My Right To Be Me

THE RIGHT TO BE ACCEPTED AS A PERSON

AGE: 6-10

LEARNING POINTS

1. Each person has a right to have her or his birth legally registered.

2. Each person has a right to a name and a nationality.

3. Everyone has a right to be recognized as a person before the law.

MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Song: Here We Are Together (see previous lesson for the music)
- Story: Horton Hears a Who!
- Prompts for "Horton Hears a Who!"
- Word strips for "What's the Difference?"
- Word strips for UDHR Article 6
- Sample BIRTH CERTIFICATE for each child
- Pencils for the students
- Mini posters, including Article 6: A Person Before the Law
- Quote: A Person's a Person, No Matter How Small.

THE UNIVERSAL DECLARATION OF
Human Rights

THE RIGHT TO BE ACCEPTED AS A PERSON

Article 6
Everyone has the right to recognition everywhere as a person before the law.

SIMPLIFIED

You have a right to be accepted everywhere as a person according to law.

THE CONVENTION ON THE
Rights of the Child

THE RIGHT TO A NAME AND REGISTRATION

Article 7
You have the right to have your birth legally registered.

THE RIGHT TO A NAME AND A NATIONALITY AND A FAMILY

Article 8
Government should respect your right to a name, a nationality and family ties.

WELCOME (5 minutes)
Display the human rights mini posters for everyone to see.
Greet the children enthusiastically by name and ask them to sit in a circle.

Song: Here We Are Together (Music found at the back of Lesson 7 if needed.)
Sing or say the verses.

REVIEW (10 minutes)

Say, pointing to the mini posters: Look at all the human rights that we have learned about so far! That's quite an accomplishment!

- Last time we talked about the right to freedom of expression. We have the right to say what we think.

Ask: But when are we NOT allowed to say whatever we wish? (When it hurts someone's reputation or if it is not true or if it hurts their feelings.)

- Remember the story of Peter and his brothers? How did they solve the problem of sharing their ideas about the boat? (By apologizing and cooperating)

- Did anyone share the story of Peter and his brothers with your family or friends? How did they feel about it?

- Who remembers what the word stereotype means? (An idea about people or things that usually isn't right or even true. It can be hurtful when it's not true.)

INTRODUCTION (15 Minutes)

I have another story for you today, this time about a big elephant and some teeny tiny people that nobody can see.

Activity: Story, Horton Hears a Who!
Read or tell the story and show the pictures. (Found at the end of the lesson)

After reading the story, say: Some of us are big and some of us are small, but each of us is a person.

Ask: Beatriz, are you a person? Of course you are!

- How about you, Luiz?

- Are you a person, too, Jenny?

Explain: It makes no difference if we are big or small, girl or boy, each of us is a person.

Show the Horton quote and ask: What did Horton say about a person? Let's say it all together.

A person's a person, no matter how small.

Explain: Each of us is a person. Whether you are big or small, there are lots of ways that you are important.

Ask: How are you important in your family? (Take all answers, such as: They love you and would miss you if you were not there. You help with different chores at home.)

- How are you important in your school? Or in your town or village?

Activity: Follow Me (5 minutes)
Explain: Because each of us is a person, we have heads that turn, and arms and legs that move, and bodies that bend.

Say: Let's all stand up. I want you to follow me and do what I'm doing.

As you say the following words, do the actions and have the children follow you.

- Reach, reach, reach up really tall, tall, tall.
- Shake, shake, shake your hands up high, high, high.
- Shake, shake, shake your hands down low, low, low.
- Shake, shake, shake your right leg.
- Shake, shake, shake your left leg.
- Turn, turn, turn and sit down, down, down.

DEVELOP (20 Minutes)

Say: Now we're ready to talk together. It's true that each of us is a person, no matter how small, but we are each different from any other person in the world.

Explain: In the *Universal Declaration* it says we have a **right** to be accepted as a person.

Show and read the mini poster for Article 6 of the *Universal Declaration of Human Rights*.

You have a right to be accepted everywhere as a person before the law.

Ask: How do you think you can be accepted as a person? (Accept all answers.)

Explain: Thank you, those are good answers. In fact, the **best** way you get accepted as a person is to have a birth certificate.

Show a sample birth certificate. (Found at the back of the lesson.)

Say: This is a sample birth certificate. When you go to the doctor or when you go to school, if you have a birth certificate, this is how people know who you are, and that you are not somebody else.

Ask: Where do you suppose we get a birth certificate that says who we are?
(Give the children time to offer some answers.)

Say: Those are good ideas. Let me tell you what happens. Every time a baby is born, information about the baby is written down on a piece of paper and kept in a government office. That piece of paper is called a BIRTH CERTIFICATE for the baby.

Explain: YOU probably have a birth certificate. It may look something like this or it may be different. But it doesn't matter. A BIRTH CERTIFICATE shows that you are a person born in your country. It has your **name**, your **birthdate** and the **place** where you were born. Sometimes it also has your **mother's name** and your **father's name**.

Activity: Our Birth Certificate
Be sure you have the **word strips** ready if you are going to use them.

Ask two students to help you: one to hand out pencils and the other one to hand out copies of a *Sample Birth Certificate* to each student.

Explain: As we talk about this sample birth certificate, we will fill in the parts that we know with information about yourself as a baby. We will also add information about your parents as far as you know it. Don't worry if you can't fill it all out today.

FACILITATOR TIP: If there are students who cannot read or write well, have them sit with someone who can write. They can dictate the information so that everyone has a completed form to take home. If there are not enough children to help each other, have some of them come to you for help in writing the information.

Say: My name is _____ (give your full name.)

Point to a child and ask: What is your name? (Help the student give his or her complete full name – first, middle and last name.)

Point to another child and ask: What is your name? (Help the student give his or her complete full name – first, middle and last name.)

Ask the other children: Do they have exactly the same names? (No.)

Say: Our names are one of the things that make us different from other people in the world.

Write or post the word strip "Your NAME" on the chalkboard or on the wall.

- Everybody please write your name on your birth certificate.

Allow 2 or 3 minutes for name writing.

Say: My birthday is _____ (give the day, month and year of your birth).

Write the word or put the word strip DATE OF BIRTH on the board.

Say: We each have a different birthday. Even if we were born on the same day, we were born at different times of the day.

- Do you know when your birthday is? If you know your birthday, write it on your birth certificate. (Allow time for the children to write their birthdays.)

Explain: I was born in _____ (name the place where you were born, including the country).

Ask: Does anyone else know *where* they were born? (Let the children respond.)

Write or place the word strip" PLACE OF BIRTH" on the board.

Explain: **Place of Birth** means the place where you were born. That's important to know because that tells you what your **NATIONALITY** is. Your nationality is usually the country where you born. Is there anybody here who was born in another country?

Let the children respond, reminding them that their nationality is usually the same as the country where they were born.

Explain: If you were born in Kenya, you are a Kenyan. That is your nationality. If you were born in Mozambique, you are a Mozambican. That would be your nationality.

Ask: Who can tell me what your mother's name is?

As the children answer, *put the word strip "MOTHER'S NAME" on the board.*

Say: Please write your mother's name on your birth certificate.

Do the same with the **father's name** and *put the word strip "FATHER'S NAME" on the board.*

Say: If you know your father's name, please write that on your birth certificate.

Explain: These are the things that make us different from every other person in the world. Not one of you will have all this exact same information in exactly the same way.

- Even if you have the same name as someone else, you won't have the same birthday. Or you might have the same birthday, but you won't have the same mother's name. Everybody's information is a little different from everyone else.

- This helps people know who you are, especially as you get older.

Say: Don't worry if you can't fill out the whole birth certificate today.

- When you're finished, hold up your hand so I'll know when we're all done.

Activity: Memorizing UDHR Article 6 (10 minutes)
Say: Let's all read Article 6 together.

You have a right to be accepted everywhere as a person before the law.

Explain: That means you have a name and a nationality and probably some relatives. This is so important that we should memorize it. Let's read it together again.

Use the Article 6 word strips at the back of the lesson, and lay them on the floor in the proper order. Students should stand or sit so that they can see them.

FACILITATOR TIP: if you have a chalk board, write the sentence on the board instead of using the word strips. Write the sentence without any breaks, but use the diagram below as a guide for keeping the phrases short that you are going to erase.

Diagram: YOU HAVE / A RIGHT / TO BE ACCEPTED /
EVERYWHERE / AS A PERSON / BEFORE / THE LAW

- After reading it together, erase one of the phrases or remove one of the word strips.
- Read the article together again, filling in the missing word or words as you say it. Call on a few students to read the sentence alone, supplying the missing word.
- Remove another word strip or section and repeat the sentence again, first all together, and then a few students alone (different ones than before).
- Repeat this process until all of the words are erased or all of the word strips are off the floor and everyone can repeat the article without reading any of the words.

Ask groups of three or four to come to the front and repeat the article together.

Say: That was great!

CONCLUSION (5 minutes)

Say: Each of us has a right to a name and a nationality. Most of us have a birth certificate.

Show the sample of Birth Certificate again.

Explain: This makes it possible for you to be accepted as the person you say you are everywhere you go.

Place the mini poster with the other posters where the children can see it.

CHALLENGE

Say: Let's all do three things this week:

1. Share the story of Horton and the Whos with your family and friends. Don't forget to tell them that a person is a person, no matter how small.
2. Show the Sample Birth Certificate to your family.
3. Ask someone in your family to help you complete any information you did not know.

Explain: If you can't find the information, we'll talk about where to find it at our next lesson, especially if you remind me.

Remind everyone of the time when the class meets again.

FACILITATOR NOTES AND REFLECTIONS

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

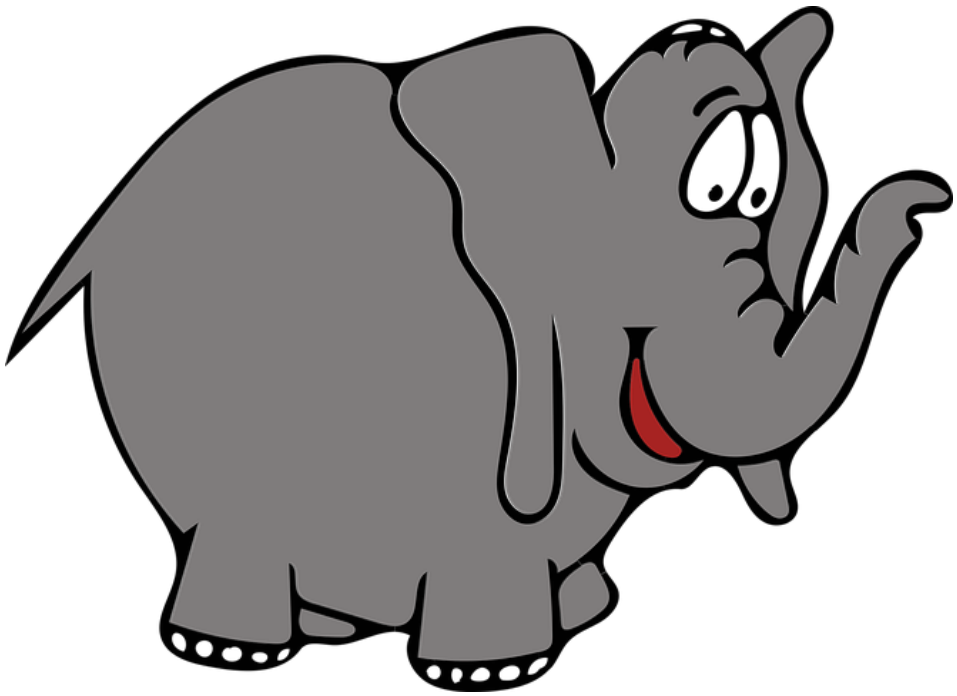
(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences.* Council of Europe, 2008, p. 61.)

HORTON HEARS A WHO

1 Horton was a thoughtful and kind-hearted elephant who lived in the jungle. He had big, floppy ears and a long, snake-like trunk. His big ears helped him to hear very quiet sounds.

Because he was big and strong, he could also use his trunk to help the other animals.

One day while playing in a pool, he heard a very faint sound, a sound so soft and quiet, he could barely hear it.

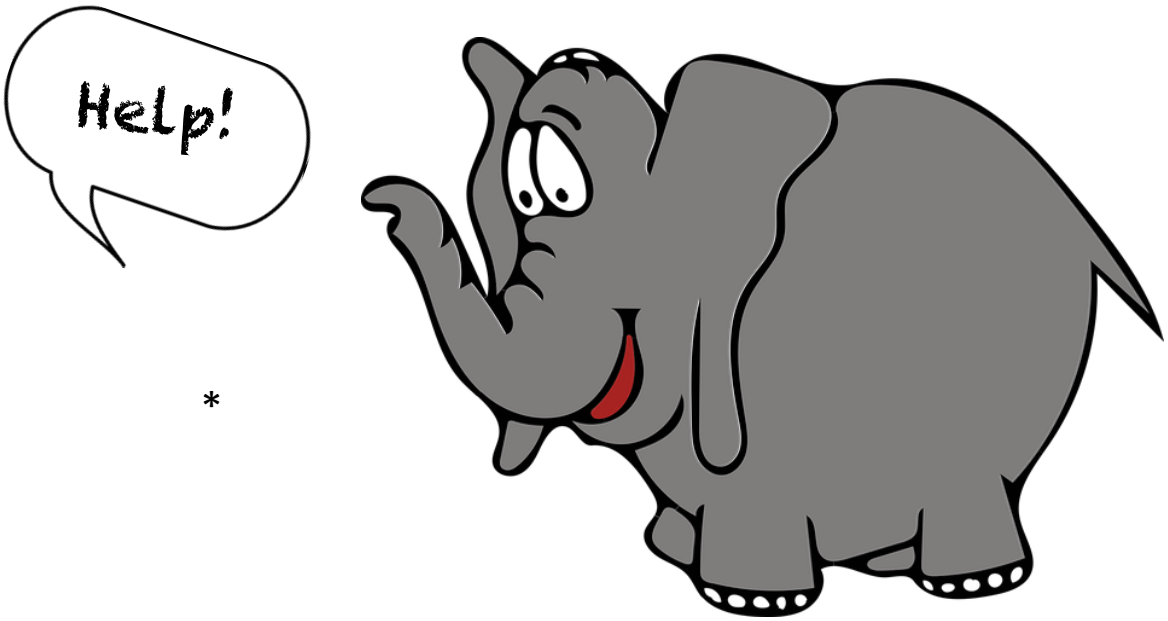


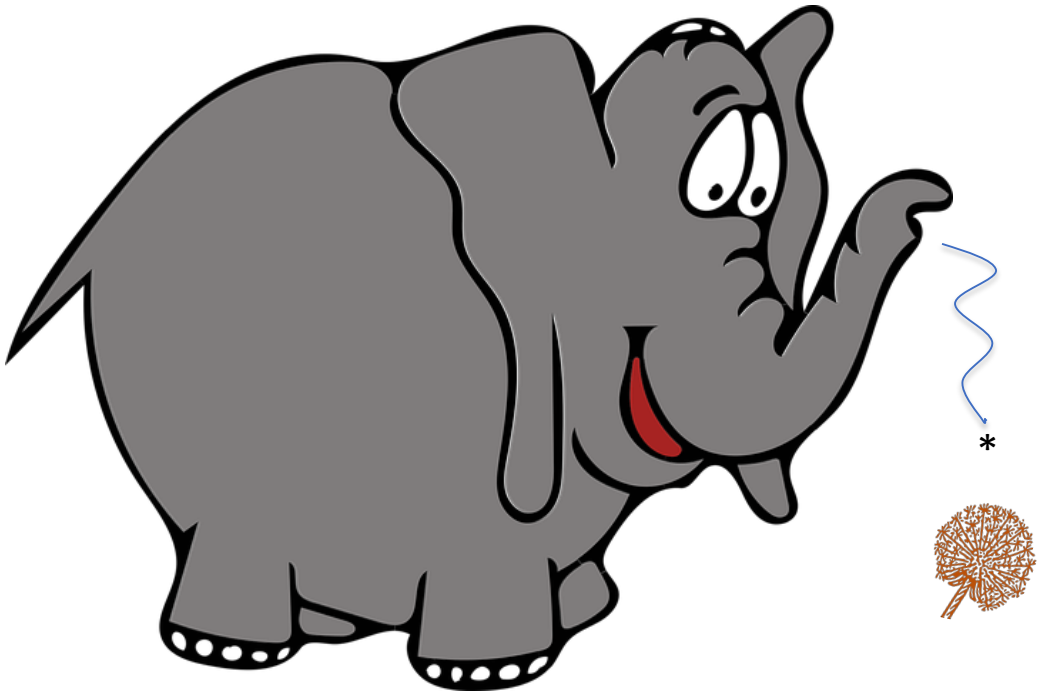
2 He looked around, but he could not see anyone. Except for a small spot of dust.

It seemed to Horton that a very tiny person was calling out for help from that very small spot of dust.

He listened again. And, yes, he did hear the very small voice of a very small person.

He couldn't see the person, but he decided to help because "a person's a person, no matter how small."





3 Horton learned that the tiny spot of dust was home to a whole little town called Who-ville. It was filled with tiny people called Whos.

Horton wanted to help them. He said,

I'll just have to save them
Because, after all,
A person's a person,
No matter how small.

So he promised to protect his tiny new friends and get them to safety, away from his pool of water where they might fall in and drown.

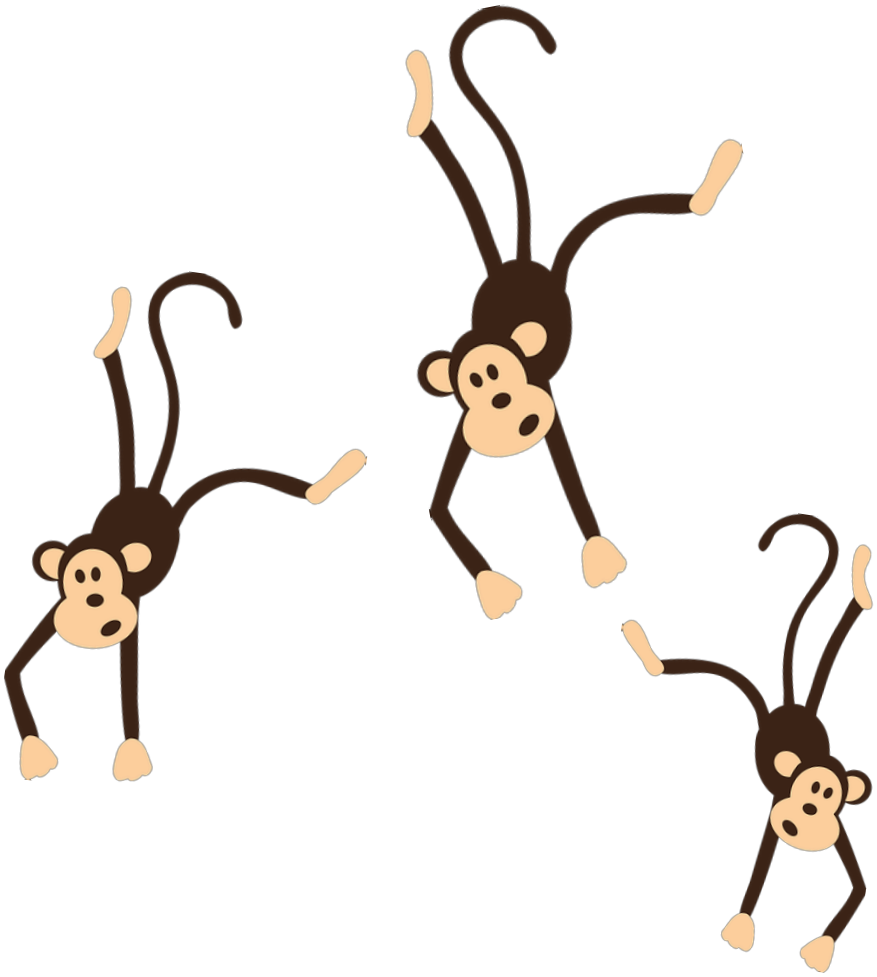
He carefully placed the spot of dust on a clover flower.

4 Suddenly, a very commanding and disagreeable kangaroo and her baby showed up. They had smaller ears and they were very mean, and they couldn't hear a thing. They thought Horton was crazy. "You're a fool," they said.

So they jumped in the pool with a great big splash, trying to wash away the little spot of dust.

But Horton quickly stretched out his long trunk and picked up the clover and hurried away.

5 This made the mama kangaroo so mad that she told the monkeys about Horton and his silly story about small people on a spot of dust.



The monkeys quickly swung down from the trees but they couldn't hear the Whos, either. So they jumped on Horton and climbed up his trunk and grabbed the clover with the little dust spot before the elephant could stop them.

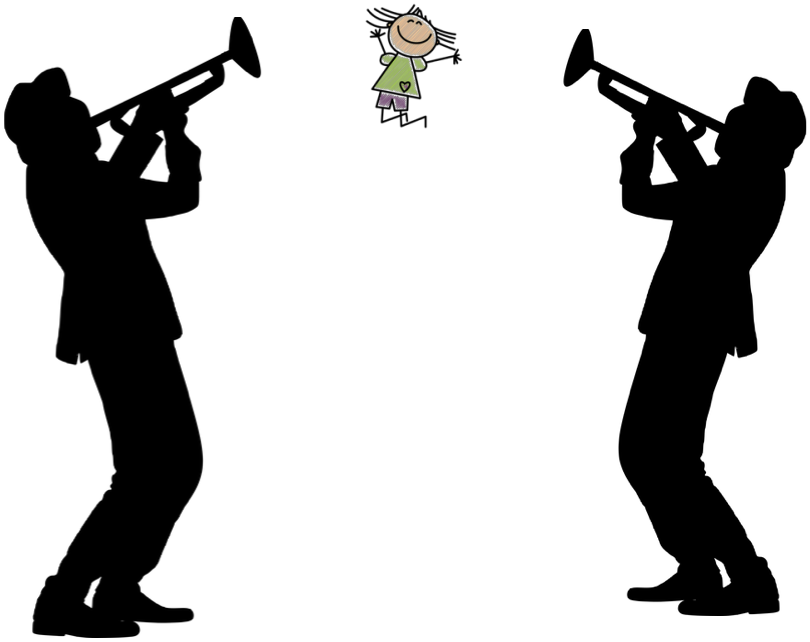
Off they ran as fast as they could, determined to get rid of the pesky clover. And they almost succeeded. But Horton refused to give up. He called out to his little friends and told them that now was the time to let everyone know that they were there.

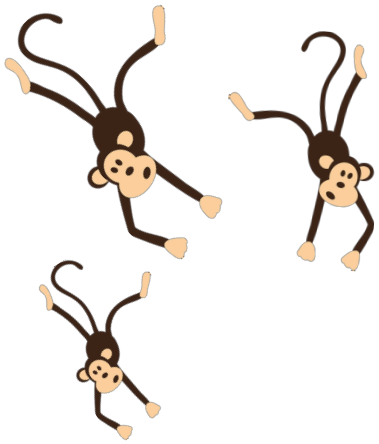
He explained just what to do:

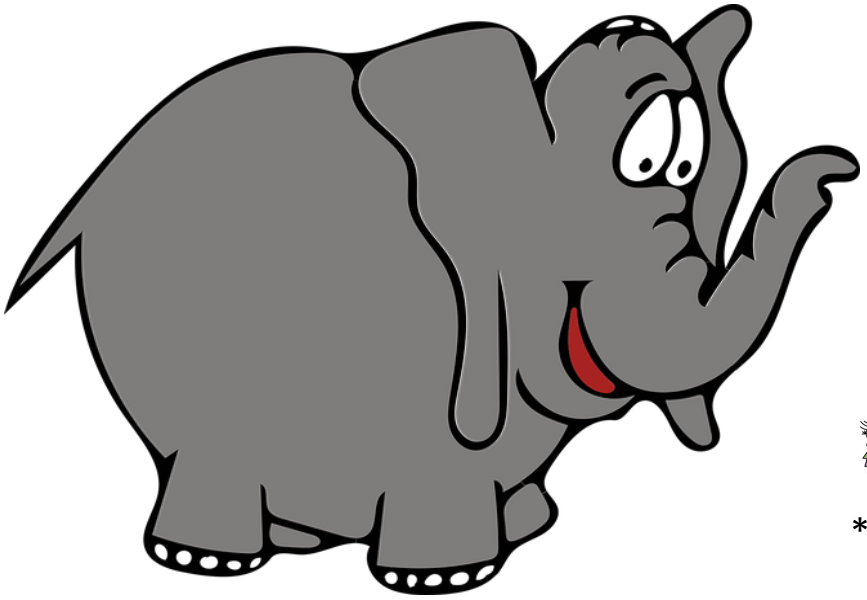
So call a big meeting.
Get everyone out.
Make every Who holler!
Make every Who shout!

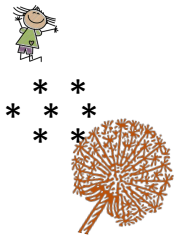
6 The Whos in Who-ville all came running to help make a great big noise. They sang and they yelled. They pounded and banged, and they blew their horns, trying to make the other animals hear them and believe that they were real. But the animals STILL couldn't hear them.

Desperately, the mayor of Who-ville went racing through the town until he found one little Who that wasn't making any noise at all! "You have to help us," cried the mayor. So the little Who opened her mouth and added her voice to all the others – and it worked! At last the animals could hear them.









7 “They’ve proved they ARE persons, no matter how small.
And their whole world was saved by the Smallest of ALL!” said Horton happily.

The other animals all gathered around the little clover. They finally believed Horton and learned a big truth, that little people are people, too. They are important and should be protected and cared for. And the animals all promised to do just that – take care of their new little friends. “Because, after all,” said Horton,

“A person’s a person
No matter how small.”

(Adapted from: Dr. Seuss, Horton Hears a Who, New York: Random House, 1954.)

PROMPTS FOR THE STORY REVIEW
(To be used only if you have extra time)

1. Horton with big ears
- How do Horton's big ears help him in this story? (He can hear the Whos.)
- Do you think you could hear the little people?

2. Horton with a spot of dust
- Who does Horton hear while he is in the pool? (A little voice calling for help.)
- What does he see? (A little spot of dust.)
- Can Horton see the little people? (No.)
- How does he know the little people are on the speck of dust? (He hears them.)

3. Horton putting the small spot of dust on a clover flower
- Why does Horton decide to help the little people? Accept all answers.
  (Because they are people even though they are small.)
- What does he do to help them?
  (He puts them on a clover and uses his trunk to protect them.)

4. Mother and baby kangaroo making fun of Horton
- Why does the mother think Horton is crazy?
  (She can't see the Whos, so she doesn't believe him.)
- How do the mother kangaroo and her baby try to destroy the spot of dust?
  (They jump in the pool and make a big splash.)

5. Monkeys swinging down from the trees
- Can the monkeys hear the little people on the flower? (No.)
- Why are the monkeys trying to take the flower from Horton?
  (They don't believe Horton so they want to destroy the flower.)

6. The Whos running to make a big noise
- Why does Horton tell the people in Whoville to make a big noise?
  (He wants the other animals to hear the little people.)
- If you were asked to make a big noise, what would you do?
  (Let the children respond. Accept all answers.)
- Who helps them make a bigger noise? (The littlest Who, found by the mayor.)

The littlest Who making a big, big noise.
- What happens when the littlest Who helps makes a big, big noise?
  (The other animals can finally hear the Whos.)

7. The animals gather around Horton and the Whos.
- Why do you think the littlest Who is an important person in this story?
  (She helped save the Whos by adding his voice to make a big noise.)

“ A person’s

a person

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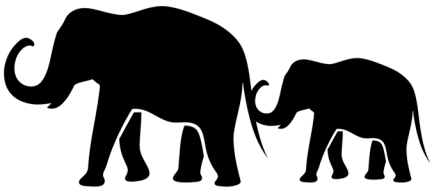
small. ”



Dr. Seuss

Seuss, Dr. *Horton Hears a Who!* New York: Random House, 1954.

Your NAME

Date of Birth

Place of Birth

Mother's Name

Father's Name

Birth Certificate

Birth Certificate

Name: _____

Date of Birth: _____

Place of Birth: _____

Mother's Name: _____

Father's Name: _____

Article 6

You have

a right to

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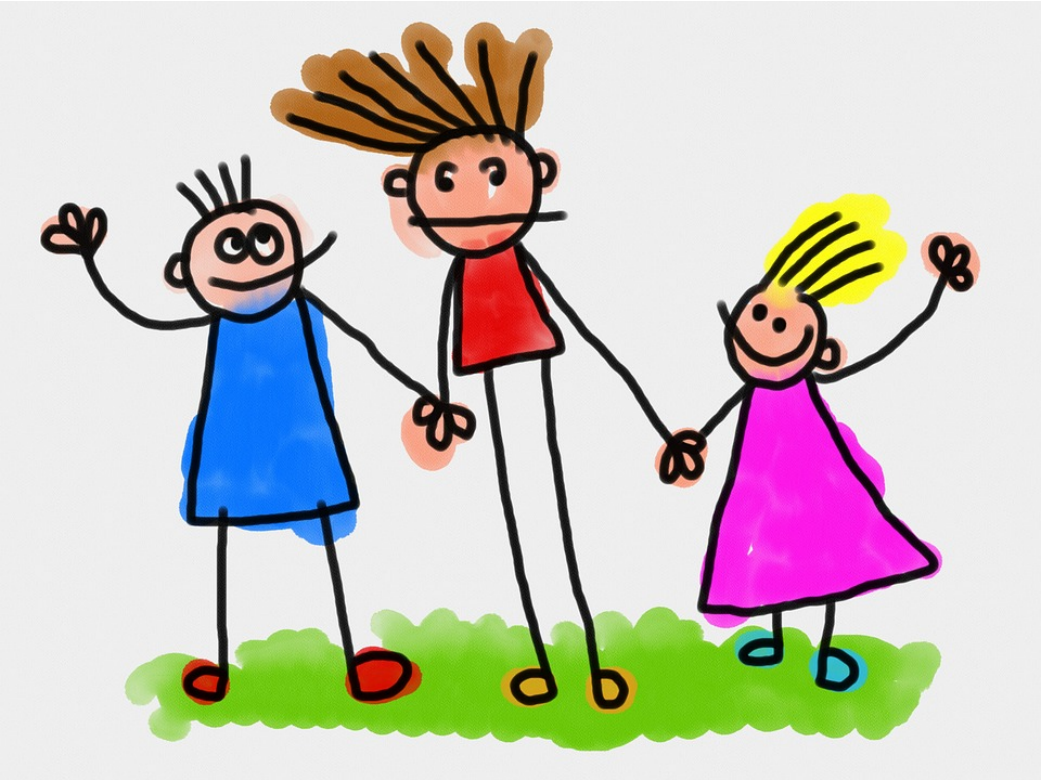
The RIGHT to be



ACCEPTED as a PERSON before the LAW

UDHR 6 and CRC 7 and CRC 8