

## VIEWPOINTS THEME: FAMILY + IDENTITY

### ABOUT THE ARTWORK

The child has the right to know and live with their family, to have a name and to be granted a nationality. The child has the right to evolve their identity in their own culture, to practice their own religion and to use their own language. 'Family' is not defined in the Convention, although the Convention recognises it can encompass extended family and others. This image depicts a group of young bears of different colours learning to make their mark in the world by emulating their family elders and then imprinting their identity in their own unique way.

### ABOUT THE ARTIST

Distinguished Irish author Mary Murphy has written and illustrated about 40 books with six different publishers. Mary lives in Dublin, Ireland, with her two dogs, Honey and Alfie. She has always loved reading, and writing, and drawing. Mary's first book, *'I Like it When...'* was published by Egmont Books in 1997. Since then Mary has written and illustrated over 40 books, with seven different publishers. Most of Mary Murphy's books are for babies and toddlers. Her most recent books are *'What I Like Most'*, published by Walker Books UK in 2019, and *'Only a Tree Knows How to be a Tree'*, published by Otter Barry Books and *HAPPY!* published by Walker Books UK in March 2019.

### ABOUT THE RIGHT

A person's identity is a fundamental human right which allows them the ability to enjoy all of their rights. From birth, every child has the right to have a name and a surname. Parents have the duty to declare the name, the surname and date of birth of a new born to authorities in charge. Every child also has the right to a nationality. Nationality is confirmed through the issuing of a birth certificate. This is an important aspect of a person's life, for it is an attribute of citizenship. The birth certificate declaring name and nationality provides each individual with judicial capacities and protections. This helps every individual to be officially recognized as a member of society and grants them access to different services that they need to construct their life and their future.

## WORKSHEET

### **Exercise 1: Close looking (Discussion 10 mins)**

The teacher should use Mary Murphy's artwork as the focal point for this group discussion that allows children to better understand the importance of family and identity.

Guiding questions -

Can you describe what is happening in the picture?

Who is in the picture?

What are they doing?

What role does each bear play?

What are the different family

What does it mean to make your mark?

How are each of these bears making their mark?

Can you see the different stages of development (who is helping who)?

### **Exercise 2 – Storytelling (20 mins)**

Who are these bears and what makes them unique? This exercise invites children to tell an imaginative story (through drawing or writing) about the family of bears in Mary Murphy's illustration. The students story should show why families are so important. What happens to the bears that requires the whole family to work together to save the day?

Students can create their story by drawing out a storyboard depicting each important event or they can write a short story. Take the time to share some of the stories with the group.

### **Exercise 3 – Every family is unique (30 mins)**

Each family has its own unique make up. Some families have a mom and dad, some just a mom or a dad, some two moms or two dads. In your family you might have lots of siblings, pets, grandparents etc. This drawing exercise asks students to consider different types of families. Divide an A4 page in 8-12 sections and ask students to fill each section with a different family. Each family should have a different make up.

You will need A4 sheets of paper, a selection of coloured pens/markers and pencils.

## CREATIVE PROJECT

This creative project invites participants to explore the right to and importance of family and identity. The UN Convention on the Rights of the Child addresses the importance of family in the development of a child's identity. Taking Mary Murphy's illustration as our inspiration, students will create artworks that capture the unique nature of their own family.

### Three Stages

You will need –

Large roll of paper/or large sheets stuck together

Colour pencils

Pencil

PVA glue or glue stick

White card (or white paper and cardboard)

Coloured paper

Crayons

Ruler

Sheets of A4 paper

Stage 1.

#### Family portrait

Discussion (10 mins)

What makes a family? The teacher should facilitate a discussion where students understand the importance of family.

Discuss the importance of family supports as you develop, learn and grow.

Do students have examples of how their family have helped them learn?

What traits do students share with their family? Are these learned traits or genetic?

Talk about the different types of family you can have.

Research (overnight or weekend)

Students should ask their family members what they think makes their family unique. Is it their hobbies, personality traits, skills, characteristics, or experiences. Each student should note the stories and ideas their family have. They should collect one item – object or photo – which demonstrates their family's uniqueness.

Drawing (30 mins)

Students are going to create a family portrait that incorporates all they know and have learned about their family.

The students (collected) object or photo will be the focal point of the artwork, within and around this will be all the other important elements that make up their family unit.

Taking an A4 or A3 piece of paper, students should draw (using pencil) as large as they can on the page, their collected photo or object. What did they discover from their family? Write on your page all the things that make your family unique. Now draw in the members of your family. Include everyone. Add lots of colour.

Stage 2.

### **Who I am**

Discussion (15 mins)

From birth, every child has the right to a nationality. Nationality can be decided in two different ways:

- *Jus sanguinis (By blood)* : the child will have the same nationality as his parents.
- *Jus soli (By birth)* : The child will have the nationality of the territory on which he was born, even if his parents have a different nationality.

The teacher can explain how nationality is obtained so students can better understand why they are the nationality that they are.

This discussion should also invite students to consider their identity and their families identity beyond their nationality. What cultural influences beyond their nationality might shape who they are?

Research (overnight or weekend)

What can you find out about your family tree? Ask family members about your family history? Where did your parents live when they were young? What places have they lived in since? Where did your grandparents live? Does anyone know about your great-grandparents? Students should make a list of all the places, towns, cities and countries that come up in their conversations with family members.

Book making and Drawing (45 mins)

Students will now make a passport that captures all the different places/countries that they and their family have lived.

Fold sheets of A4 paper in half and slot sheets together to make a little book (passport). The cover image is that of your nationality and each page inside celebrates the many other places that your family have lived. Use pencils and coloured pencils to draw flags, crests, maps and iconic symbols of each place.

This passport will tell the story of your family's journey and how you came to have the nationality that you have.

Stage 3.

### **We are Family**

Discussion (10 mins)

What have you learnt about your family? What were you most surprised about? Your collaborative artwork will include names, countries, and hand prints. What other parts of your identity or your family's identity would be important to include? How many languages can your group speak? Should you include different languages on the artwork? What traditions/events/occasions (cultural/religious) do you celebrate in your home or in your school? Should you include these in your artwork?

Drawing + Collage (45 mins)

Students will work together to create a large artwork that celebrates their similarities and differences. Roll out the large sheet of paper on the ground.

At the centre of large sheet, students should write and colour in their names.

Around these and taking inspiration from Mary Murphy's artwork, each student should draw an outline of their hand and colour it in, using whatever pattern and colours they choose.

Finally, we will include all the places that your families have lived. Draw the flags of each country on the large sheet.

From the group discussion what other parts of your identity did you want to include? Add this using pictures and words.

Finish the artwork by adding coloured paper to any blank areas.

Can you find somewhere in your classroom where the artwork can be displayed?

### **DISCOVER MORE**

You can further the discussion on Family + Identity by visiting some of the following resources -

<https://www.childrensrights.ie/sites/default/files/UNCRCEnglish.pdf>

<https://childrensrightseducation.com/12-identity1.html>

<https://www.humanium.org/en/identity/>

<https://www.marymurphy.ie/home/>