Lesson 6A - I Can Choose

Freedom of Religion or Belief

You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them.

The Universal Declaration of Human Rights (Child Friendly Version) 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

Song, "Be Our Best" verse 1 (page 36)

2. REVIEW

Question

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

3. INTRODUCTION

Activity: Freedom of Religion or Belief Photos (page 35)

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

- What do you see in the photos?
- What do you see that is the same?
- 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

Show the Religion or Belief mini poster (page 37).

Write the words **Religion** and **Belief** on the chalkboard.

- Would someone like to read Article 18 (page 35)?

Question

What do these words mean?

- **Religion** *A set of spiritual beliefs and practices.*
- **Beliefs** *Ideas and opinions.*

Read Article 18 again.

- Listen for three things that we can do because of this article.

After reading, allow students to respond.

- **Choose** our religion or belief.
- **Practice** our religion or belief.
- **Change** our religion or belief.

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

5. CONCLUSION

Activity: Songs of worship or belief

Invite students to teach a song to the class.

Questions

- 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 others to explain it to you.
- Listen carefully and respectfully.
- Thank them for sharing.

Freedom of Religion or Belief





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Article 18

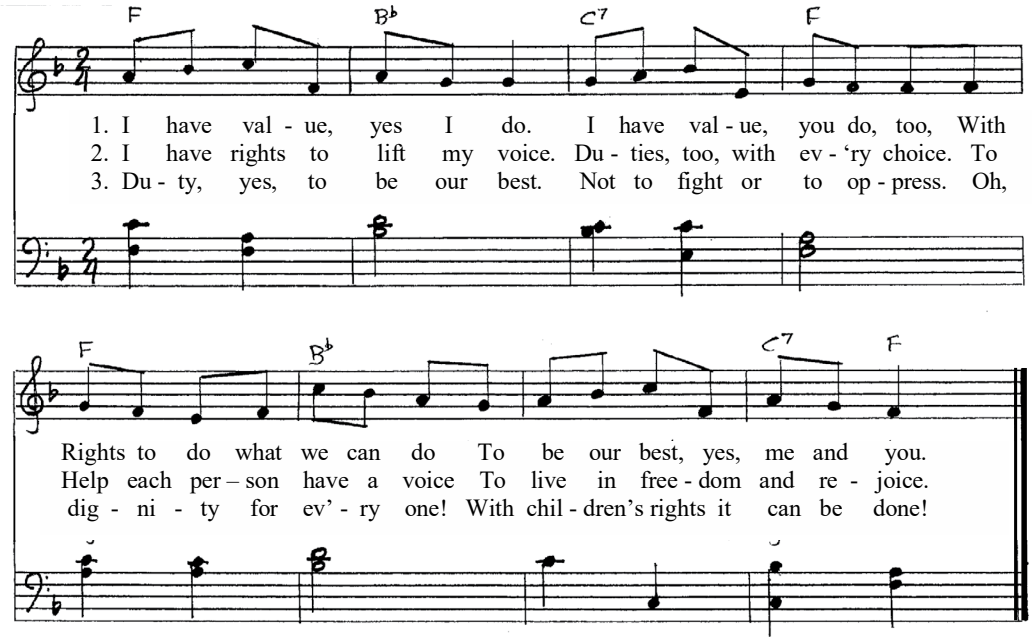
You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them.

The Universal Declaration of Human Rights (Child friendly version)

Be Our Best

Chant or sing:

Dignity and children's rights! Oh, dignity for ev'ryone!
Dignity and children's rights! Oh, dignity! 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!

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.

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.

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!

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/



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The Right to Freedom of Religion or Belief

UDHR 18 and CRC 14 (Child Friendly Versions)

Lesson 6B - I Can Choose

Freedom of Religion or Belief

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

The Convention on the Rights of the Child (Child Friendly Version), 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

Song, "Be Our Best" verse 1 (page 36)

2. REVIEW

Question

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

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're not correct, they can be hurtful. People are often stereotyped because of their religion, race, sex or appearance.

4. DEVELOPMENT

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.

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

Point to the **Religion mini poster** (page 37).

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

True of False?

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

5. CONCLUSION

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 students 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 is mean" or "It isn't funny."
- **It isn't 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 two or three groups, depending on size of the class.
2. Ask the students 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'll pantomime for the class to guess.
4. While students 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 the class guesses what it is.
6. Have the students 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

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

The Convention on the Rights of the Child (Child Friendly Version)

Song or Poem: We Are Different

Words and music: Patricia Kelsey Graham

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.

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 students 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 students 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 verse, 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 students 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 students can do this with just a little prompting from the facilitator.

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