

Lesson 5A - Family, a Beautiful Thing

Right to Marriage and Family

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, Article 16



Learning Points

1. The family is the fundamental unit of society.
2. Children have a right to live with a family.
3. Family units usually make us stronger no matter what their make-up.

Preparation: Display the mini posters and class rules where children can see them.

1. WELCOME (5 minutes)

Sing the song, “Kindness Begins with Me” (page 22)

2. REVIEW (5 minutes)

Who would like to share what you did to let your family know how important they are?

Activity: The Washing Machine (page 28)

Instructions are at the end of the lesson. After the game, ask:

- How does that make you feel when people say kind things about you?

3. INTRODUCTION (5 minutes)

Activity: Family Photographs (page 29)

- What do you see that’s the same in these pictures?
- Do we all live in the same kind of family?

Activity: My Family

Pass out paper and crayons or markers while you talk to the children and explain that there are all kinds of families all over the world.

- Think about what kind of family you have.
- Today I want each of you to draw a picture of the family you live in right now.



It is important to know the children’s family situations, adapting activities so as not to make them embarrassed or teased for presenting family styles that are unusual or different. Emphasize values, tolerance, and feelings which make a family stronger.

If there is time, let the children share their pictures with the person next to them.

4. DEVELOPMENT (10 minutes)

Activity: The 4-Handed Chair (page 28)

Let’s play a game and see if you can figure out how it’s like a family.

Questions after the game

- Was it easier or harder to carry someone with the help of another person? Why?
- How was the game like a family? (The family is stronger when we help each other.)
- Why do you think families are the best place to grow up? (People who love and keep you safe and show how to do the right things.)

Explain that you’re going to read another article from the UDHR. You want them to listen for a big word and raise their hands if they hear it.

Show Article 16 and read the last sentence, emphasizing the word “fundamental” (page 30).

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

- What was the word? Let’s say it together.
- What does “fundamental” mean? “Fundamental” means that it’s the foundation, the most important part.
- Let’s read it again and change the word “fundamental” to “most important.”

Show the Family mini poster (page 31).

Ask: Why is it a beautiful thing when families work together?

5. CONCLUSION (5 minutes)

Activity: Be Our Best Dignity Chant (page 30)

Who knows what “dignity” means? Dignity means value. We all have value, which means we all have dignity.

Explain that we are all different in many ways but we all have dignity. We all have value.

6. CHALLENGE

- Teach family and friends the Washing Machine game.
- Do something this week to let your family know how important they are.

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Activity: The Washing Machine or The Laundry

- Choose 2 or 3 children to be the “laundry.”
- The rest of the children form 2 parallel lines close together, facing each other.
- Send a “laundry” child 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 one of the lines, and the next child takes a turn.



It's best if you have at least 6 to 10 children to play this game. Encourage the children not to be too enthusiastic as the child runs through the line (so that no one gets tapped too hard).

Activity: The 4-Handed Chair, also known as The Human Chair

If there's time, and your class is not too big, give everyone a chance to be a “chair,” as well as a “passenger.” But if your class is very large, you may wish to have only 2 or 3 groups demonstrate the activity.

Create groups of 3 children each. Make sure the third person (the “passenger”) is smaller than the 2 who create the “chair.” If there's an extra person, that person could coach. Or 2 extras could take turns being a “passenger” in another group.

Two children in each group do the following:

- Grab his/her own left wrist or forearm with his/her right hand.
- Then grab her/his partner's right wrist or forearm with her/his left hand. (The facilitator should demonstrate this.)
- The partner grabs the right wrist or forearm of the other person with her/his left hand. This creates a square-shaped seat with their arms.



When each pair has created a “chair,” they should let the “passenger” sit on their “chair.”

- The “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 “passenger” sits on the “chair,” putting her arms around the shoulders of the “chair” pair for balance.
- The “chair” pair slowly lift together and walks forward carefully with the “passenger.”

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

Optional Questions

- Did you feel stronger with another person?
- What do you think would happen if one of the chair pair lost their grip?
- What would happen if the passenger started bouncing around or hitting the chair pair?



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

Family Photographs



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Lesson 5A - Family, a Beautiful Thing

Article 16

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Be Our Best

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music

Suggested rhythm or beat:

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!

Pat pat pat, snap! Pat pat pat, snap! Pat pat pat, snap! Clap clap clap!

Dig — ni - ty and child -ren's rights! Oh, dig — ni - ty for ev'- ry - one!

Facilitator: Repeat these words and actions after me.

Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap! Clap, clap, clap!

Let's repeat it three times:

Pat (hold), pat, pat, snap! Pat (hold), pat, pat, snap!

Pat (hold), pat, pat, snap! Clap, clap, clap!

Now we're going to add the words to the chant

Dig ---- ni-ty and chil ---- dren's rights!

Oh - **Dig** ---- ni - ty for ev' - ry one!

Dig ---- ni-ty and chil ---- dren's rights!

Oh - **Dig** ---- ni-ty, it can be done!

Let's put the words and the actions together. We'll repeat it twice.

You can sit or stand as you pat your knees or thighs as instructed. You'll teach the song in the next few lessons.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).

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The Right to Marriage and a Family

UDHR 16 and CRC 9

Lesson 5B - Family, a Beautiful Thing

Right to Marriage and Family

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Learning Points

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Preparation: Display the mini posters and class rules where children can see them.

1. WELCOME (5 minutes)

Sing the song, "Be Our Best" chant (page 30)

2. REVIEW (5 minutes)

Remember to use the Talking Stick.

- Does someone remember what the basic and fundamental unit of society is?
- Who would like to share what you did to let your family know how important they are?

3. INTRODUCTION (10 minutes)

Explain that today we're going to talk about how we can all work together in a family to solve problems.

- Let's play a game to see what it's like when we try to figure things out.

Activity: The Human Knot (page 33)

After the game when everyone is "unknotted," have the children return to their seats.

Questions

- Did you ever want to quit or think you might not be able to undo the knot?
- What worked best in undoing the knot?
- How is this game like being in a family?

Show the Family mini poster.

It's a beautiful thing when families work together.

4. DEVELOPMENT (5 minutes)

Activity: Parent Pantomime

Ask all the children to stand and pantomime the actions that each parent teaches them.

- Your father teaches you to chop wood.

Question:

What else could your father teach you? (Allow 2 or 3 students to answer.)

Your mother teaches you to feed the chickens.

Question:

What else could your mother teach you? (Allow 2 or 3 students to answer.)

Have everyone sit down.

- There are many family chores to be done but we all learn what needs to be done and we work together.
- When we help each other, we learn how to do more things, and there is more love in our families.
- We are happier and our families are stronger.
- Families are a beautiful thing.

5. CONCLUSION (5 minutes)

Show Article 16 and read it together (page 33).

- Who is supposed to protect the family? The government, people just like us. We should all protect our family.
- Why do you think families are the best place to grow up?
- What kinds of families can you think of?
- Do we all have to have the same kind of family to be happy and safe? Of course not.

Families can be different in many ways but they are also alike because we all have the same needs and the same human rights.

6. CHALLENGE

- Tell your family that you love them.
- Look for something you can do to help your family this week.

Activity: The Human Knot



Invite the children to stand in a circle, facing inwards shoulder-to-shoulder.

- Have them close their eyes and move slowly toward the center of the circle with their arms extended in front of them, and grab hold of the first two hands that they touch.
- Have them keep their eyes closed until you give the signal to open them.
- Make sure that each child is holding the hands of two different people.
- Ask the children to open their eyes, and explain that they must undo the knot and form a circle without letting go of any hands.
- Watch the group to ensure no one gets hurt, and intervene only if absolutely necessary.
- After everyone is “unknotted,” have the children return to their seats.

If there are more than 10-12 players, you can create 2 groups and organize a competition between them. The first group to finish can help the second group.

(Adapted from: *Play It Fair Toolkit*, Activity 36. Equitas—International Centre for Human Rights, 2008.)

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Remember to fill in your brief **Facilitator Notes and Reflections** (page 71).



The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14