

# My Right To Be Me

## RECOGNITION AS A PERSON BEFORE THE LAW

AGE: 11 - 16



### LEARNING POINTS

1. Each person has a right to have his or her 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
- Chalkboard or large paper
- 2 photos of children
- Word strips for photo activity
- Birth Certificate
- Sample Birth REGISTRATION, copy for each student
- Pencils for the students
- Paper for the students
- Word strips for UDHR Article 6
- Mini posters, including Article 6, Recognition as a Person
- Image, Horton the elephant
- Quote, "A Person's a Person, No Matter How Small."

## THE UNIVERSAL DECLARATION OF Human Rights

### RECOGNITION AS A PERSON BEFORE THE LAW

#### 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

### RIGHT TO A NAME & REGISTRATION

#### Article 7

You have the right to have your birth legally registered.

### RIGHT TO A NATIONALITY & FAMILY

#### Article 8

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

**WELCOME** the participants warmly. Make sure that all the mini posters from the previous lessons are displayed around the room where the students can see them.

**Song: This Little Light of Mine**

Sing with great enthusiasm. (If needed, music can be found at the back of Lesson 5.)

**REVIEW** (10 minutes)

Say: I hope you've all been busy doing good things and especially letting your light shine!

Ask: Does anyone want to share how you let your light shine last week? (Allow answers.)

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

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

- What do you remember about the story of Malala? (Review if necessary.)
- How did the people who didn't want her to express her feelings try to stop her?
- Why were they not successful?
- Who can tell us what "evolving capacities" means? (Your ability to take care of yourself grows as you mature and have more experience in making good decisions.)

**INTRODUCTION** (10 Minutes)

*Before the lesson*, select a photo of one of the children from the materials at the end of the lesson. ("Who Is This?")

Ask: Have you ever wondered what it would be like if you didn't have a name or an identity?

Show the photo to the class and point to a child in the picture, but do *not* say when or where the picture was taken.

Ask: What can you tell me about this child?

- Who is he/she? Where do you think the child lives?
- What is the child doing?
- In what ways may the child be like you?
- In what ways may this child be different than you?

Allow the youth to discuss the photo.

**Activity: Find the missing person**

Ask: What kind of information would you need if you were asked to find this child so that we could talk or write to him or her?

Allow class members to come up with their own ideas. List them on the chalkboard or the flipchart, using just one or two words for each suggestion, such as NAME, COUNTRY, etc. (If you don't have a chalkboard, use the word strips at the end of the lesson.)

If they need help, guide them to include the following:

- The child's NAME
- WHERE he or she lives. Help students be specific about where they live.  
Ask: Would knowing the country they live in give us enough information to find them?  
  
What else do we need besides just the country? (The city or town or village)
- WHEN the picture was taken.  
Ask: What if this was taken many years ago – would the child still look the same now as when the picture was taken?  
  
If we knew when the child was born, we could know how old he or she is now.
- WHAT gender the child is.  
Ask: Do you think that would help you find the child – would it be important to tell someone that we are looking for a boy or girl?
- WHO the parents are.  
Ask: Would it help to know who the parents are and their names?

Explain (while posting the word strips or adding to what is already on the chalkboard):

- |                 |  |
|-----------------|--|
| NAME            | (Post the word strip) From what we've just talked about, in order to find someone or to identify them as a person different from everyone else in the world, we need to know their <i>name</i> . |
| DATE OF BIRTH   | (Post word strip.) How old they are or their <i>birthdate</i> .  |
| WHERE THEY LIVE | (Post word strip.) The place where they live – the village or town or city and country.  |
| WHAT GENDER     | (Post the word strip.) Male or female.   |
| FATHER/ MOTHER  | (Post the word strip.) Maybe the parents' names.   |

Share the information associated with the photograph: Where the photo was taken and when it was taken.

## **DEVELOP** (20 Minutes)

Ask: If someone were trying to find YOU, what kind of information would they need? (The same kind of information that we just talked about.)

- What distinguishes you as a person different from all other people in the world? (Your name, your birthdate, the place where you were born, your sex and the names of your father or mother.)

Say: No one else in the world can give all this information in the same way as you can. You are quite unique, one of a kind!

Ask: Where could someone find this information? (Take all answers.)

Explain: Let me tell you what happens. In most countries, when a baby is born, this information is written down and kept in a government office – the baby’s name and parents and all the things we’ve just talked about.

Point to the word strips.

Say: When you were born, your parents or the doctor or the nurse probably filled out a REGISTRATION FORM, and the registration form was taken to a government office.

Show a sample Birth REGISTRATION form.

Explain: The person in the government office then gives the parents a BIRTH CERTIFICATE for the baby.

Show a sample Birth CERTIFICATE form.

Explain: Most countries require that every birth be registered. It is very likely that *your* birth was registered.

- These are two important pieces of paper. One is given to your parents and the other is kept in a government office.

Ask: What is the difference? (One has more information than the other. One stays with the parents, the other one stays in a government office.)

### **Activity: A Sample BIRTH REGISTRATION Form**

Ask two students to hand out pencils and copies of a *Sample Birth REGISTRATION Form* to each student.

Explain: This is a sample birth REGISTRATION form.

- I want you to fill out the form with information about yourself as a child, and information about your parents as far as you know it.
- When you’re finished, hold up your form so I can collect it. I’ll give it back to you today before you go home. (Have a student collect the forms and bring them to you.)

**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 youth to help each other, have some of them come to you for help in writing the information.

Explain: No matter exactly what it looks like, the registration form is filed or saved in a government office in the place where you lived when you were born. When your birth is registered at least three things happen:

1. Your name is written down and recorded in a government office.
2. You are recognized as a person born in your country.
  - This means you have a *nationality*. (Write the word *nationality* on the chalkboard.)
  - A person's **nationality** is the country where they are a citizen. It is usually in the country where they were **born**.
3. You are recognized everywhere as a person with rights before the law.

**Activity: Memorizing Article 6**

Show the mini poster for Article 6 of the UDHR.

Ask: Who would like to read for us what Article 6 says about our newest right?

*You have a right to be recognized everywhere as a person according to the law.*

Explain: “Recognized” means you should be accepted everywhere as a person.

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

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 breaks below to show phrases to be erased.

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

Read the article together two or three times.

Erase one of the words or remove one of the word strips

Read the article together again, filling in the missing word or words.

Call on a few students to read the sentence alone, supplying the missing word.

Remove another word strip or erase another 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 – you guys are brilliant!

**OPTIONAL:** If using words strips, you can end the activity by putting them back in order.

Say: Now let's put Article 6 all back together again!

Hand each word strip to a different student, out of order. (If you have enough students, ask someone who hasn't been up in front yet.)

Explain: Arrange yourselves in the right order so everyone can see the article.

When the students are properly arranged, say: Let's say it together one last time.

**Activity: Writing Article 6, UDHR**

Ask two students to hand out pencils and paper to everyone.

Explain: To help us remember this article, we are each going to write the main words. I'll tell you the words and you write them.

Say: If you need a word spelled, raise your hand and I'll help you.

You – right – accepted – everywhere – person - law

Read the words slowly, giving students enough time to write each word before reading a new one. When finished, read the entire sentence, filling in the missing words.

Say: Well done! This will help us remember Article 6.

**CONCLUSION** (5 minutes)

Ask: Does anyone know what the story called "Horton Hears a Who" is about?

Show the picture of Horton and a Who at the back of the lesson.

Say: It's a story about a kind-hearted elephant named Horton, who lives in the jungle. One day he hears a tiny voice calling out to him from a tiny speck of dust. It turns out that a whole village of little people called Whos live on that speck of dust. None of the other animals can hear the voice, so they make fun of Horton and try to destroy the speck of dust. But Horton protects the little people until they finally manage to make a big enough noise with the help of the littlest Who in Who-ville. And that's when all the other animals in the jungle can hear them.

Show the quote and say: This is what Horton says to the little people:

Don't give up.  
I believe in you all.  
A person's a person,  
No matter how small.

Ask: Why is it important to understand that we all have the right to be recognized as a person whether we are big or small? (Let the students share their ideas.)

Ask some or all of the following questions, calling individual students by name:

- Andrea, what information is contained in a real birth registration form? (Your name, your birthdate, the place where you were born, your sex and the names of your father or mother, etc.)
- Nelson, where would you have to go to find a copy of someone's birth registration form? (A government office.)
- Marissa, why might it be important to have your name and birth information written down and saved in a government office? (It tells who you are.)
- Beth, where do you get a birth certificate? (The person in the government office gives your parents a birth certificate after they fill out a birth registration form.)
- Amir, why might it be useful to have a birth certificate? When might you need to use a birth certificate? (When you begin going to school for the first time or want to vote when you get older or when you want to get a driver's license.)

If they don't know the answer, other students can help.

Say: Until we meet next time, let's try to treat everyone, no matter how small, as an important person.

### **CHALLENGE**

Explain: Let's do three things this week:

1. Share the information on the sample birth registration form with someone in your family.
2. Ask your parents if your birth has been registered.
3. Complete any information you did not know, by asking someone in your family who might have the information.

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

Return the Birth Registration forms to the students to take home. If you have a big class, divide the papers in half and ask two youth to stand at the exit and call out student names so they can give the forms back to the right people.

## 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.)



PHOTO: Who Is This?



Jakarta, Indonesia  
1998

PHOTO: Who Is This?



Phnom Penh, Cambodia  
2001

**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: \_\_\_\_\_

### Sample Birth REGISTRATION Form

Child	1. Child's Name (First, Middle, Last)	2. Time of birth	3. Sex	4. Date of birth (Day/Month/Year)
	5. Where the child was born (Village, Town or City)		6. State, District or Province / Country	
Mother	7. Mother's current legal name (First, Middle, Last)		8. Date of Birth (Day/Month/Year)	
	9. Mother's Name prior to first marriage (First, Middle, Last)			
	10. Mother's Birthplace (Village, Town or City / State, District, or Province / Country)			
Father	11. Father's Name (First, Middle, Last)		12. Date of Birth (Day/Month/Year)	
	13. Father's Birthplace (Village, Town or City / State, District, or Province / Country)			

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# THE RIGHT TO

# RECOGNITION AS A PERSON BEFORE THE LAW



UDHR 6

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

Article 6

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



You have

a right to

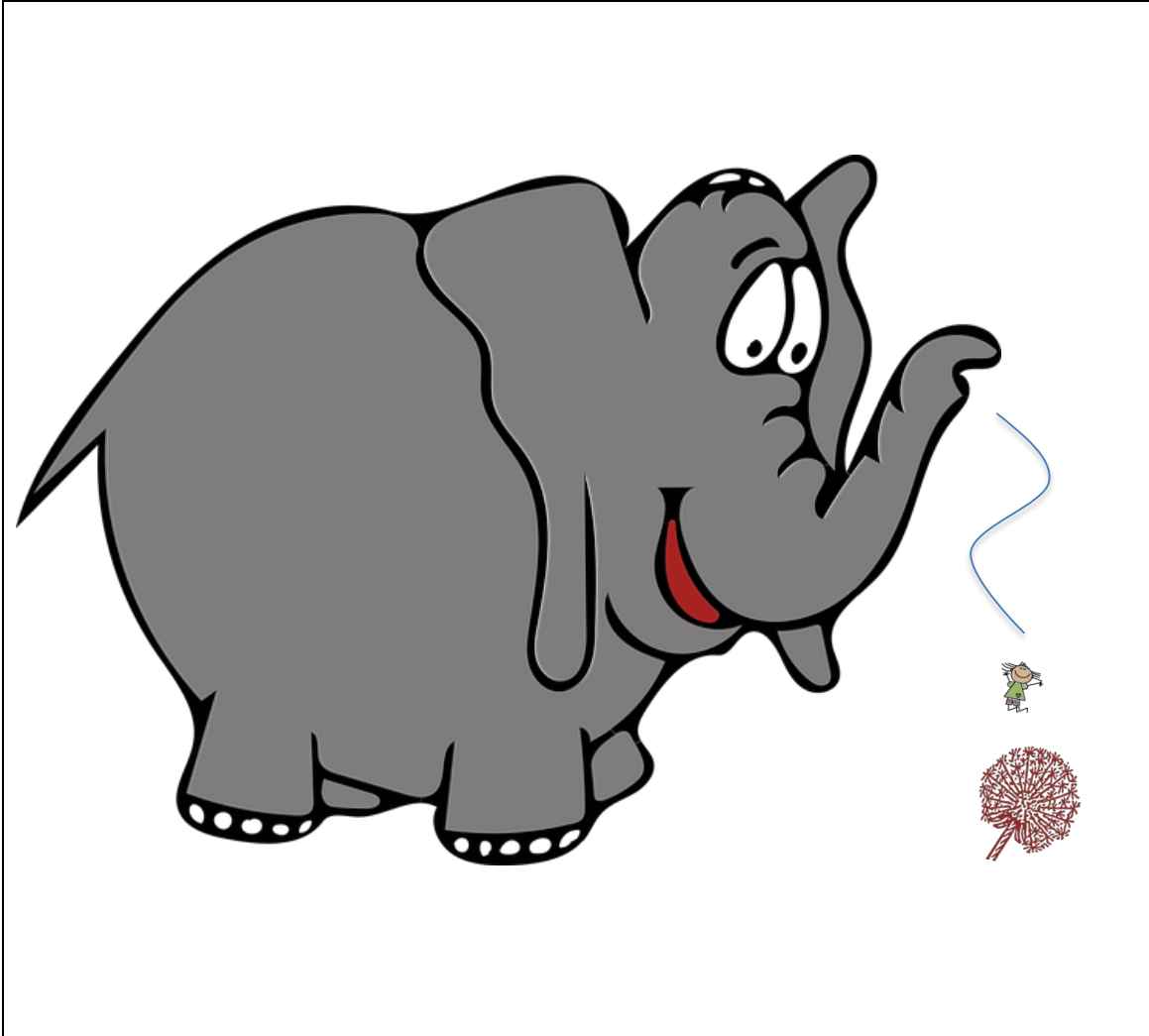
be accepted

everywhere

as a person

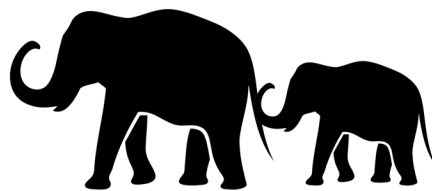
before

the law.



Horton Hears a Who!

“A person’s  
**a person**  
no matter how  
**small.”**



*Dr. Seuss*

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