

Lesson 6A - I Can Choose

Freedom of Religion or Belief

We all have the right to our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief.

The Universal Declaration of Human Rights, Article 18



Learning Points

1. All people have the right to believe as they wish.
2. People can express their religion or beliefs freely through teaching, practice, worship and observance.
3. People are free to change their beliefs or religion.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant (page 37)

2. REVIEW

Is there anyone who would like to **show** us with an action what they did to help their family last week? Don't use any words, and we'll all try to guess the action.

3. INTRODUCTION (10 minutes)

Activity: Freedom of Religion or Belief Photos (page 34)
Let's look at the pictures related to UDHR Article 18, Freedom of Religion or Belief. It's about how some children exercise their beliefs.

Questions (Use the Talking Stick as needed.)

- What do you see in the photos?
- What do you see that is the same in how each child express his/her religion?
- How did this photos make you feel?
- What different religions or beliefs exist in your community?
- How do you express YOUR religion or belief?

4. DEVELOPMENT (5 minutes)

Show the Religion or Belief mini poster (page 34).
Write the words **RELIGION** and **BELIEF** on the chalkboard.

- Would someone like to read **Article 18** (page 36)?

Question

What do these words mean?

- **Religion:** A set of spiritual beliefs and practices.
- **Beliefs** are ideas and opinions.

Read Article 18 again.

- Please listen for 3 things that we can do because of this article.

After reading, allow children to respond.

1. **Choose** our religion or belief.
2. **Teach or practice** our religion or belief.
3. **Change** our religion or belief.

This article gives us freedom to worship and believe as we choose.

5. CONCLUSION (10 minutes)

Activity: Songs of worship or belief

Invite students to teach a song to the class. Join together in singing multiple songs that express beliefs.

- Who will teach us a song that you sing when you worship, or one about something you believe or think is important?
- Why is this song special to you?



If the children can't think of a song, be prepared to suggest one they might know or one of your own.

6. CHALLENGE

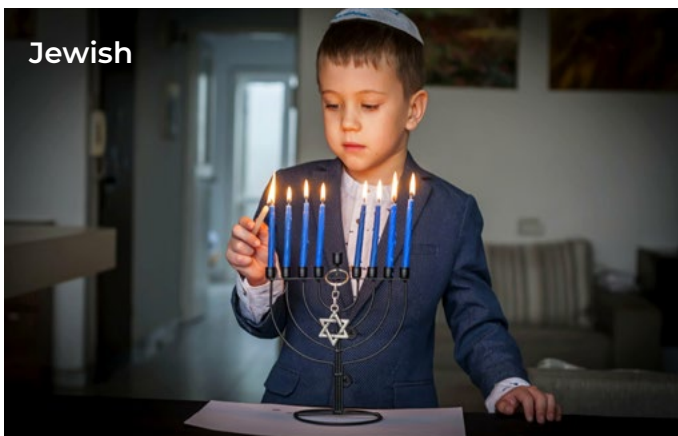
- If possible, find someone with a different belief or religion than yours; or ask your parents about an experience with someone who has a different belief or religion.
- Ask them to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.



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

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Freedom Of Religion Or Belief



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Article 18

We all have the right to our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief if we want to do that.

The Universal Declaration of Human Rights

Be Our Best

To hear the music go to: www.go-hre.org/music

Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!
Dignity and children's rights! Oh, dignity! It can be done!

1. I have val - ue, yes I do. I have val - ue, you do, too, With
2. I have rights to lift my voice. Du - ties, too, with ev - 'ry choice. To
3. Du - ty, yes, to be our best. Not to fight or to op - press. Oh,

Rights to do what we can do To be our best, yes, me and you.
Help each per - son have a voice To live in free - dom and re - joice.
dig - ni - ty for ev' - ry one! With chil - dren's rights it can be done!

Facilitator:

Let's learn a new chant! 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!

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.

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! It can be done!

Chant

Dignity and children's rights!
Oh, dignity for ev'ryone!
Dignity and children's rights!
Oh, dignity! It can be done!

2. I have rights to lift my voice,
Duties, too, with ev'ry choice,
To help each person have a voice,
To live in freedom and rejoice.

Song

1. I have value, yes I do.
I have value. You do, too,
With rights to do what we can do
To be our best, yes, me and you.

3. Duty, yes, to be our best,
Not to fight or to oppress.
Oh, dignity for ev'ryone!
With children's rights, it can be done!

Lesson 6B - I Can Choose

Freedom of Religion or Belief

Children have the right to their own thoughts and beliefs, and to practice their religion, as long as they do not stop other people from enjoying their rights. Parents should guide their children on these matters.

The Convention on the Rights of the Child, Article 14



Learning Points

1. We should show respect for other religions and beliefs while exercising our own religion or belief.
2. A **stereotype** is a commonly held belief about a religion, group or individual that is mostly untrue and often harmful.
3. We are all different, and we have a right to our own beliefs as long as we let others have their own beliefs, too.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” chant and verse 1 (page 37)

2. REVIEW (5 minutes)

Would someone share what you learned from your family or another person who has a different belief or religion than yours?

Song or poem: “We Are Different” (page 39)

3. INTRODUCTION (10 minutes)

Write the word “**STEREOTYPE**” on the board.

Question: Who can tell us what the word “stereotype” means?

A stereotype is a commonly held belief or idea about what a person or group of people is like. The words may or may not be correct or true. When they are not correct, they can be hurtful. People are often stereotyped because of their religion, race, sex or appearance.

4. DEVELOPMENT (5 minutes)

Activity: Charades (page 39)

Questions

- Is it fair to say that all boys are tall and all girls are short?
- Are you happy with your lists?
- What actions might fit under both headings?

Explain that the word “STEREOTYPE” can be applied to girls and boys, AND that it can also be applied to religions and beliefs.



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

Read or have a child **read CRC Article 14** (page 39).

Point to the **Religion mini poster** (page 34).

- How would we apply the word “stereotype” to religion or belief?
- Are people in different religions all the same?

True or False?

- All religious people are Christians.
- All Muslim women wear hijabs or headscarves.
- All Hindus live in India.
- All those of the Jewish faith are rich.
- All Buddhists are vegetarians.
- No one has the right to be an atheist (no religion).

5. CONCLUSION (5 minutes)

Stereotypes can hurt people.

- Do we all need to believe the same thing or have the same religion?
- Who has the right to choose their own religion or belief?
- Who has the responsibility to allow others to choose a religion or belief, even if they choose something different than your own?
- What are some good ways to break stereotypes?

Guide the children to the following examples:

- Try to understand what other people think by asking questions.
- We should speak out against jokes or slurs that target people or religions. We can say, “Stop it” or “That’s mean” or “It’s not funny.”
- **It is not enough to refuse to laugh.** Silence sends a message that you are in agreement with the stereotype even if you don’t laugh or say anything.

6. CHALLENGE

- Teach your family, “We Are Different.”
- Talk to your family and friends about the word “stereotype,” what it means, and how it applies to what we believe.
- Watch for stereotypes and do what you can to break them.

Activity: Charades

1. **Divide students** into 2 or 3 groups, depending on size of the class. For suggestions on dividing groups so that they are not always with the same children, refer to the Toolkit at back of the manual, in the section on “Teaching Methods,” Assigning and Creating Groups.
2. **Ask the children** for actions or words that could describe both boys and girls. Write their suggestions on the chalkboard (such as: playing a sport, driving a big truck, caring for a baby, cooking, washing clothes, planting seeds, teaching school, playing video games).
3. **Each group chooses** one action from the list that they will pantomime for the class to guess.
4. **While children are working** in their groups, draw two columns on the chalkboard or flip chart, labeling one “GIRLS” and the other “BOYS.”
5. **Have the groups take turns** demonstrating the action they chose, while class guesses what it is.
6. **Have them decide** in which column the action belongs, and write it there.

(Adapted from First Steps: A Manual for Starting Human Rights Education. Amnesty International, Peer Education Edition, January 2001, p. 63.

Article 14

Children have the right to their own thoughts and beliefs, and to practice their religion, as long as they do not stop other people from enjoying their rights. Parents should guide their children on these matters.

The Convention on the Rights of the Child

Song or Poem: We Are Different

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I know you, and you know me.
We are as different as the sun and the sea.
I know you, and you know me,
And that’s the way that it’s supposed to be. 2. I help you, and you help me.
We learn from problems, and we’re starting to see.
I help you, and you help me,
And that’s the way that it’s supposed to be. | <ol style="list-style-type: none"> 3. I love you, and you love me.
We reach together for the best we can be.
I love you, and you love me,
And that’s the way that it’s supposed to be. |
|---|---|

Instructions: Line the children up in two rows facing each other.

- Sing the song or read the poem, “We Are Different,” all the way through, or one that is familiar to the children with the same message. You can vary the way the game is played.
- Have the sides take turns singing or saying the lines back and forth to each other.
- Facilitator sings or says the first line, and then the first side repeats the first line.
- Sing or say the second line and the other side repeats the second line.
- Sing or say the first line of the second stanza, and the first side repeats it. Sing or say the second line and the other side repeats it. And so on to the end of the poem.
- Have the children sing or say the entire verse before continuing.
- Switch sides and do the next verse, so that each row is now repeating the opposite line from before. See if the children can do this with just a little prompting from the facilitator.

Variation: Have the children clap their hands in rhythm or come up with actions.