

Lesson 5A–Right to Marriage and a Family

Right to Marriage and a Family

Article 16

- 1) 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.
- 2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- 3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Universal Declaration of Human Rights

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Convention on the Rights of the Child

Learning Points

1. Students will be able to define the meaning of family.
2. Students will understand why families are important to their evolving capacities.

Lesson 5A–Right to Marriage and a Family

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

Activity: Questions in a Box (p. 31)

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings a song. 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 four questions.

3. Introduction

Show the The Right to Marriage and a Family mini poster and read article 16, point 3 (p. 32)

Families are so important that one of the UDHR and CRC Articles focuses on the family.

What is the definition of family? *The natural and fundamental unit of society. A group of people who are related by birth, marriage, adoption, or strong emotional bonds, and who live together or care for each other. Families can include parents, grandparents, children, siblings, aunts, uncles, and pets. Family members usually love and care for each other. Families can look very different from each other.*

Read or have a student read the Convention of the Rights of the Child, Article 5. (p. 29)

Questions

1. What are the responsibilities of your parents or those legally identified to care for you?
2. How do those responsibilities change as you grow?
3. What does **evolving capacities** mean? *The increasing ability to make reasoned decisions in different parts of a child's life.*

4. Development

Show Family Photographs (p. 33)

Questions

1. What kinds of families do you see?
2. How does this relate to growing up or your evolving capacities in Article 5?
3. Who is it that guides your decisions?
4. Why do we need a family?

While your family may not look like one of these photos, the people you live with are your family. We need each other.

Questions

1. Is it possible to expand the meaning of family?

2. What does the word kinship mean? *A family-like relationship telling us how we are connected to one another. A complex, universal system.*

Show the picture of Mother Teresa, read the text, and ask the questions. (p. 34)

Mother Teresa, universally admired for her charitable work, diagnosed the world's ills in this way, "We've just forgotten that we belong to each other." Kinship is what happens to us when we refuse to let that happen. With kinship as the goal, other essential things fall into place; without it, no justice, no peace. *Boyle, Gregory. Tattoos on the Heart. Free Press, New York, 2010*

Questions

1. How is the community that we live in like a family?
2. How is our country like a family?
3. How are the countries that came together to write the *Universal Declaration of Human Rights* like a family?
4. How is our world like a family?
5. What do you think about what Mother Teresa said concerning kinship?
6. How does the Preamble of the UDHR support the definition of kinship and the human family?

5. Conclusion

Activity: Human Chair (p. 35)

Questions

1. Was it easier or harder to carry someone with the help of another person? Why?
2. What would happen if the passenger bounced around or hit one of the carriers?
3. How is this activity like living in whatever kind of family you have? *Each person has a different role or strengths that help others. Each one is important. We learn cooperation.*
4. How does this activity relate to the idea of kinship and a universal family?
5. Why are families a beautiful thing, no matter what they look like?

6. Challenge

- This week ask your family or a friend to tell you how they handled a difficult situation. Who helped them?
- If appropriate, try using the Talking Stick (from Lessons 1A & 1B) to discuss an issue or situation in your family. Sit in a circle, passing the Stick to each person. Each one identifies three things:
 1. The concern, issue, or situation.
 2. What he or she can do to address it.
 3. What he or she needs from others.

Lesson 5A–Right to Marriage and a Family

Review

Activity: Questions in a Box

Everyone stands in a circle with the teacher in the middle. Students pass the Question Box around while the group sings a song. 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 four questions.

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

1. What does the word bullying mean?

Bullying is when someone purposely does something to hurt or make you feel bad, and does it more than once.

2. What is an Upstander?

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. What is a Bystander?

A Bystander is a person who sees bullying and STANDS BY watching, doing nothing to stop it.

4. What are some of the methods you can use to deal with bullying?

- *Recognize bullying.*
- *Review where to get help for someone being bullied.*
- *Report bullying.*
- *Reject standing by and doing nothing.*
- *Reassure and support the victim of bullying.*
- *Refuse to bully.*

5. 57% of bullying will stop within how many seconds when someone intervenes on behalf of the victim?

Ten seconds.

1. What does the word bullying mean?

2. What is an Upstander?

3. What is a Bystander?

4. What are some of the methods you can use to deal with a bully?

5. How fast can bullying stop if someone intervenes?



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Development

Family Photographs

Licensed through iStock and Adobe Stock



Development

Mother Teresa



Mother Teresa, universally admired for her charitable work, diagnosed the world's ills in this way, "We've just forgotten that we belong to each other." Kinship is what happens to us when we refuse to let that happen. With kinship as the goal, other essential things fall into place; without it, no justice, no peace. *Boyle, Gregory. Tattoos on the Heart. Free Press, New York, 2010*

The Preamble of the UDHR supports the idea of kinship as it relates to the human family.

"Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...

...The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations..."

Universal Declaration of Human Rights, Preamble, (paragraphs 1 and 8)

Lesson 5A–Right to Marriage and a Family

Conclusion

Activity: The Human Chair

1. Divide students into groups of three.
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 human chair.
5. Lower the human chair, and let the third person sit on the human 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 large, you may have only two or three groups demonstrate.



<https://www.wikihow.com/Do-a-Two-Person-Arm-Carry#/Image:Do-a-Two-Person-Arm-Carry-Step-8.jpg>

Lesson 5B–Right to Marriage and a Family

Right to Marriage and Family

Article 16

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Article 5

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Convention on the Rights of the Child

Learning Points

1. Students explain why families are important for direction and guidance in exercising their rights.
2. Students will outline the protections they enjoy concerning marriage.

Lesson 5B–Right to Marriage and a Family

Lesson Outline

1. Welcome

Select a song, poem, or activity from your country or culture.

2. Review

- Tell us about your experience in using the Talking Stick with your family.
- Turn to the person next to you and share the story of a family member or friend doing something difficult. Could you make a story or a play out of this narrative?

3. Introduction

Have a student read UDHR, Article 16. (p. 36)

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

Questions

1. Why is the family the fundamental group unit of society?
2. What do the words men and women of full age mean in relation to marrying? *A person must be a legal age to marry*
3. Who has rights when it comes to marrying? *Both men and women*
4. What does the word dissolution mean when applied to marriage? *The end or termination of the marriage*
5. Does dissolution affect the rights of the husband and wife? *No, they remain equal*
6. Who can force you to marry? *No one*

4. Development

Activity: Balkissa the Girl Who Said No to Marriage

Tell the story of Balkissa. Ask the students to listen to what the people in the story say, because they will act this story out afterwards.

Teacher Note: Another option would be to have students imagine that they are a character in the story. Then they can discuss how they would feel rather than acting it out.

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. Her mother said she had no power to stop it. Her father said he couldn't help 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 that helped her take legal action against her father and uncle for forcing her into a marriage she did not want. In court, the lawyer asked Balkissa if she wanted to marry her cousin. The judge threatened to put the uncle and father in jail. Balkissa's uncle claimed the whole thing was 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. Balkissa's father reminded her uncle that he might end up in jail if he carried out his threat. 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 is often linked to terrible violence in marriage. It also leads to the deaths of premature babies and of young child brides who get pregnant before their bodies are ready for pregnancy.

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

Activity: Drama in the Family (p. 38)

Follow the instructions on page 38. The class will act out the story of Balkissa.

Read Article 16 again. (p. 36)

5. Conclusion

Questions

1. Why is it important for families to talk and work together?
2. How did knowing about her human rights help Balkissa?
3. What are the laws in your country about child marriage?
4. How does knowing about your human rights help you in your life?

6. Challenge

- Talk with your family or a friend about the story of Balkissa and how the story was resolved.
- Invite your family or a friend to talk about other possible solutions to the story.
- Research the laws regarding marriage in your country.

Development

Activity: Drama in The Family

Characters in the story: *Balkissa, Father, Mother, Principal, Lawyer, Uncle, Judge*

As you identify characters select students to come to the front of the class so that they can step into each scene.

What are the main scenes in this drama? Talk through each scene, allowing students to create their own dialogue based on the story.

Scene 1: Father and Balkissa

What does Father tell Balkissa?

How does she respond?

Scene 2: Balkissa, Mother and Father

What does Balkissa ask Mother and Father to do?

What does each say in response?

Scene 3: Balkissa and Principal

What does Balkissa ask Principal?

Where does he send her? Why?

Scene 4: Balkissa, Lawyer, Uncle, and the Judge

In court what does Lawyer ask Balkissa?

What does Balkissa say?

What does Uncle say?

What does the Judge say?

Scene 5: Uncle, Balkissa, Father and Mother

What does Uncle threaten to do?

What does Balkissa do?

What does Father say to Uncle?

What do Mother and Father say about forced marriage?

Scene 6: Teacher and Balkissa

Teacher asks Balkissa: What did you do after things were settled in your family?

What do you tell other girls now about marriage?