

# Lesson 8A - My Right to Be Me

## Right to Legal Recognition

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

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights, Article 6 and 15*

You have the right to have your birth legally registered.

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

*The Convention on the Rights of the Child, Article 7 and 8*

### Learning Points

1. Each person has a right to have her or his 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.

**Teacher Preparation:** Before class, fill a container with rocks (or sea glass or shells or whatever is most common). Have students take a rock as they arrive and put it in a pocket or someplace non-distracting.

### 1. WELCOME (5 minutes)

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

### 2. REVIEW (using the Talking Stick)

Who would like to tell us about or show us the word and the pictures they drew to express how they feel about the word?

#### Questions

- How do you think he or she feels about the word he or she wrote? Look at the colors and textures, items included in the drawing.
- If you wrote this word, how would your drawings look the same?
- If you wrote this word, how would your drawings look different?

### 3. INTRODUCTION (5 minutes)

#### Activity: Differences and Similarities

Have students take out their rock and look at it. Then look at their neighbor’s rock.

#### Questions

- How are the two rocks different?
- How are the rocks like people in our class?
- How are we the same?
- How are we different?
- How do our experiences change us?



Remember your **Facilitator Notes and Reflections** (page 72)

### 4. DEVELOPMENT (10 minutes)

**Activity: Rap, “No One Just Exactly Like You”** (page 47)

Show the **Legal Recognition mini poster** (page 48)

- Would someone read **Articles 6 and 15** for us (page 47)?
- Would someone else read **Articles 7 and 8**?

#### Question

- So that we can be recognized or accepted by the law, what 3 things do we need that are different from everyone else?
  1. Our date of birth
  2. Our name
  3. Our nationality

### 5. CONCLUSION (10 minutes)

Where can this information can be found?

In most countries when a baby is born, this information is written down and kept in a government office: the baby’s name, his or her parents, and the things we’ve just talked about.

When YOU were born, your parents or the doctor probably filled out 2 documents:

1. **A REGISTRATION FORM** that stays with the government. (Write on the board.)
2. **A BIRTH CERTIFICATE** that stays with your parents. (Write on the board.)

We’ll talk about them next time. **Read Article 6** again all together (page 47).

### 6. CHALLENGE

- Look at your family members and write down or draw how they are the same.
- Write down or draw how each one is different.

**Article 6**

You have a right to recognition everywhere as a person according to the law.

**Article 15**

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights*

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**Article 7**

You have the right to have your birth legally registered.

**Article 8**

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

*The Convention on the Rights of the Child*

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**Activity: Rap “No One Just Exactly Like You”**

There is no one just exactly like you.  
Like who?  
Like you, that’s who.  
There is no one just exactly like you!

You may have brown eyes  
Just exactly like your mother’s,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

You may have a smile  
That looks just like your neighbor’s,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

You may have a twin  
Who looks just like a copy,  
But there’s no one just exactly like you.  
Like who?  
Like you, that’s who!

No matter how tall,  
No matter how small,  
There is no one just exactly like you!



- If desired, the children can clap or tap on their desks in rhythm with the words.
- Allow children to make up new verses and add motions if they wish.
- The rap can also be used as a jump rope chant.



# The Right to Legal Recognition

UDHR 6 and 15, and CRC 7 and 8

# Lesson 8B - My Right to Be Me

## Right to Legal Recognition

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

You have the right to belong to a country and have a nationality.

*The Universal Declaration of Human Rights, Article 6 and 15*

You have the right to have your birth legally registered.

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

*The Convention on the Rights of the Child, Article 7 and 8*



### Learning Points

1. Each person has a right to have her or his 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.

Display the **Class Rules and mini posters**.

### 1. WELCOME (5 minutes)

Greet the children. Ask them to sit in a circle.

Rap, “**No One Just Exactly Like You**” (page 47)

### 2. REVIEW (5 minutes)

Please share what you discovered about how your family members are the same or different.

### 3. INTRODUCTION (5 minutes)

There is **NO ONE** exactly like you. We’re each different from any other person in the world.

Point to the **Legal Recognition** mini poster (page 48).

Read **UDHR Articles 6 and 15** (page 50)

- *The Universal Declaration of Human Rights* says we have a right to be accepted as a person and to have a nationality.

### 4. DEVELOPMENT (10 minutes)

*Question (using the Talking Stick)*

How can you be accepted as a person?

Show the **sample birth certificate** (page 50).

The best way you get accepted as a person is to have a birth certificate. That tells people who you are and not somebody else.

*Question*

Where do you suppose we get a birth certificate?

(Wait for answers.)

Every time a baby is born, information about the baby is written down on a piece of paper and kept in a government office.

- YOU probably have a birth certificate that may look like this or it may be different.

Point out the lines for the birth date and place, and the mother’s and father’s names. Explain that some information might be the same, but no birth certificates will be ALL the same.

Rap, “**No One Just Exactly Like You**” (page 47)

**Activity: Lost in the Storm** (page 51)

The country where you are born is also known as a **nation**. Can someone tell us what the word “**nationality**” means (Nation or country where you were born.)

**Activity: What Is My Nationality?** (page 51)

### 5. CONCLUSION (5 minutes)

Read **UDHR Articles 6 and 15 together** (page 47).

Show the sample Birth Certificate again.

*Question*

Why is a birth certificate important?

Place the mini poster with the other posters where the children can see it.

### 6. CHALLENGE

- Find out if you have a birth certificate.
- Tell us what your nationality is the next time we are together.

**Article 6**

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

*The Universal Declaration of Human Rights*

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**Article 15**

**You have the right to belong to a country and have a nationality.**

*The Universal Declaration of Human Rights*

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**Birth Certificate**

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

**Date of Birth:** \_\_\_\_\_

**Place of Birth:** \_\_\_\_\_

**Mother's Name:** \_\_\_\_\_

**Father's Name:** \_\_\_\_\_

### Activity: Lost In The Storm

Would someone like to pretend to be a boy or girl who gets lost during a storm? We will ask you some questions.

Wait for a student to volunteer. Then tell the story, inserting the student's name.

This is our friend, **(student's name)**. She/ he traveled to another country with her/his parents. While they were walking down the street in a new city, suddenly a huge storm came up. People began running around looking for protection from the wind and heavy rain. In all the confusion, **(student's name)** and her/his parents got separated, and they couldn't find each other!

**Ask the student:** How did you feel, **(student's name)**? What did you do?

**Ask the class:** How can we help her/ him get back to his/her parents? What information might help?

Suggestions:

- What is your whole name?
- When were you born?
- Where were you born?
- What is your mother's name?
- What is your father's name?

Tell the student: Let's give this information to the people in charge of the city. They will know how to help you find your parents.

### Activity: What Is My Nationality?



Ghana



Ivory Coast



Brazil



New Zealand



Italy



Canada

A nationality is like a membership of a country, and it's an important part of your identity. It also means you have protection and benefits from the government, and a language and culture that you share with other people.

If you were born in the Philippines, you would be Filipino. If you were born in Italy, your nationality would be Italian.

- Ask 4 children to come to the front of the class. Whisper the name of a different country in the ear of each student. For example, BRAZIL, JAPAN, ITALY, CANADA.
- Stand behind the first child, and ask her/him to say the name of her country for everyone to hear.
- Then ask the class what her/his nationality would be. Help the class if they don't know, or congratulate them if they do.
- Move to each of the other students in turn, and do the same.

Thank the students and remind everyone that nationality is an important part of their identity.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 72).