

LESSON 10: Rights and Responsibilities



AIM

Learners will identify their rights and accompanying responsibilities. (12.5.4, 12.5.5)


OUTCOME

Learners understand and appreciate the rights and responsibilities that are the foundations for good relationships at home, at school and in the community

LEARNING ACTIVITIES

- 1 **Living in Harmony:** Divide children into groups and pass a piece of string from one to the other, making a network. Then tug at one part of the string. Show children how this affects the tension of each person's string. Whatever we do affects other people. *Ubuntu*, or being a person through others, is a traditional African value. Stress the idea that we are human through our contact with and responsibility for other human beings. Link it to others quotes like "No man is an island..." You can also demonstrate the concept of *ubuntu* with a rope: by themselves the strands are weak, but when they are woven together they cannot be broken.
- 2 **The Ideal and the Real:** Discuss the following ideas with children. Ask them to supply the 'facts'.
We live in one of the most beautiful countries in the world but things are not always right.
 - In an ideal world there would not be any pollution, but the fact is...
 - In an ideal world there would not be homeless people, but the fact is....
 - In an ideal world brothers and sisters would not fight, but the fact is...
 - In an ideal world there would not be bullying on the school playground, but the fact is....
- 3 Most of the nations of the world are members of the United Nations. In 1948 the United Nations developed a set of rules or rights about all the different people in different nations around the world. This is called the **Universal Declaration of Human Rights**. This Declaration says that people have the right to live in peace and good health and to be able to develop their full potential. Just think, if all these rights happened, we would have an ideal world.
- 4 In 1996 the South African Government adopted a new Constitution which protects the rights of all communities and citizens through its **Bill of Rights**. This is an attempt to make the country a safe place for us to live in.
- 5 **Children's Rights:** Because children are special, they have special needs. All children need:
 - To be loved and cared for.
 - To be fed and eat healthy food.
 - To be kept clean and looked after.
 - To learn and receive a good education.

WHAT YOU NEED

- * Ball of string, length of rope (1)
- * Copy of the SA Constitution (4)
- *  Copies of the worksheet (6)(7) ⇨
- * Extracts for reading (8)
- * Newsprint for making posters for display (10)
- * Newspapers (11)

But this is not enough. The government, parents and adults have special duties to ensure that children grow up in a healthy way and to protect them from abuse, neglect, exploitation, hunger, disease and poor health and detention.

- 6 **Rights and Responsibilities:** What are our rights? How do children know what their rights are? Hand out the worksheet. 📖 ⇨ The learners, in pairs or small groups match the statements of rights and responsibilities.

We have talked a lot about human rights. Every person should have his or her rights respected. This makes our world a safe place to live in. However, if you want your rights respected, you need to respect and protect the rights of others. Stress the fact that all human rights carry with them responsibilities that we have to accept to make our world safe and people-friendly. Look at the descriptions of children's rights and responsibilities on the work sheet and discuss their implications with the children. Help them to come to an understanding that rights are like the other side of the coin of responsibility.

- 7 **Reflection:** Sit quietly and think of your own life. You have a chance to enjoy most of these rights. Do you take this for granted? Do you realize how lucky you are? Would you like to do anything to help other children in the world who don't have so many things? Say this prayer together: it can be found on the worksheet. 📖 ⇨

Dear Creator God

Please take care of children, wherever they live, who do not have clean water, enough food, good homes, proper schools, doctors and hospitals. Bless those who work for them. Help us to share with others the good things we enjoy.

ADDITIONAL ACTIVITIES

- 8 **Child labour:** Read one of the following extracts. The first is taken from an article which appeared in a South African newspaper in July 1999. The second comes from a May 1998 report of Amnesty International.

NIGERIAN CHILDREN SOLD INTO SLAVERY ON GABON'S PLANTATIONS

Nigeria has become a centre for a booming trade in child trafficking to the oil-rich central African State of Gabon. Reports say children between the ages of seven and sixteen are transported to Gabon to do menial jobs like domestic and farm work on plantations. Agents, who approach their parents, promising better lives for them and their children in Gabon lure the children. The United Nations Children's Fund (UNICEF) has attributed the rise in child abuse to the fact that the Children's Rights Act has not yet come into force. The Nigerian children smuggled to Gabon often end up as slaves on plantations working long hours for little pay, while their parents' hopes of better lives for the family are dashed.

AMNESTY INTERNATIONAL (May 1998 Vol 28 No 3)

All over the region of South Asia, children can be seen working in factories, mines, brick kilns and brothels. They often work in dangerous and unhealthy environments and are deprived of rights promised to them in the United Nations Convention such as health, education, recreation – even childhood itself. Some are literally shackled to their machines to prevent them escaping. Others are ruthlessly beaten by their employers.

Point out that even in our own country; things are still not ideal, that children are still being put to work on farms, especially fruit farms and sugar cane farms, when they are too young to work.

GRADE 4

- 9 **Classroom Charter:** Encourage children to divide into groups and draw up a list of rules, rights and responsibilities which would make the classroom a safe and happy place for children and teachers alike. Focus on what can be done to protect these rights and what can happen if teacher or children do not carry out their responsibilities.
- 10 Divide children into groups and encourage them to write their own **acrostic poem**, using the word UBUNTU or HUMAN. Use the acrostics to design a poster for display. Here is an example:
- H**elping each other
Understanding
Making sure we do our share
Always
Never being disrespectful
- 11 **Violations:** Encourage children to look through newspapers to find examples of incidents in which the rights of a child have been violated or abused. Discuss the incident and consider what could be done to protect such children. Perhaps they could write to the press, a child protection agency. Encourage children to collect such articles and have a special Wall of Prayer for such children in your classroom.
- 12 **Freedom of expression?** Do you think the people who said these things have the right to say them? Ask the learners to talk about them with a partner.
- “You are a stupid ape!”
- “Your sort of person can never do anything right.”
- “You are too useless to do this right.”
- “You don’t even have a father.”
- “You are too fat to be in our team.”
- 13 Write a **paragraph** on the following and put it up in your classroom: If the United Nations chose me to see that the children in my neighbourhood enjoyed their rights, I would make sure that...

Rights and Responsibilities

Match the following sets of RIGHTS and RESPONSIBILITIES by writing the correct letters under the numbers in the table.

RIGHTS		RESPONSIBILITIES	
1	Children have the right to quality medical care...	A	... and the responsibility to keep it neat and clean.
2	Children have the right to be proud of their heritage and beliefs...	B	... and the responsibility to show others love and caring.
3	Children have the right to get special care for special needs...	C	... and the responsibility to respect the origins and beliefs of others.
4	Children have the right to a safe and comfortable home...	D	... and the responsibility to learn from these mistakes.
5	Children have the right to be loved and protected from harm...	E	... and the responsibility to listen to others.
6	Children have the right to be well fed...	F	... and the responsibility to take care of themselves.
7	Children have the right to be taken seriously...	G	... and the responsibility to be the best people they can be.
8	Children have the right to make mistakes...	H	... and the responsibility to study and respect their teachers.
9	Children have the right to a good education...	I	... and the responsibility not to waste food.

1	2	3	4	5	6	7	8	9

PRAYER

Dear Creator God

Please take care of children, wherever they live,
 who do not have clean water, enough food,
 good homes, proper schools, doctors and hospitals.

Bless those who work for them.

Help us to share with others the good things we enjoy.

LESSON 11: Our Garden World



AIM

Children will be helped to express an awareness of environmental issues. (12.1.8)

OUTCOME

Learners show awareness of environment issues and contribute towards a healthier environment at home and in the school

LEARNING ACTIVITIES

- 1 Select a **variety of pictures** cut from magazines and calendars showing a variety of both positive and negative concepts, such as beautiful scenery, happy people, nourishing food, war scenes, accidents and sad people drinking and smoking. Spread the pictures out so that the children can see them easily. Tell the children that there is a Law of life that says when we look at a picture of a thing we are in touch with the essence or spirit of that thing. This is why we like to look at photographs. As we view a picture frequently, we absorb some of the qualities it contains. Show one at a time, the positive beneficial pictures and ask what some of the qualities are the children would like to absorb or experience. Next, show the negative pictures and talk about the qualities they contain that would be harmful to absorb.
- 2 **Environmental impact:** Expand the idea to include all the pictures the children view frequently - television, movies, pictures at home and at school, magazines, billboards, pictures on buses and so on. Discuss the effect these pictures would have if they were viewed frequently and their qualities absorbed. Explain that these pictures are part of their environment, their physical surroundings.
- 3 Point out the **two dishes of water** and explain that one represents an environment of negative influences, the other an environment that is positive and uplifting. Then place one sponge in each dish. Explain that the sponge is like a person. Watch it absorb its environment. We tend to absorb much that is around us which is why those who care about us don't want us in certain settings, around certain people, or watching certain television shows and movies. Show the children that a sponge full of dirty water, or negative influences, will have no room left for pure, clean water, or positive influences. Some of the dirty water will have to be squeezed out to make room for the new, clean water. Demonstrate. The same is true for us. This is why it is so important that we take good care of our environment and keep it beautiful. Stress the fact that ugliness, litter and pollution can creep into our surrounding very subtly.
- 4 Read Stevie Smith's **poem**, *If the Earth* found on the worksheet. \Rightarrow Make sure that children understand the poem. Talk about these points:

What do you feel after reading this poem? The poet imagines that the earth is very small. How does she think people would feel about the earth if it were so small? Why do you think they would have these feelings? This activity could be done in groups.

WHAT YOU NEED

- * Pictures cut from magazines and calendars (1)
- * Two dishes of water, one with dirty looking water and one with clean clear water, two sponges that will fit in the dishes (3)
- * Copies of the worksheet (4)(6) \Rightarrow
- * *All Things Bright and Beautiful* (Celebration Hymnal) (7)
- * Newspapers (9)
- * Subscription (12)

- 5 **Earthviews:** You may find it helpful to include some of the comments made by the first astronauts on seeing the earth from outer space:

Seeing the earth for the first time, I could not help but love and cherish her.

(Taylor Wang - China)

On the return trip home, gazing through 240 000 miles of space towards the stars and planet from which I had come, I suddenly experienced the universe as intelligent, loving and harmonious. My view of the planet was a glimpse of divinity.


(Edgar Mitchell - USA)

You realize that on that small spot, that little blue and white thing, is everything that means anything to you – all of history, and music and poetry and art and death and love and tears, joy, games, all of it on that little spot out there. You recognize that you are a piece of that total life....

(Russell Schweickart - USA)

If I could use only one word to describe the earth as seen from the moon, I would ignore both its size and its colour and search for a more elemental quality, that of fragility. The Earth appears fragile above all else. I don't know why it does, but it does.

(Michael Collins - USA)

- 6 The children **draw and colour or paint** the picture of the Earth on the worksheet.  ⇨
- 7 **Sing:** *All Things Bright and Beautiful.*

ADDITIONAL ACTIVITIES

- 8 Another famous quotation is taken from the Red Indian, **Chief Seattle** who said, "Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect."
- The purpose of this lesson is to inspire the children to feel part of the cycle of life and to become aware of issues that affect our environment.
- 9 Conduct a **newspaper hunt**. Encourage children to help you look for articles in the press on environmental issues and create a CAUSE FOR CONCERN display in the classroom.
- 10 Let groups of children **write prayers** on these issues and pray them regularly.
- 11 Encourage children to set a **good example** themselves by reusing and recycling wherever possible.
- 12 Ensure that your school receives **publications** on environmental issues such as *Enviro-tour*, Private Bag X447, Pretoria 0001.
- 13 Make children aware of **endangered species**, both plant and animal. You might choose to team up with the science teacher and organize displays/projects on these.
- 14 Useful **contact addresses** are:
- Endangered Wildlife Trust
Private Bag 11
Parkview2122

GRADE 4

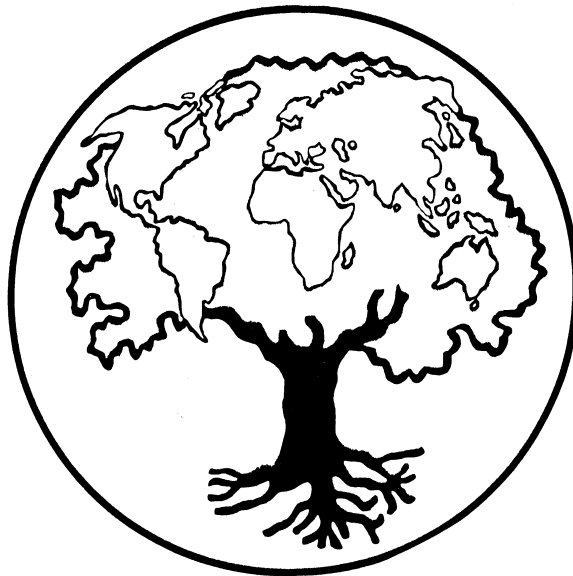
Wildlife Society of S.A.
P.O. Box 44189
LINDEN 2104

Nampak Paper Recycling
P.O. Box 836
EDENVALE
1610

Institute of Water Pollution Control
P. O. Box 81249
PARKHURST
2120

Dept of Environmental Affairs and Tourism
Private Bag X447
PRETORIA
0001

If the Earth



If the earth were only a few feet in diameter,
floating a few feet above a field somewhere,
people would come from everywhere to marvel at it.

People would walk around it,
marvelling at its big pools of water,
its little pools and the water flowing between the pools.
People would marvel at the bumps on it, and the holes in it,
and they would marvel at the very thin layer of gas and the water suspended
in the gas.

The people would marvel at all the creatures walking around the surface of
the ball,

and at all the creatures in the water.

The people would declare it as sacred because it was the only one,
and they would protect it so that it would not be hurt.

The ball would be the greatest wonder ever known,
and people would come to pray to it, to be healed,
to gain knowledge, to know beauty and to wonder how it could be.

People would love it, and defend it with their lives
because they would somehow know that their lives,
their own roundedness, could be nothing without it.

If the earth were only a few feet in diameter.

(Stevie Smith)