

# Lesson 5A - Family, a Beautiful Thing

## Right to Marriage and Family

Your family has the main responsibility for guiding you so that as you grow up, and your evolving capacities increase, you can learn to use your rights properly. Government should respect this right.

*The Convention on the Rights of the Child, Article 5*



### Learning Point:

Help students recognize that parents and families have a role in supporting and guiding their children to make good decisions as their abilities grow and develop.

### 1. WELCOME (5 minutes)

**Chant and Song: “Be Our Best”** (page 4)

The song will be part of the review.

### 2. REVIEW

**Activity: Questions in a Box** (page 31)

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings Verse 1 of “Be Our Best.” When the teacher holds up the Talking Stick, the song stops, and the student holding the box pulls out a question and answers it. Others can help. Start the song again and continue passing the box. End the game after 4 questions.

### 3. INTRODUCTION (15 minutes)

**Ask a student to read Article 5** (page 31)

Tell the class to listen for a very interesting idea called “your evolving capacities.” It means “your growing abilities” or “as you mature.”

Show the **Marriage and Family mini poster** (page 33), and explain that families are so important that one of the CRC Articles focuses on the family.

*Question:* What is this article saying?

**Show Family Photographs** (page 32)

- What kinds of families do you see?
- How does this relate to growing up or “evolving capacities” in article 5?
- Who is it that guides your decisions?
- Why do we need a family? (More optional questions about families are found on page 31.)

Explain that even though your family may not look like one of the photos, the people you live with are your family. We need each other.

### Activity: The Human Chair

1. Have students get in groups of 3.
2. Two people form the chair:
3. With your right hand, grab your left wrist or forearm. Your partner does the same.
4. Both of you, with your left hand, grab just below your partner’s bent, right elbow, forming a square-shaped “chair.”
5. Lower the “chair,” and let the third person sit on the “chair” with their arms around the shoulders of the chair people.
6. Carry the sitting person a few steps.
7. Make sure students do this activity safely!



*If your class is very large, you may have only 2 or 3 groups demonstrate.*

### 4. DEVELOPMENT (5 minutes)

- Was it easier or harder to carry someone with the help of another person? Why?
- What would happen if the passenger bounced around or hit one of the carriers?

### 5. CONCLUSION (5 minutes)

- How is this chair activity like living in whatever kind of family you have? (Each person has a different role or strengths that help others, we learn cooperation, each one is important.)
- Why are families such a beautiful thing, no matter what they look like?

### 6. CHALLENGE

- This week, think about how someone that you know handled a difficult situation. Be ready to share it in class next time.
- If appropriate, try using a Talking Stick to discuss problems and strengthen your family. You sit in a circle and pass the Stick to each person. Each one identifies 3 things:
  - The problem
  - What he/she can do to solve it
  - What he/she needs from others.(Calling the Circle, Christina Baldwin)

### Activity for Review: Questions in a Box

Write or print each question on a separate strip of paper.

1. What does the word “Bullying” mean?
2. What is an Upstander?
3. What is a Bystander?
4. With whom does kindness begin?
5. Give us a phrase that you could use to stop a bully.

#### Answers:

1. **Bullying** occurs when someone purposely does something to hurt or to make you feel bad, and does it more than once.
2. **An Upstander** is a person who sees bullying and STANDS UP to the bully by speaking out to stop it or getting help from a trusted adult.
3. **A Bystander** is a person who sees bullying and STANDS BY watching, doing nothing to stop it.
4. **Kindness** begins with me.
5. Stop it! Not cool! Knock it off. Cut it out. That was not funny. That was mean. That is bullying.

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### Article 5

**Your family has the main responsibility for guiding you so that as you grow up and your evolving capacities increase, you can learn to use your rights properly. Government should respect this right.**

*The Convention on the Rights of the Child*

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### Optional Questions About Families

- How is our **community or city** a family?
- How is our **country** a family?
- How are countries that came together to write the Human Rights like a family?
- How are we a **world** family?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

## Lesson 5A - Family, a Beautiful Thing

### Family Photographs





## The Right to Marriage and a Family

UDHR 16 and CRC 5

# Lesson 5B - Family, a Beautiful Thing

## Right to Marriage and Family

Every adult has the right to marry and have a family if they wish. Men and women have the same rights when they are married, or when they are separated. No one can force you to get married. The family is the most important unit of society and should be protected.

*The Universal Declaration of Human Rights, Article 16*



### Learning Points

1. The family is the most important unit of society and should be protected.
2. When you are legally of age (usually 18 years old) you have the right to marry or not marry.

**Preparation: Display the mini posters and class rules.**

### 1. WELCOME (5 minutes)

**Song, “Be Our Best” chant** (page 4)

### 2. REVIEW

*Remember to use the Talking Stick.*

- Would someone tell us about your experience using the Talking Stick with your family?
- Turn to the person next to you and share the story of someone who did something difficult.

### 3. INTRODUCTION (10 minutes)

**Have a student read UDHR Article 16** (page 35).

Ask students to listen for at least four important things about the family as the student reads.

#### Questions

What did you hear? Accept all answers.

1. Every adult has the right to marry and have a family if they wish.
2. Men and women have the same rights when they are married or separated.
3. No one can force you to get married.
4. The family is the most important unit of society and should be protected.

#### Activity: Balkissa The Girl Who Said “No” to Marriage

Show the picture of Balkissa and read the story (page 35).

Explain: While I read the story, think about the people and what they say, because we will act it out afterwards.

### 4. DEVELOPMENT (15 minutes)

**Activity: Drama in the Family** (page 35)

#### Questions

- Who can help us act it out?
- Who are the people in this story?
- Who remembers what happens in the story?

#### The Play

1. Assign characters.
2. Talk through each action.
3. Allow students to create their own dialogue based on the story.
4. Have them come to the front of the room and step forward whenever it is their turn to speak.

**Read Article 16 together again.**

### 5. CONCLUSION

- Why would it be important for families to counsel with each other?
- How did knowing about her human rights help Balkissa?
- What are the laws in your country about child marriage?
- How does knowing about your human rights help you in your life?

### 6. CHALLENGE

- Counsel with your family about the family story that you shared at the beginning of class today, and how it was resolved.
- Invite your family to consider other possible solutions.
- Ask them to act it out with you.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

### Article 16

**Every adult has the right to marry and have a family if they wish. Men and women have the same rights when they are married, or when they are separated. No one can force you to get married. The family is the most important unit of society and should be protected.**

*The Universal Declaration of Human Rights*

### Activity: Balkissa, The Girl Who Said “No” to Marriage

When Balkissa was 12 years old, her father promised her as a bride to her cousin when she turned 16. She did not want to marry her cousin and quit school. But when she turned 16, marriage preparations began. She asked her parents to stop the marriage, but her mother had no power. Her father couldn't help her because in their tradition the oldest uncle, who was her cousin's father, had the right to make these decisions for the children of his siblings.

Where could she get help? Balkissa asked her school principal what to do. He told her about a group who helped her take legal action against her father and uncle for forcing her into a marriage she did not want. In court, Balkissa's uncle claimed it had been a big mistake. The case was dropped.



Balkissa thought she had won. But then her uncle threatened to kill her unless she married her cousin! Balkissa quickly escaped to a women's shelter. Fortunately, her uncle realized he might end up in jail if he carried out his threat, and he finally gave up. In the meantime, Balkissa's mother and father decided they wanted nothing to do with forced marriage.

Balkissa continued with her education, even going to medical school. Now she speaks to school groups, encouraging girls to follow her example. "I'm not saying don't marry," she tells them. "But you should choose the right moment to do so." She explains that forced early marriage often is linked to terrible violence in the marriage, and to the deaths of premature babies and of the young child brides who get pregnant before their bodies are ready for pregnancy.

(Adapted: Sarah Buckley, BBC News, <http://www.bbc.com/news/magazine-35464262>)

### Activity: Drama In The Family

**Actors:** Father, Balkissa, Mother, Principle, Lawyer, Uncle, Judge

Actors talk through each action and create dialogue. They come to the front of the room for the drama.

**Action 1: Father and Balkissa.** What does Father tell Balkissa? How does she respond?

**Action 2: Balkissa, Mother and Father.** What does Balkissa ask her mother and father to do? What does each say in response?

**Action 3: Balkissa and Principal.** What does she ask him? Where does he send her? Why?

**Action 4: Balkissa, Lawyer, Judge and Uncle.** In court, what does the Lawyer ask Balkissa? What does her Uncle say?

**Action 5: Uncle.** What does the Uncle threaten to do? Why does he finally change his mind?

**Action 6: Facilitator and Balkissa.** Facilitator asks Balkissa, "What did you do after the trial?" "What do you tell other girls now about marriage?"