

# 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.

### 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

## 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.*

## **WELCOME & WARM-UP** (5 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.

### **Activity: Song, Here We Are Together** (Music at end of lesson.)

Sing with enthusiasm and delight

## **REVIEW** (5 minutes)

Show the picture of a family.

Say: Does anyone want to share what you did to help your 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**

### **Activity: The Washing Machine or The Laundry** (5 minutes)

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.

Ask: How does that make you feel when people say good things about you? (We feel good.)

**FACILITATOR TIP:** It's best if you have at least 8 to 10 children to play this game. You can use it while waiting for everyone to arrive as soon as you have that many in class.

Play this game regularly – not every time, but a couple of times a month. 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). It's best if you have at least 8 to 10 children to play this game.

## **DEVELOP & DISCUSS** (10 minutes)

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

### **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.

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

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

## **CONCLUSION** (5 minutes)

Ask: Can anyone think of a reason why we all have the right to have a family, even though our families may look different from each other?

(We all need love, we need someone to take care of us and teach us good things, etc.)

- Each of you should feel that your family is wonderful just because it is yours.

## **CHALLENGE**

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

- This week, find something you can do to make someone in your family HAPPY.
- It could be a hug or saying that you love them or giving them a compliment like we did with the Washing Machine game, or telling them that you’re glad they’re part of the family.

## **WELCOME & WARM-UP** (5 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.
- 

**Activity: Song, Here We Are Together.** (Music at end of lesson.)  
Sing with enthusiasm and delight.

## **REVIEW** (5 minutes)

Say: Last week we played the Washing Machine game that made us feel happy when we heard kind words of praise and encouragement and love.

Ask: Does anyone want to tell us what you did to make someone in your family happy?

## **INTRODUCTION** (5 minutes)

### **Activity: Johnny's Family**

Show the image of the family from last week, 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 2 or 3 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 from 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.

## **DEVELOP & DISCUSS** (10 minutes)

### **Activity: The 4-Handed Chair**

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.

**FACILITATOR TIP:** If your class is very large, you may wish to have only two or three groups come to the front to demonstrate the activity.

Create groups of three children each. Make sure the third person (the passenger) is smaller than the two people who create the “chair.”

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 down into position for the passenger to be seated.
- The person then sits on the “chair,” and puts her arms around the shoulders of the “chair” pair for balance.
- The chair pair slowly lifts together and walks forward carefully with the passenger.

**If there’s time**, and your class is not too big, 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?

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

**FACILITATOR TIP:** CAUTION! Remind the children that this game is **only** to be played with adult supervision so that no one gets hurt.

## **CONCLUSION** (5 minutes)

- 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 chair people?

- If you didn't feel safe, who could you talk to about safety?  
(Another adult such as your mother or your leader at school or one of your friends.)
- 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: Families are stronger when everybody works together.

- Show your family how to make a four-handed chair and give someone a ride. Have an adult nearby to make sure no one falls or gets hurt.

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

Lesson and Date \_\_\_\_\_

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.)

Make two copies of this page so you have one for each lesson.

**MATERIALS**



A FAMILY



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 UNIVERSAL DECLARATION OF HUMAN RIGHTS

# Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,\* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

Here we are together,\* together, together;  
Oh, here we are together with our happy face.  
There's (child's name) and (another name) and (another name) and (name);  
Oh, here we are together in our happy place.

**\*Alternate phrases:** Here we go a-walking      Here we are a-singing  
Here we go a-marching      Here we are a-clapping

Improvise actions as suggested by the words.  
The list above is only a few of the possibilities.  
Consider other phrases that might fit the music and the occasion.

To hear the melody:  
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>