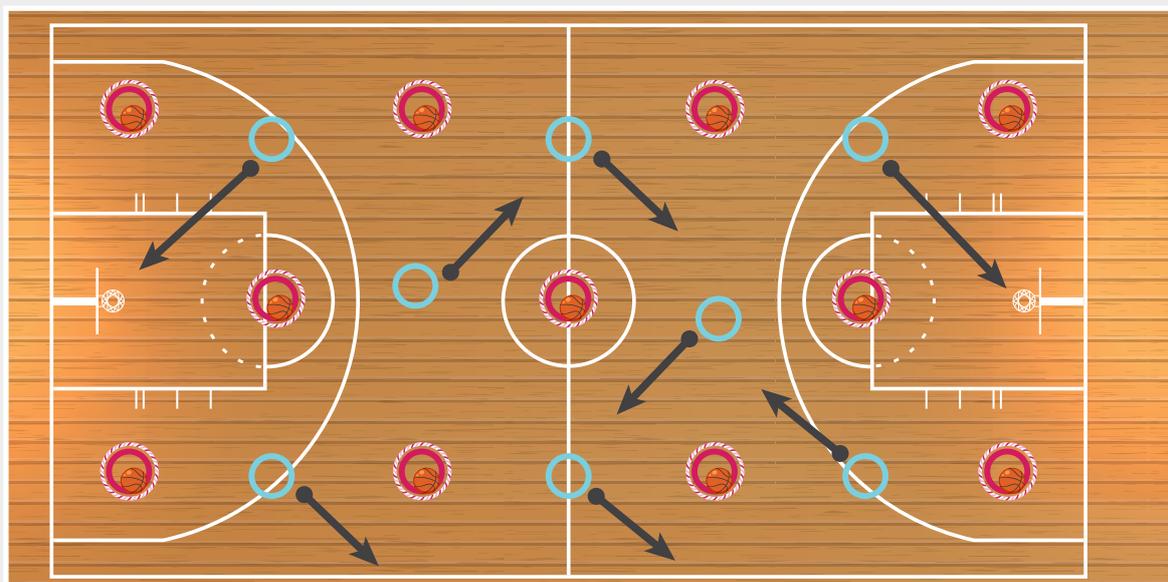
Materials:

- Basketballs
- Hula-hoops

Preparation:

- Place hula-hoops randomly around the court or based on the diagram below.

Activity⁸:



To watch the video that explains the activity, click or scan the QR code

⁸ The game was adapted on the base of activities provided by: Cyprus Ministry of Education and Culture. (n.d.). Health Education. Journey of Life. Retrieved from: https://archeia.moec.gov.cy/sd/299/agogi_ygeias_taxidi_zois.pdf

PART A: Walking in the street

- The coach informs the children that they will work on their dribbling and ball-handling skills while learning about their right to protection.
- Split the group into two teams:
 - Dribbling team
 - Jogging team
- Coach guides the children through the drill:
 - The dribbling team must stay within the hula-hoop while dribbling the basketball.
 - The jogging team will be jogging around the court.
- Inform the children that, while the drill is running, the coach will describe various scenarios to the children, to which they are to respond accordingly without stopping their drill. If the dribbling team sees the jogging team according to the scenario as friends or someone they like or feel comfortable with, they can pass their basketball to someone on the jogging team; that child then has to pass the ball back to the dribbling child.
- Inform the children that the first children to get inside the hoops will be the dribbling team.
- Once you have the two teams, describe the following scenarios:
 - You are walking in the street and you meet some friends. How would you look at them? How do you feel? What do you do?
 - You are walking in the street and you meet your coach. How would you look at them? How do you feel? What do you do?
 - You are walking in the street and you come across a person you don't know. How would you look at him/her? How do you feel? What do you do?
 - You are walking in the street and you meet the grocer. How would you look at him or her? How do you feel? What do you do?

PART B: Home

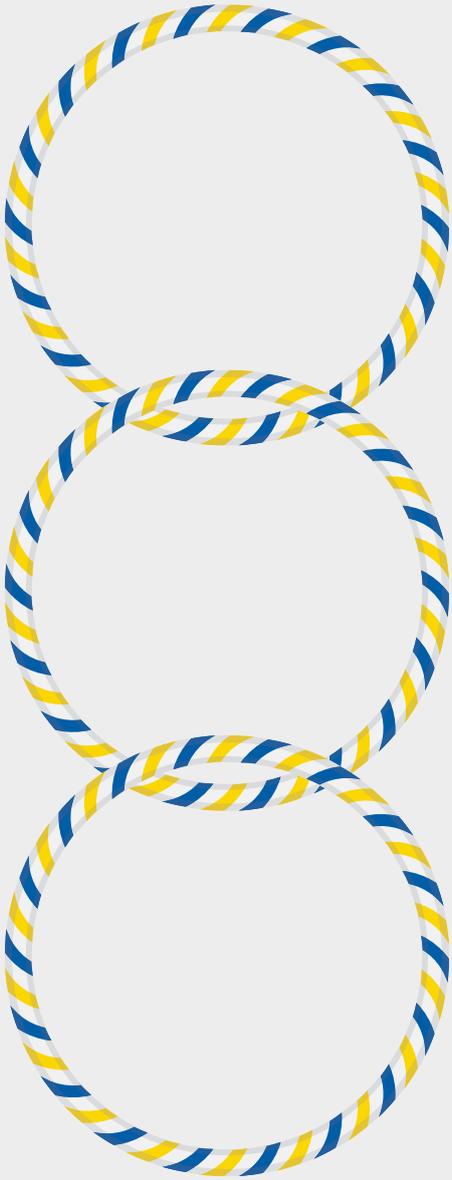
- The dribbling team and jogging team now swap over.
- The coach informs the children that the hula-hoop is the dribbling team's "HOME". You ask the dribbling team to take care of their home. Each jogging team's member is assigned to enter a specific dribbling team's home. The jogging team is informed that they will move around and the coach will describe certain scenarios in which they will "knock" on the "door" of their home-owner, who will have to respond accordingly:
 - A friend knocks on your door. What do you do?
 - The mail-person knocks on your door. What do you do?

- A stranger knocks on your door. What do you do?
- Your sister/brother knocks on your door. What do you do?
- There is danger outside your door. You need to protect your home by protecting your ball. The jogging team will be successful if they can 'steal' the ball from the home-owner. If they succeed, they can 'push' the home-owner out of their "home" and take it over.
- Once enough time has been provided, the children form a circle with the coach and sit on the floor to run a brief discussion:
 - Did your reactions and feelings change when you met different kinds of people, people you knew and people you didn't?
 - How did you feel when someone you didn't know wanted to enter your home? How did you react?
 - Have you ever experienced someone entering your home and not treating it respectfully (e.g. throwing your toys around)?

Tip for the coach: It is expected that children may refer only to strangers. Try to ask whether it is possible to happen with people you know or even friends.

- How should we react if someone is not treating our home with respect?
- Ask the children to imagine that their body is like their home. Emphasize that our body belongs to us and that we can choose who can hug us, kiss us or touch us, just as we choose whom we will allow to enter our home. Underline that in some cases people you know or friends can still hurt our body. This can happen with parents, coaches, relatives, friends, teachers, strangers, neighbors, police officers, etc. If ever we feel that a person is not respecting our body, we shouldn't keep it a secret. We should inform an adult we trust (it can be a parent, a teacher, a coach, etc) or call the line 116111.
- Ask the children to name some types of secrets we can keep for ourselves (possible answers: a friend's birthday party, the surprise arrival of a relative who lives abroad, a friend's secret love for another person, etc.) and secrets we should disclose (if someone touches my private body parts when we are alone, if a stranger asks me to go for a ride with his/her car, if another child or children bully me or do not treat me with respect, if someone, even my parents, hurts me in any way, etc. Generally speaking, we should report anything that makes us feel uneasy or uncomfortable.

Tip for the coach: It is important to talk to the children about disclosing their experiences and emphasizing that informing a trusted adult about abuse is not comparable to being a "telltale". Children must understand that, in the case of sexual abuse and similar situations, it is OK and important that they tell someone they trust and they need not fear being bullied or called a "traitor".



ACTIVITY 8: We Shout NO

PROTECTION FROM SEXUAL ABUSE

No. of participants: 20

Duration: 20 minutes

Objectives: Participants will be able to:

- Develop the self-confidence to say “no” if someone touches them in a way that makes them feel uncomfortable.

Basketball skills:

- Passing skills

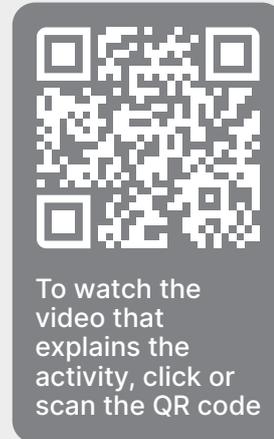
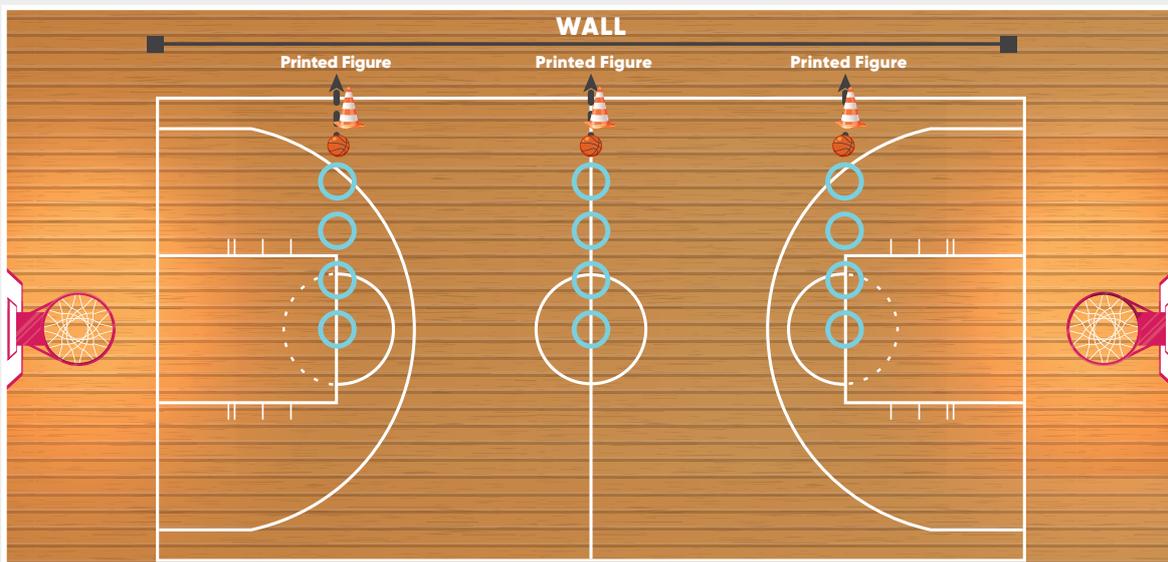
Materials:

- Basketballs
- Cones
- Printed Figure (Appendix 3) or 2-4 different colored papers presenting underwear (Appendix 4). The figures must be printed in the right size to serve the purpose of the activity.

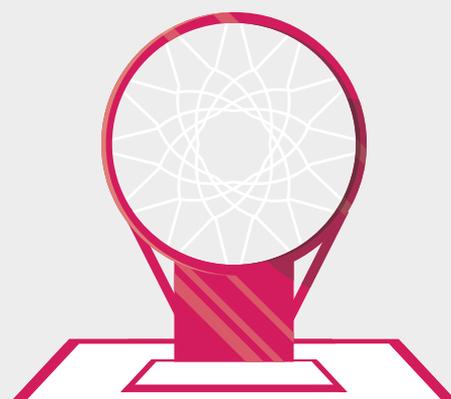
Preparation:

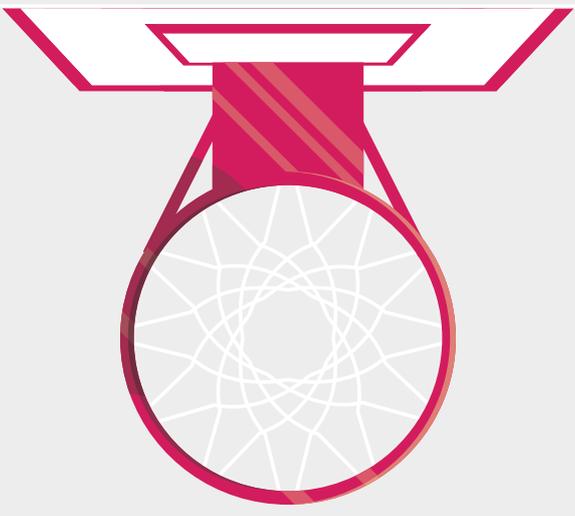
- Place the 2-3 printed figures on the wall. At a distance of 0.50 – 1 meter to the figure, place a cone to mark the starting point of the drill.

Activity:



- The coach informs the children that they will work on their passing skills while learning about their right to protection.
- Divide the group into 2-3 teams (you can add more or have fewer teams depending on the number)
- The teams line up behind the cones (see diagram).
- Coach guides the children through the drill:
 - Each child takes turns practicing their passing skills by hitting specific parts of the wall figure named Kiko. Coach should demonstrate the passes
 - × Use chest passes
 - × Use bounce passes
 - The coach informs the children that Kiko refuses to be touched inside their underwear. Some adults, such as parents and doctors, may have to touch children there, but Kiko is encouraged to say “No” if a situation makes them feel uncomfortable.
 - The coach informs the children that, if the person in front of them hits Kiko on the underwear area, the entire team shouts “NO”.
- At the end, the coach repeats that if anyone touches a child in a way that makes them feel uncomfortable, they should say “NO” and inform someone they trust about what happened.





APPENDICES





1



THE STATE MUST ENSURE THAT YOU CAN EXPRESS YOUR VIEWS IN DIFFERENT WAYS.

2



NOBODY IS ALLOWED TO FORCE YOU TO DO DANGEROUS WORK.

3



NOBODY IS ALLOWED TO GIVE YOU ILLEGAL SUBSTANCES.

4



YOU HAVE THE RIGHT TO COMMUNICATE WITH BOTH YOUR PARENTS, EVEN IF THEY LIVE IN DIFFERENT HOMES.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



5



NOBODY IS ALLOWED
TO TAKE YOU
FROM YOUR PARENTS
WITHOUT THEIR CONSENT.

6



NOBODY IS ALLOWED
TO DEPRIVE YOU
OF YOUR FREEDOM
ILLEGALLY OR ARBITRARILY.

7



FOR MATTERS THAT AFFECT
YOU, YOU HAVE THE RIGHT TO
HAVE YOUR OWN VIEWS AND
BELIEFS AND TO EXPRESS
THEM FREELY.

8



YOU HAVE THE RIGHT
TO A NAME AND TO BE A
CITIZEN OF A COUNTRY.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



9



YOU HAVE THE RIGHT TO A HOME, CLOTHES, FOOD AND TO LIVE IN AN ENVIRONMENT THAT HELPS YOU TO DEVELOP.

10



NOBODY IS ALLOWED TO TOUCH YOU IN A WAY THAT DISTRESSES YOU.

11



IF YOU ARE A CHILD WITH A DISABILITY, THE STATE MUST FACILITATE YOUR PARTICIPATION IN ALL ACTIVITIES FOR CHILDREN.

12



NOBODY IS ALLOWED TO BEHAVE OR PUNISH YOU IN A WAY THAT OFFENDS YOU.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



13



YOU HAVE THE RIGHT
TO GO TO SCHOOL AND BE
EDUCATED TO THE FULLEST.

14



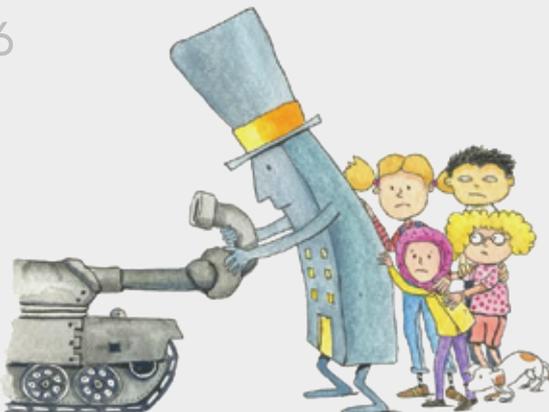
THE STATE MUST ENSURE
THAT YOU CAN USE YOUR
LANGUAGE AND PRACTICE
YOUR HABITS AND RELIGION.

15



YOU HAVE THE RIGHT TO CER-
TAIN INFORMATION FROM
VARIOUS SOURCES THAT IS
USEFUL TO YOU AND HELP IN
YOUR DEVELOPMENT.

16



IF THE COUNTRY
YOU LIVE IN IS AT WAR,
THE STATE MUST PROTECT
AND TAKE CARE OF YOU.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



17



YOU HAVE THE RIGHT
TO MEDICAL CARE AND
HEALTH INFORMATION.

18



YOU ARE ENTITLED TO THE
HABITS OF YOUR FAMILY AND
COUNTRY OF ORIGIN.

19



YOU HAVE THE RIGHT
TO HAVE FRIENDS AND
PARTICIPATE IN ACTIVITIES
OF YOUR INTERESTS.

20



YOU HAVE THE RIGHT
TO PARTICIPATE IN GROUPS
AND EXPRESS YOUR OPINION
IN A PEACEFUL WAY.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



21



IF YOU ARE MOVED
ILLEGALLY FROM YOUR
COUNTRY, THE STATE MUST
PROTECT YOU AND ENSURE
THAT YOU ARE RETURNED TO
YOUR COUNTRY.

22



YOU HAVE THE RIGHT
TO HAVE FREE TIME,
TO PLAY AND TO REST.

23



SCHOOL SHOULD HELP YOU
DEVELOP YOUR SKILLS,
TALENTS AND TO RESPECT
THOSE AROUND YOU
AND THE ENVIRONMENT.

24



YOU HAVE THE RIGHT
TO KNOW AND GROW UP
WITH YOUR FAMILY.



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1



APPENDIX 1

PROTECTION

PROVISION

PARTICIPATION



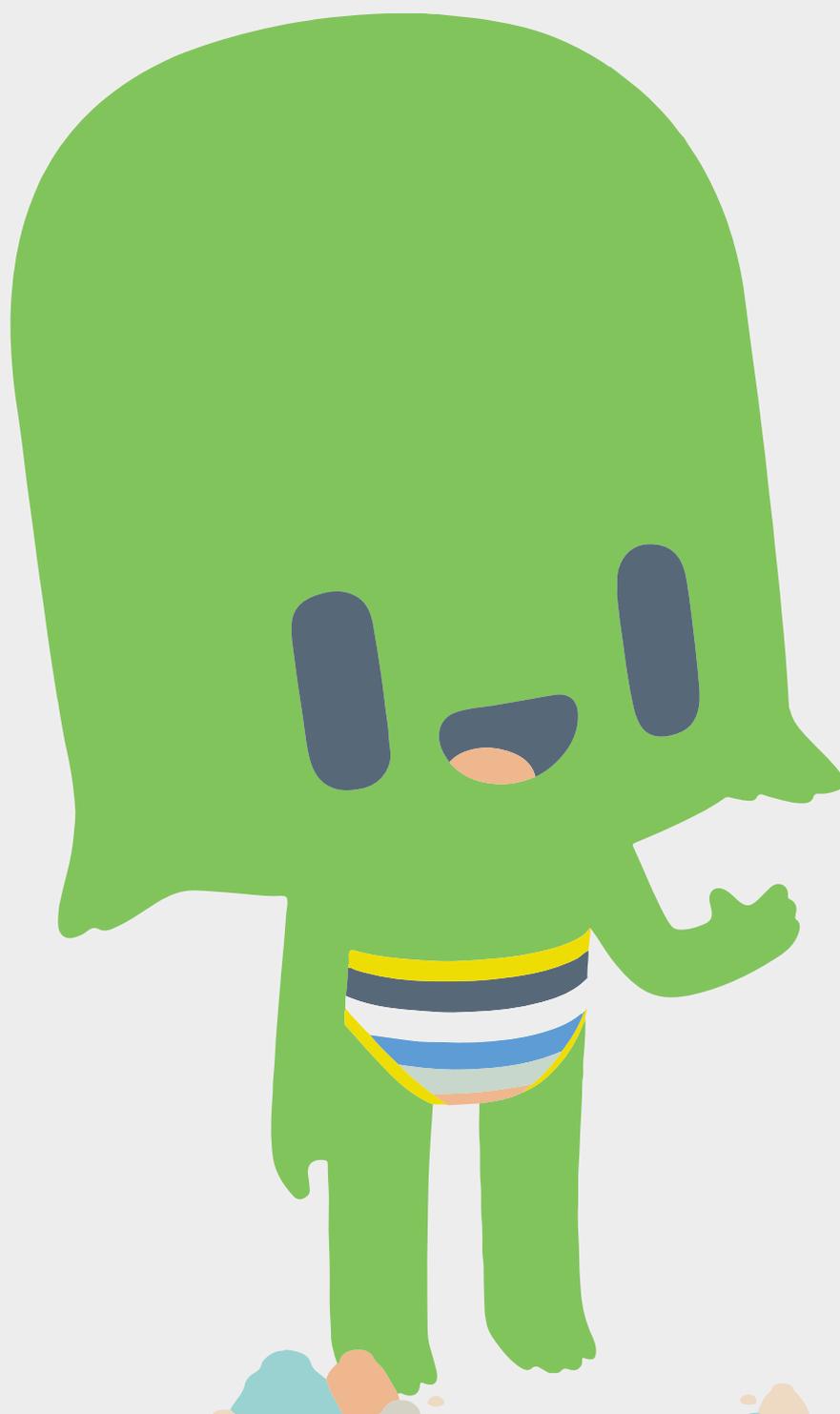
APPENDIX 2



APPENDIX 2



APPENDIX 2



⁹ The figure is an outline of Kiko, a figure created by the Council of Europe during the campaign “One in five” in an effort to create awareness for children’s protection from sexual abuse. Kiko does not have a gender.



APPENDIX 3





APPENDIX 4





APPENDIX 4

ANSWERS FOR APPENDIX 1

1. Participation
2. Protection
3. Protection
4. Provision
5. Protection
6. Protection
7. Participation
8. Provision
9. Provision
10. Protection
11. Provision/Participation
12. Protection
13. Provision
14. Protection/Provision/Participation
15. Provision/Participation
16. Protection
17. Provision
18. Participation
19. Participation
20. Participation
21. Protection
22. Participation
23. Provision/Participation
24. Provision/Participation



THE COMMISSIONER FOR CHILDREN'S RIGHTS OFFICE IN CYPRUS

The Commissioner for Children's Rights Office in Cyprus is an independent National Human Rights Institution (NHRI), established by the Commissioner of the Rights of the Child Laws 2007 and 2014 [Laws 74(I)/2007), 44(I)/2014], and governed by the Paris Principles of the independent human rights bodies, to monitor the respect and protection of the rights of the child in the Republic of Cyprus.

The Commissioner's purpose, under the Law, is to protect and promote the rights of the child, to represent children and their interests at all levels, to promote public awareness and sensitivity with a view to safeguarding children's rights in the family, at school and in the community, to identify and promote the views of children, to monitor legislation relating to children and to submit proposals aiming at harmonisation with the UN Convention on the Rights of the Child, to carry out public awareness campaigns, and to represent children in judicial proceedings.

To pursue these objectives the Commissioner:

- Meets and talks with children in multiple settings.
- Provides information on the rights of the child through various means.
- Cooperates with public bodies, NGOs, and international bodies engaged with the protection and promotion of the rights of the child.
- Follows investigations of complaints by other authorities concerning violations of children's rights and evaluates their outcomes.
- Cooperates with equivalent bodies and authorities of other States with regard to issues that fall within her competency.
- Studies whether the existing legislation, policies, procedures and practices violate the rights of the child, based on complaints submitted by citizens.

KATERYNA BILORUSKA FOUNDATION

The Kateryna Biloruska Foundation is an international charity founded by Kateryna Biloruska in 2019 to support sustainable, long-term initiatives and projects in the communities where the company operates. The foundation's actions are part of the wider implementation of Kateryna Biloruska Tech's corporate social responsibility strategy.

The main goal of the Kateryna Biloruska Foundation's charitable activities is to improve the health and well-being of society, giving children equal rights and access to sports.

The mission of the foundation is to achieve quality changes in people's lives, achievable only by deepening the field in which it operates and in systematic work. Using sports, innovative education and socialization as tools, the Kateryna Biloruska Foundation invests in a healthy, harmonious and aware generation of young people.

The foundation strives to extend positive practices and in this way to achieve the necessary changes at the state and international level.

This is why the Kateryna Biloruska Foundation was founded.

The aim of the Foundation is to promote the economic and social development of society, taking care of its future generations. All programs of the Foundation aim at ensuring the healthy and full development of children, which is a direct investment in the economic and social prosperity of the country.

Kateryna Biloruska Foundation Values:

- We know that professional and amateur sport ensures the full development of the child
- We believe that a happy community always starts with the health and well-being of its children
- We try to give every child the opportunity to discover their potential
- We believe in effective collaboration between businesses, governments and non-profit organizations to solve social problems.

UNITED SPORTS CYPRUS

United Sports Cyprus (USC) is a newly established and locally led non-profit organization that aims to unite and educate communities through sports. The mission of USC is to break down all physical barriers of xenophobia, inequality and integrate minority groups in society. Create equal and equitable opportunities in sports for people from all ages, backgrounds and ethnicities and educate youth and adults to become the next advocates for an inclusive society.

USC aims for:

- Creating a safe space for youth and adults from different background to interact and play sports
- Diversity, equity and inclusion training for people from all ages
- Coaches Development trainings
- Implementing community action projects
- USC Young Leaders program – leadership and capacity building training for the next community advocates



NOTES PAGES

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