

Love at Home

THE RIGHT TO A FAMILY



AGE: 6 – 10 years

LEARNING POINTS

1. The family is the basic unit of society.
2. We each have a right to live with our family.
3. Family units usually make us stronger no matter what their make-up or configuration.
4. If our family is not a safe place, we each have a right to be helped and protected.

MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: Here We Are Together
- Paper for the children to draw on
- Crayons or markers or pencils
- Mini posters from previous lessons to display
- Image: A Family
- UDHR 15 and CRC 9 and 20

THE UNIVERSAL DECLARATION OF

Human Rights

THE RIGHT TO A FAMILY

Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

SIMPLIFIED

You have the right to marry and start a family. Nobody should force you to marry. The family is the basic unit of society, and government should protect it.

THE CONVENTION ON THE

Rights of the Child

THE RIGHT TO A FAMILY

Article 9

You have the right to be brought up by your parents unless it is not safe or not possible.

Article 20

You have the right to special protection and help if you can't live with your parents.

WELCOME (10 minutes)

Before class begins, display the mini posters where the children can see them. Greet the children warmly by name and show them where to sit.

Song: Here We Are Together. Sing with enthusiasm and delight.

Warm-up Activity: The Washing Machine

You need at least 8 to 10 children to play this game. As soon as you have that many in class, start the game.

Choose 2 or 3 children to be the “laundry.”

Have the rest of the children form two parallel lines close together, facing each other. Send one of the children from one end, between the lines, “through the wash.”

Everyone (where this is culturally appropriate) taps her **very lightly** on the shoulder while offering words of praise, affection and encouragement. Out comes a sparkling, happy child at the end of the “wash.” She joins a line, and the next child takes a turn.

Play this game regularly – not every time, but every other time. Or during class if needed to energize the children. Try to be sure that all of the children have a chance to be the “laundry” sometime during the first few months of class. Encourage the children not to be too enthusiastic as the child runs through the line (so that no one gets tapped too hard).

REVIEW

Show the picture of a family.

Ask: Do we all have to belong to the same kind of family?

- What are some of the different kinds of families that exist? (Remind the children about the different kinds of families in the card game from the previous lesson.)
- Last time, what did we learn about the family?

Take all answers. Try to include:

Not all families are the same but that doesn't matter.
Families are usually the best place to grow up.
The family is the most important part of society.

INTRODUCTION (5 minutes)

Ask: What was the word we read that meant “most important”? (Fundamental)

DEVELOP (15 minutes)**Activity: My Family**

Pass out paper and crayons or markers while you talk to the children:

Say: There are all kinds of families all over the world.

- Today I want each of you to draw a picture of the family you live in right now.
- If you used to live in a different family or if you wish you lived in another family, that's okay. But I want you to draw the family that you live in now.

FACILITATOR TIP: Make sure that the children feel comfortable and will not be teased for presenting family styles that are unusual or different. Emphasize tolerance, feelings and values which make a family stronger.

It is important to know the family situations of the children in your group and to adapt the activity so as not to embarrass or make any of the children feel uncomfortable about their situation.

Encourage the children to include details about their family (name, age, sex of each person, etc.).

Let children share their pictures if they wish and explain about their families.

If there are more than 12 students, divide into smaller groups to share.

Ask: Do you need to have a certain kind of family to love that family?

- How do you think children feel when their family is different? (Accept all answers.)

(Adapted from Flowers, Nancy, ed., *Compassito, Manual on Human Rights Education for Children*. Council of Europe, second edition, January 2009, p. 172.)

Collect the drawings and keep them for another activity.

Explain: Even though we are all different, we are also all the same because we all have needs. And we all have the right to have someone to take care of us and protect us. Each of you should feel that your family is special just because it is yours.

Activity: Johnny's Family (5 minutes)

Show the image of the family again and point to the small boy.

Explain: This is Johnny when he was a little boy.

Point to the parents: He had a family who loved him and took good care of him.

Ask: How does your family take care of you? (Allow two or three students to answer.)

Explain: Johnny's father often took him to work in the wood shop with him. He taught Johnny how to smooth the wood and make things with it.

- Johnny’s mother taught him and his sisters how to feed the chickens. There were many family chores to do. But they all learned what needed to be done and they worked together.
- When we help each other, there is more love in our families and we are happier and our families are stronger.

Activity: The 4-Handed Chair (15 minutes)

Explain: Let’s play a game that I think is really fun. I want you to see if you can figure out how it’s like a family.

Put the children into groups of three. Try to make them slightly different from each other, for example, two boys and a girl, two girls and a boy, two tall children and a short child.

If there’s an extra person, that person could coach. Or two extras could take turns being a passenger in another group.

How to Play: Ask two of the children in each group to do the following:

- Each child should grab his/her own left wrist with his/her right hand.
- Each child then grabs her/his partner’s right wrist with her/his left hand. (The facilitator should demonstrate this.)
- The partner then grabs the right wrist of the other person with her/his left hand. This creates a square-shaped seat with their arms.



When the pairs have each created a “chair,” they should let a third person sit on their “chair.”

- The person (passenger) being picked up should first lower herself into a sitting position.
- The “chair” pair should stand behind her and lower their bodies as well, bringing the chair into position.
- The person then sits on the “chair,” and puts her arms around the shoulders of the “chair” pair for balance.
- The pair slowly lifts together and walks forward carefully with the passenger.

If there’s time, give everyone a chance to be a chair, as well as a passenger.

Ask: Was it easier or harder to carry someone with the help of another person? Why?

- Did you feel stronger with another person?
- How is that like the family? (The family is stronger when we show love and help each other.)
- What do you think would happen if one of the chair people lost their grip?

- What would happen if the passenger started bouncing around or hitting the chairs?
- If you didn't feel safe, who could you talk to about safety?
(Another adult that you trust, such as your mother or your leader at school or one of your friends.)

(Adapted from: *Play It Fair Toolkit*, Activity 34. Equitas – International Centre for Human Rights, 2008.)

CONCLUSION (5 minutes)

Explain: Let's look at the **Convention on the Rights of the Child** again, this time Article 20.

You have the right to special protection and help if you can't live with your parents.

Ask: Who do you think might give you special protection if you couldn't live with your parents? (The leader of your village, the leader of your church, for example.)

Ask: Why do you think families are the best place to grow up? (You have people who love you and keep you safe and show you how to do the right things.)

CHALLENGE

Say: Last time we talked about finding something to do to HELP your family.

- This time, find something you can do this week to make someone in your family HAPPY.
- It could be a hug or saying that you love them or telling them that you're glad they're part of the family.
- Or you could show them how to make a four-handed chair and give someone else a ride.

Remind the children about the time for your next gathering.

Say: I can hardly wait to see you next time. Have a wonderful week!

FACILITATOR NOTES AND REFLECTIONS

How I feel about what happened with today's lesson:

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, 2008, p. 61.)

MATERIALS



A FAMILY

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 16

You have the right to marry and start a family.

Nobody should force you to marry.

***The family is the fundamental unit of society,
and government should protect it.***

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 20

*You have the right to special protection
and help if you can't live
with your parents.*

Here We Are Together

The musical score is written in 3/4 time with a key signature of one flat (Bb). It consists of three systems of music, each with a treble and bass clef staff. The lyrics are: "Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to - geth - er in our hap - py club. There's (name) and (name) and (name) and (name); Oh, here we are to - geth - er this bright, sun - ny day.†". Chord markings include F, C7, and F. Fingerings are indicated by numbers 1, 4, and 5. The piece ends with a double bar line.

Here we are together,* together, together;
 Oh, here we are together in our happy club. †
 There's (child's name) and (another name) and (another name) and (name);
 Oh, here we are together this bright, sunny day. †

***Alternate phrases:** Here we go a-snapping (snap your fingers)
 Here we are a-blinking (blink your eyes)
 Here we are a-clapping (clap your hands)
 (all jumping, all hopping, all stamping, etc.)

†Alternate phrases: on this rainy day
 because we're okay

Example:
 Here we go a-snapping, a-snapping, a-snapping,
 Oh, here we go a-snapping on this rainy day.
 There's (name) and (another name) and (another name) and (name);
 Oh, here we go a-snapping on this rainy day.

Improvise actions as suggested by the words, or other phrases.

To hear the melody: <https://www.lds.org/music/library/childrens-songbook/here-we-are-together?lang=eng&r=1>

