

## LESSON 9: Rights and Responsibilities



### AIM

To bring the children to an awareness of their basic human rights (11.5.1, 12.5.1.)

### OUTCOME

Learners are aware of their basic human rights and responsibilities.

### LEARNING ACTIVITIES

- 1 The learners try to recall **what Jesus said about children** in the Bible. See [Matthew 18:1-4; 19:13-15]
- 2 **Children's needs:** In small groups ask the learners to identify the things that all children everywhere, no matter what their circumstances or cultural background, need to be happy and healthy. Give time for feedback, and write up these needs without judging them.
- 3 **Needs and wants:** Help the children to distinguish between needs and wants. Among the latter would be things like sweets or television or collectible cards. Remove any such items from the list and place them under 'wants'.
- 4 **Human rights:** Society is bound to honour the rights which reflect the basic needs of human beings. In South Africa, there is a Children's Charter which reflects what children are in justice entitled to, no matter who they are.
- 5 Presents **The Children's Charter** to the learners. ⇒ Compare the list with the needs collected on the board.
- 6 **Rights and Responsibilities:** Explain that I can only expect others to honour my rights if I am prepared to honour theirs. Hence, with every right there comes a responsibility. Arrange the class into groups. Assign one of the statements on the charter to each group. The learners reflect on the right, identify the responsibility that goes with it and prepare a role play. Here are a few examples:
  - If I have a right to a loving and caring family, then I, as part of that family have to be loving and caring.
  - If I have the right to an education, then I have the responsibility to learn to the best of my ability.
  - If I have a right to be treated with respect, then I should treat all others with the same respect.
  - If I have the right to express my opinion, then I have the responsibility to listen to the opinions of others.

### WHAT YOU NEED

- \* Bible (1)
- \* The Children's Charter worksheet (5) ⇒
- \* Cardboard petals, cardboard disc (7)
- \* *Every Person Is a Gift of God* (Hi God 3) or *Children of the Lord* (Hi God 2) (9)
- \* Pens, pencil crayons, paper, glue, cereal box (10, 11)
- \* Poster (13)
- \* Stories of children around the world (15)
- \* Copies of the **If** worksheet (16) ⇒

- 7 **Craft activity:** Supply the groups with a large, coloured cardboard petal-shape about 20-30cm in length. On the petal they write clearly the responsibility they have identified belonging to the right they studied. Arrange a display of the petals around a circular disc representing the centre of the flower. Write the class' name on the disc.
- 8 **Prayer:** The children thank God for having these rights. They think about the responsibilities they have because of them. They promise God that they will try to behave as he would expect them to, for example, with respect for others.
- 9 **Sing:** *Every Person Is a Gift of God* or *Children of the Lord* or another suitable hymn.



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## ADDITIONAL ACTIVITIES

- 10 The learners write out one of their basic human rights. They draw a **colourful border** around it, stick it on the blank side of a cereal packet and display it on the wall at home.
- 11 The learners do exactly the same with the **responsibilities** implied by the rights that were chosen. They hang their completed writings side by side.
- 12 In small groups the learners **dramatise** one of the rights in The Children's Charter. The other groups guess which one was chosen. The responsibilities implied can be added, if time allows.
- 13 Display a **poster** of the Children's Charter.
- 14 Present the work done in ADDITIONAL ACTIVITIES (10) and (11) at a **school assembly**.
- 15 Give the children **stories of children** around the world to read. Ask them to reflect on whether their rights are being honoured or not in the stories.
- 16 The children read the **If worksheet** with the teacher's help. 📖 ⇒ They suggest the consequences of these actions, and relate them, where possible to the Children's Charter.

# The Children's Charter

1

*All children have the right to a loving and caring family, a proper home, clothing and health care.*

2

*All children have the right to a free, non sexist education that respects their traditions and cultures.*

3

*All children have the right to be treated with respect, no matter what their culture, race, sex, language or religion.*

4

*All children have a right to be protected against labour that is harmful to their health and development.*

5

*All children have the right to be protected from violence, abuse and neglect.*

6

*All children have the right to play and to have access to adequate sports and recreational facilities.*

7

*All children have a right to be taught about human rights, sexuality, AIDS, child abuse and how to protect themselves.*

8

*All children have a right to express their opinions and have a say in matters affecting them and their futures.*

9

*All children who are orphaned, abandoned, homeless, exiled or refugees have a right to be placed in safe, secure families.*

10

*All children have a right to know their rights and their rights must be protected.*

# If

If I do not go to school

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If I do not listen to my teacher

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If I don't look where I am going when I cross a road

.....

If I am not kind to others

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If I shout at others, misbehave, or refuse to do what my Mother or my Father tells me to do

.....

If I take something that doesn't belong to me

.....

If I do not wash myself

.....

If I am kind and helpful

.....

If I tell lies

.....

If I don't look after my books, or my pet

.....

## LESSON 10: Family Life



### AIM

To help the learners understand, respect, and accept the different family situations of themselves and others (12.5.2, **13.8, 13.9**)

### OUTCOME

Learners appreciate difference in family situations.

### LEARNING ACTIVITIES

- 1 The word FAMILY is in the centre of the blackboard. The learners suggestions associated with the word make a **mind map**, which you fill in around the word. Write these sentences below the mind map, if they are not provided by the learners:
  - A family makes a house a home.
  - The family that prays together stays together.
  - Work makes families grow and be happy together.
  - There should be peace, love and joy in a family.
  
- 2 In small groups, the learners consider **different family situations**. Examples are presented below BUT use family situations that are relevant to the learners at present. Write the scenarios on work cards for the learners:
  - You are an only child in a one-parent family.
  - You are a handicapped child in a family of five children. Mama stays at home. Papa works.
  - You are one of three children. Daddy is in hospital, too sick to work. Mummy has just found work.
  - You are one of four children. Mummy is a nurse. Daddy has an important position. Each has a car. They are happy together.

In their groups, the learners describe their given family. They tell how this family decides to spend Saturday and Sunday, and think of reasons why. After conferring for a few minutes, the groups present to the class either by reading the information presented on their work card and the decision arrived at by the family, or they act out a scene using this information.
  
- 3 In the large group, the teacher questions the learners in each small group as to **how they feel**, belonging to that family. Ask if they would have preferred to belong to another family. Why?
  
- 4 By questioning and dialogue the learners are led to an understanding that we must **see people for what they are**, not for what they own.



### WHAT YOU NEED

- \* A choice of family situations on work cards (2)
- \* 🎵 *Bind Us Together, Lord* (6)
- \* Copies of the worksheet **Different Families** 📖 (7) ⇨
- \* Worksheet **Jan the Orphan** 📖 (8) ⇨

## GRADE 2

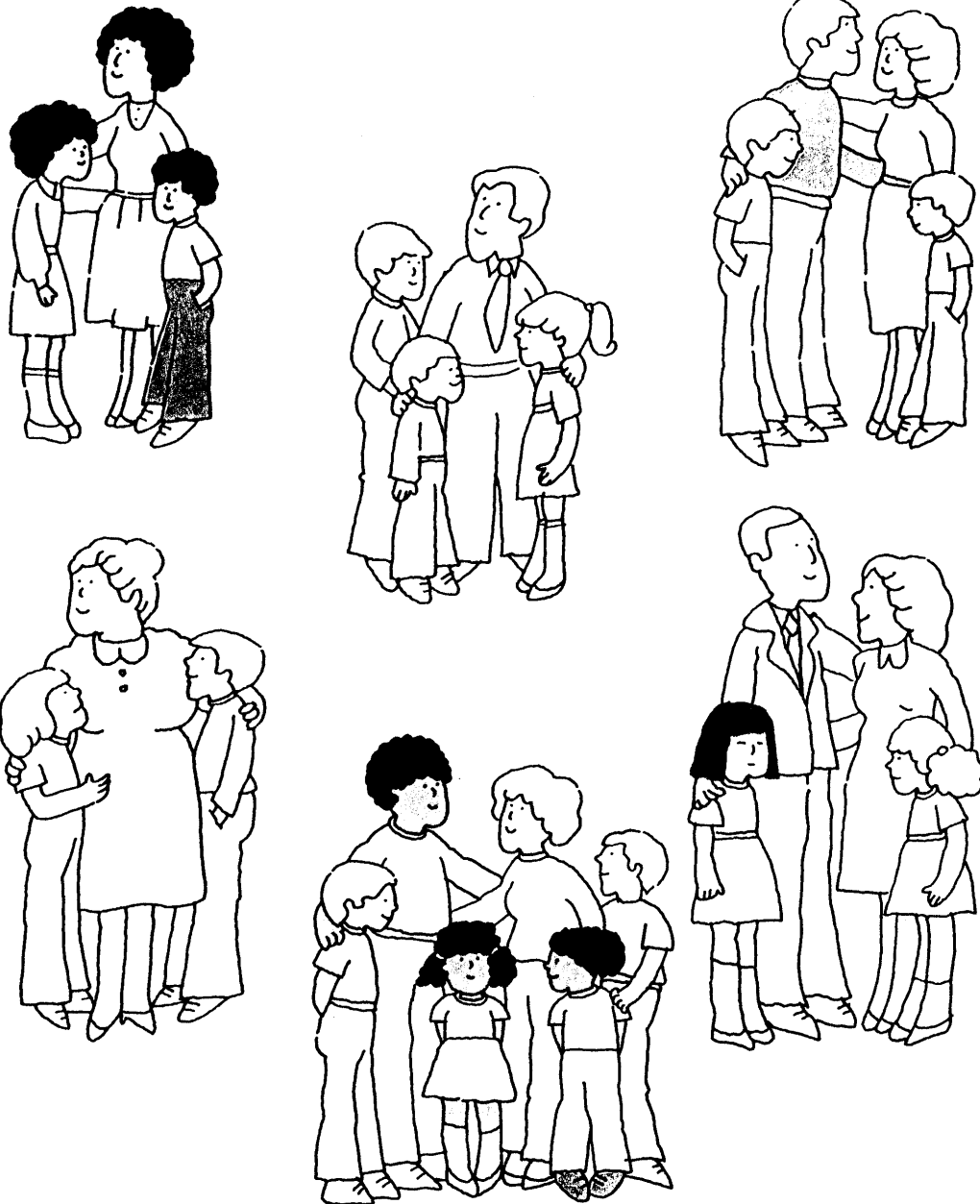
- 5 The learners reflect on what they know of **Jesus' family in Galilee** for a few minutes. They were not rich. Jesus was a member of a one-parent family after Joseph died. How would they have liked to be in Jesus' situation when he was a child? The learners suggest why God chose this family for his Son? They take a minute for further reflection.
  - 6 Sing a suitable **hymn**, such as *Bind Us Together, Lord*.
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## ADDITIONAL ACTIVITIES

- 7 The learners complete the worksheet **Different Families**.  ⇒ If none of these families resembles theirs, they change the picture of the one nearest to their family to make it look like theirs. Or they draw their own picture of their family if they prefer that.
- 8 The learners listen to the story of **Jan the Orphan** on the second worksheet.  ⇒ They suggest how needy families in their neighbourhood could be helped.

# Different Families

Look at the pictures. Is your family like any of these ones? If not, change one of them to make it look like yours, or make your own drawing of your family.



(Artist unknown)

# Jan the Orphan

(Retold from a Czechoslovakian Folk Tale heard long ago)

Long ago a little eight-year-old boy was working on a farm. It was Christmas Eve. It was very cold. As nothing was growing and it was too cold to be outside, there was no work for Jan to do. The farmer's wife called him and said, "Jan, there is no longer any work for you to do here. You are an orphan. I can't feed you any longer. You must go down into the city and find a family who will take you in. I have no money to pay you wages for the last four months so I'll give you this old coat to wear. It is a bit threadbare but it will keep you dry. Goodbye."

Sadly Jan left the farmhouse. It was beginning to get dark and he could see the lights of the city just beginning to twinkle in the distance.

The first house he came to was very big with a huge double gate. Jan thought these people will have room and work for a little boy. He knocked on the door. Although he knocked and knocked no one answered. Jan went to look in the window. He saw servants in uniform wearing white gloves. They were arriving in line at the most beautifully set table Jan had ever seen. There were lovely floral displays, candles, fine china, silver cutlery and crystal glasses. As Jan watched, the waiters passed carrying a huge carp arranged on a silver platter above their heads. More waiters carrying more platters laden with delicious food followed them. Jan tapped on the window. *But even if he had been the Christ-child himself come to visit, they were too busy to hear him.*

Sadly Jan walked on. He came to an avenue of houses with lovely gardens. As he looked he heard children laughing. "I'll go to that house he thought to himself. They'll find space for a hungry boy on a cold night." He walked up the driveway to the front door and knocked. Although he knocked and knocked there was no reply. He looked in the window. He saw the mother standing on a ladder. She was laughing and smiling as she reached up to put a star on the top of the tall, Christmas tree that stood in the middle of the floor. The children were cheering and laughing as they danced around the sparkling tree. Jan tapped on the windowpane. *But even if he had been the Christ-child himself come to visit, they were too busy to hear him.* A tear trickled down Jan's cheek as he turned away.

It took Jan some time to get the courage to try another house. By now it was dark and he was very cold. He was in front of a row of houses that had no gardens. One house had the curtains open with the light on. Jan walked up and pressed his nose against the windowpane. What a happy scene he could see inside the cosy, little house. The mother and the children were busy making gingerbread men for Christmas. One child was rolling out the dough. Another was pressing out the shapes, while the third was decorating the gingerbread men with currants for eyes and sweets for coloured buttons. Jan could smell the delicious gingerbread baking and he began to feel hungry. It was a long time since he had eaten the bread and milk the farmer's wife had given him. He knocked and knocked. There was no answer. *But even if he had been the Christ-child himself come to visit, they were too busy to hear him.*

Soft snowflakes began to fall. Jan pulled his coat tightly around his neck. He put his head down to keep his face dry and he hurried on. His eyes were filling with tears. What was he



going to do? He was tired and cold and hungry. He was now in the middle of the city, but the streets were deserted. Everyone had a home to go to for Christmas, except him. As he turned a corner he bumped into another child. "I'm sorry!" he cried. Then he noticed the boy. "You poor child!" he sobbed. "You are freezing! You have neither a coat nor shoes. Here take my coat. I have strong boots." He wrapped his coat around the shivering child and hurried on his way. Now he knew how cold it really was. He started to run to keep warm. The streets were dingy in this part of the city. Suddenly he caught up with an old woman. As he was about to pass her she said, "Where are you going in such a hurry?" He stopped and said, "I've nowhere to go." "Come home with me," replied the old woman.

Jan walked with her to a ramshackle building. Some of the windows were broken. There was no lock on the door. Inside a warm, open fire was burning. A wonderful aroma was coming from the huge soup pot, which was cooking, on the fire. Gathered round the fire were lots of children with happy faces. "The soup is ready Mama," they called out. "Did you find a new friend for us?" Jan was astonished to find out that all these children were just like him. They had no family of their own. The old woman looked after all of them. The door opened and in came the boy Jan had met earlier. "I'm glad you have come," said the old woman. "Quickly, drink your soup!" she called to all of them. We must go to church for the Christmas service. Afterwards we can watch all the people in their fine clothes and furs in Church Square.

As the congregation left the church after the service, they were careful to avoid the old lady and the orphans. They were left standing alone, as the church bells rang out their joyful message. Everyone chatted excitedly, shaking hands and giving Christmas greetings to their friends. Suddenly there was silence. An unearthly light, brighter than anyone had ever seen, shone on the most beautiful Child, who was wearing the finest, richest most wonderful clothes that, gleamed in the light. Jan, the orphans and the old woman stared in astonishment. It was their boy!

"I am the Christ-Child," he announced. "Tonight, my birthday, I wandered through the streets of your city. I was not dressed as I am now. I had no shoes, no coat and nowhere to go. I was looking for shelter. I knocked and knocked on your doors, but no one answered. I walked barefoot in the snow until I met this poor old woman. She had so little but she offered it all to me. She gave me food and a place to stay. Jan the orphan gave me the only thing he had - his coat. All of you were so busy preparing that you had no time for me. These children have no presents, no food and no Christmas tree. I give them this one."

The Christ-Child disappeared. In his place stood the biggest, most beautiful, Christmas tree that had ever been seen. It was shining with coloured lights and silver and golden ornaments. There were lots of presents placed under the tree. The people were ashamed. They hung their heads as Jan and his new friends clapped their hands with joy.

Then everyone gathered round the old woman and the children. "We are so sorry!" they said. "This will never happen again in the city of Prague. In memory of this day, we will put a tree like this one here, in the Square every Christmas. We will build a big house for those people who have no where to stay and we will see that they have food and warmth." The people took food, warm clothes and blankets to the old woman's house. The children had a wonderful Christmas. The old woman's house was repaired. A new one was built eventually. (K O'D)