

LESSON 26: Human Rights

AIM

To sensitise learners to human rights and to help them reflect on connected issues of justice in the light of the Church's social teaching (12.5.8, 12.5.9, 12.5.12).

OUTCOME

Learners are aware of social justice issues in the light of human rights and the Church's social teaching.



WHAT YOU NEED

- * Chart (2)(4)
- * Some current, topical articles about the topics or the snippets provided (3)
- * SEE-JUDGE-ACT method (6)
- * Copies of the worksheet (7) ⇨

TEACHER BACKGROUND

Every person or group of people lives according to certain beliefs and values which we consider important. We choose them freely for ourselves throughout our lives as we grow and mature. There are many different values that are good. Gentleness and assertiveness, for example, illustrate different extremes.

Society is like a building, or a structure, with many parts. To make this structure function well it needs a set of norms and values. Our South African Constitution is the set of values by which the country is governed and the foundation of our legal system. Other sets of norms or values are the United Nations Charter of Human Rights and the Catholic Church's Charter of Family Rights.

Structural morality is concerned with the moral values of our society. These may or may not be in conflict with our personal or religious values. The various faith communities offer their members, and the world at large, moral teaching on a range of topics. Catholic moral teaching is based on Scripture, and on the Church's understanding of the nature of the human being, considered individually and in society. It is guided by the Magisterium or teaching office of the Church. Both society and our own life experience challenge these values and make it necessary for us to make informed judgements and choices. These may concern an action that we need to take or a change in perspective that we need to make.

The SEE-JUDGE-ACT method is a helpful tool for working with values and making moral decisions. (See TEACHER HANDBOOK, Part I, p 15 and 49.)

HUMAN RIGHTS

There are differences of opinion about human rights and different ways of interpreting them. Legal rights are also not necessarily moral rights. According to the South African Constitution the right to life does not extend to unborn babies and a woman has a right over her own body. The right to freedom of expression says pornography is a right except when it involves child pornography. Prostitution at this time is illegal but it will possibly be legalised in future.

CHURCH TEACHING

ABORTION is deliberately killing an unborn baby or allowing it to die for lack of the necessary care if it is born alive. The Church teaches that human life is sacred and must be respected and protected absolutely from the moment of conception.

PROSTITUTION is sex for money, whether it is between adults or adults and children. It injures the dignity of both parties involved, reducing sexual intercourse to a recreational act purely for pleasure and disregards its real God-given purpose.

PORNOGRAPHY is displaying the human body and intimate sexual acts for the purpose of making money and providing base pleasure to others. It perverts the true nature of sexuality and injures the dignity of all those involved.

LEARNING ACTIVITIES

- 1 Values:** Why do we do what we do? Give a very brief introduction. Values are those things which exercise a force directing my life. They are the things I hold to be especially important. Invite the learners to name their four most important values. Good health, freedom, comfort, money, popularity, patience and many more things can be my values if:
 - I choose them freely from alternatives.
 - I choose them after considering consequences.
 - I am happy with my choice.
 - I affirm my choice publicly when appropriate.
 - I act on my choice repeatedly.
- 2 Human Rights and Dignity:** Present the following, asking the learners to note down the main points. Refer back to LESSON 2 on creation. Draw out or reinforce that God created everything and all life belongs to God. We are responsible to God for our own life and that of others. We are responsible for
 - protecting life from the very beginning,
 - nurturing life, by feeding and caring for the life that has been created,
 - ensuring the best quality of life,
 - treating everyone and every being with the dignity due to them as God's creation, and
 - not using or abusing anyone for our own pleasure or gain.

This is true justice. These are the values the Christian tradition asks us to adopt. Make a note of them on the board or on a chart for display.
- 3 Three Issues - Abortion, Prostitution, and Pornography:** Without going into too much detail and after establishing what they already know, provide relevant information about the three areas of abortion, prostitution and pornography. Newspaper articles could be used to illustrate the points. Draw attention to the dilemma many people face when they are confronted with a discrepancy between moral and legal rights. It may be legal to have an abortion, for example, but, following the set of values in 2 above, it is morally wrong to do so.
- 4** Divide the class into three **groups** and allocate one topic to each group. Ask the groups to discuss and debate their topic around the question of rights. Whose rights are involved? Are some rights more important than others? Which of the FIVE points identified in LEARNING ACTIVITY 2 does the practice you are discussing violate?
- 5** Let each group **present their findings** to the class, allowing the class to evaluate each group's efforts. They do not, of course, all need to agree.

ADDITIONAL ACTIVITIES

- 6** The **SEE-JUDGE-ACT** method can be used to consider the topics in greater depth and in a more structured form. (See TEACHER HANDBOOK, Part I, p 15 and 49.)

GRADE 7

- 7 Make a study of the relevant articles in the **United Nations Declaration of Human Rights**. Divide the class into small groups and allow each group to study one or more of the articles in the light of the above issues. A list of these rights, in shortened form, is given on the worksheet. 📖 ⇨
- 8 Study **other Charters of Human Rights**, for example, the Catholic Church Charter of Family Rights.
- 9 Write a **prayer, poem, or litany** about unborn life.
- 10 Ask the learners to respond in groups to the following **newspaper headlines**. They should consider the following questions:
 - Was that treating the person with dignity?
 - What are the person's rights?
 - TINY BODY FOUND IN DUSTBIN
 - USED LIKE A TOY FOR OTHERS' ENTERTAINMENT
 - CAPE TOWN SET TO BECOME ANOTHER WORLD SEX CAPITAL.
 - SHE IS A CHILD, NOT A CHOICE

MATERIALS

Values are those things which exercise a force directing my life. They are the things I hold to be especially important

A human right is something that a person is entitled to because of the very fact that he or she is a human being.

Universal Declaration of Human Rights (1948)



Now, therefore, THE GENERAL ASSEMBLY proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty, Personal Security
Article 4	Freedom from Slavery
Article 5	Freedom from Torture, Degrading Treatment
Article 6	Right to Recognition as a Person before the Law
Article 7	Right to Equality before the Law
Article 8	Right to Remedy by Competent Tribunal
Article 9	Freedom from Arbitrary Arrest, Exile
Article 10	Right to Fair Public Hearing
Article 11	Right to be considered Innocent until proven Guilty
Article 12	Freedom from Interference with Privacy, Family, Home and Correspondence
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries from Persecution
Article 15	Right to a Nationality and Freedom to Change It
Article 16	Right to Marriage and family
Article 17	Right to own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information
Article 20	Right of Peaceful Assembly and Association
Article 21	Right to Participate in Government and in Free Elections
Article 22	Right to Social Security
Article 23	Right to Desirable Work and to join Trade Unions
Article 24	Right to Rest and Leisure
Article 25	Right to Adequate Living Standard
Article 26	Right to Education
Article 27	Right to Participate in the Cultural Life of Community
Article 28	Right to Social Order assuring Human Rights
Article 29	Community Duties essential to Free and Full Development
Article 30	Freedom from State or Personal Interference in the above Rights

LESSON 27: Caring for the Earth


AIM


To create awareness and encourage an attitude of responsibility for the earth and its future in individuals and communities (3.1.12, 12.1.12)

OUTCOME

Learners show awareness of their responsibility for the earth and its future.




LEARNING ACTIVITIES

- 1 Hand out copies of the **poem** which can be found on the worksheet and read. What is its main message? Note responses.  ⇨
- 2 If you have not used the **SEE-JUDGE-ACT** method of decision-making before, introduce it to the learners so that it can be applied in the learning activities that follow. See LEARNING ACTIVITY 3-5 in LESSON 20.
- 3 **Applying the method.**
 - a) Brainstorm different types of pollution and other environmental issues in the immediate environment, in the country, or globally. List these.
 - b) Divide the class into work-parties of 4-6 learners and give out tasks - one issue per party. (The parties may be invited to choose which issue they will address.)
 - c) Apply the SEE-JUDGE-ACT method to the issue:
 - Step (i) SEE: Gather the information.
 - Step (ii) JUDGE: Weigh it up.
 - Step (iii) ACT: Decide what can be done about the issue and how and by whom.
- 4 Parties display and share their findings in a **gallery walk**, offering explanations and answering questions from the others where necessary.
- 5 **Alternative to 3**

In order to do the activity in groups, you will need at least two lessons. You could decide beforehand on an issue to tackle together as a class, perhaps one that everyone is aware of. Litter is an obvious one. Having done the analysis, the class could decide to take some appropriate action together.
- 6 In conclusion **read** Genesis 1:26-31 and ask learners to explain the message (that God made humankind in his image and likeness and commanded us to take care of the world.)
- 7 Read the **poem** again.  ⇨



WHAT YOU NEED

- *  Copies of the poem or worksheet (1) ⇨
- * Background on the method LESSON 20 (2)
- * Reference material for learners (3)(5)(11)
- * Bible (6)
- *  Copies of the poem or worksheet (7) ⇨
- * Newspaper or magazines for finding pictures (12)
- *  Copies of the worksheet (13) ⇨

ADDITIONAL ACTIVITIES

- 8 Hold an **essay competition**, titled *Save the Planet!*

GRADE 7

- 9 Have the class research different options to address pollution locally and arrange a **school project**. Cleaning the school playground, or a local river, or arranging for the recycling of plastic, glass, and paper are some options. Let the project run for several weeks and involve the whole school.
- 10 Arrange to have an **assembly**, maybe learning the poem to recite.
- 11 Investigate **vandalism** or **graffiti**, using the SEE-JUDGE-ACT method.
- 12 The learners prepare **posters** or a **collage** to be displayed in the school on World Environment Day on 5th June.
- 13 Ask the learners to read the **story** on the worksheet. What do they think of Julia? Do they know any similar stories? How could they become activists? 📖 ⇒

People for the Planet

I AM RESPONSIBLE

I am a citizen of the universe.
 I am a steward of its health.
 I am responsible for its welfare
 And creator of its wealth.
 That wealth is not counted in money
 But measured in different ways:
 How green is the grass? How clear is the sky?
 How many smog-ridden days?

Is water clean or polluted?
 Is it safe for cattle to drink?
 Has the soil been washed away out to sea?
 Are we making people think
 What it means to be a good steward
 Through preserving each piece of our earth?
 'Cause if we aren't careful in what we do now
 Mother earth will no longer give birth.

(T. Rowland)



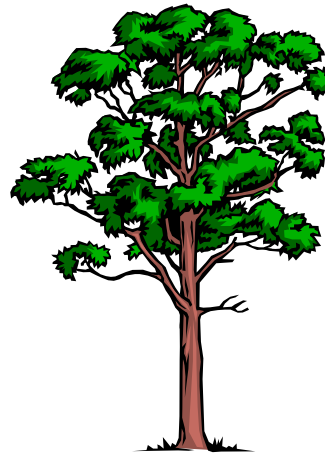
A PLANETARY SOCIETY

Young people across the continents are starting up projects of hope and joy, of peace and solidarity. With their educators, they are learning how to look, to discover, to think, to choose; to protect a spring or fountain, a flower, a bird; to clean up a seashore, a town square, a town hall, a church; to re-read the history of their country, there to discover its artistic treasures, traditional crafts, local folklore; to hear the call of the pioneers, the heroes, the scientists and holy builders of the world.

They are learning to lay out, decorate, deck with flowers, and to film the environment; to collect,

record, act out stories and legends, to respect and promote the dignity of each individual; to sing to peace, sharing their joy and their faith.

Together, they carry out new projects for living that are the hope for the future of planet Earth.



SHE WENT OUT ON A LIMB

Julia Hill, nicknamed “Butterfly”, lived for 738 days in a giant 1000-year old redwood tree in America to protest against the destruction of ancient forests by loggers. She lived on a two-by-three-metre platform with a solar-powered phone to stay in touch with the world. Friends brought her food every few days, and she climbed the tree for exercise. Much of the time she spent on the phone with the media trying to get her message heard. She came down to earth only when a lumber company agreed to preserve the tree she nicknamed “Luna”.

When asked what advice she had for young people who want to make a difference, she replied: “Everyone is an activist, whether we realise it or not. It’s up to us to decide if we will take positive actions. You can make a difference by just offering whatever you do best.”

(The above story, and many others like it can be found in the special Earth Day edition of TIME magazine - April/May 2000)

LESSON 28: The Marginalised





AIM

To develop a compassionate understanding of the situation and needs of those marginalised, especially those infected with HIV or living with AIDS (12.3.5)

OUTCOME



Learners develop a compassionate understanding of the situation and needs of those marginalized.

LEARNING ACTIVITIES

- 1 **Marginalised:** Young teenagers are prone to feel "marginalised", shunned by friends, or left out of sports teams. Ask the learners how they understand this word. What experience have they had in their normal life of being marginalised? How does it feel? People with HIV/AIDS are marginalised in our society. How do you think they feel?
- 2 **HIV/AIDS:** Brainstorm why people with HIV/AIDS are marginalised. The root cause is fear. What do people actually fear? If you have time, tell the story of *The Beast in the Forest*.  ⇒ What is the story's wisdom?
- 3 **Knowledge Overcomes Fear:** Provide relevant information about the disease and also the basic Church teaching, using the worksheet, *Living with HIV/AIDS*.  ⇒
- 4 **Case Studies:** Divide the class into groups, allocating to each a case study, also found on the worksheet.  ⇒ Ask the groups to work through their case study using the SEE-JUDGE-ACT method, and to recommend the best decision. You will find notes on this method in the TEACHER HANDBOOK, Part I, pages 15 and 49. Also let the groups note the personal fears and worries that had to be faced. Let them give feedback and allow some discussion.
- 5 **Compassion:** Ask learners what this word means. Have someone read the message from the South African bishops found on the worksheet.  ⇒ It is also printed on the next page. ⇒ After reflecting on this, ask the learners to decide what action they could take in their particular life situation.



WHAT YOU NEED

- *  Worksheet *The Beast in the Forest* (2) ⇒
- *  Copies of worksheet, *Living with HIV/AIDS* (3)(4)(5) ⇒
- * Further information on AIDS as necessary (3)
- * SEE-JUDGE-ACT poster (4)

ADDITIONAL ACTIVITIES

- 6 **Other marginalised groups:** LEARNING ACTIVITIES 2, 3 and 5 could be adapted to consider other groups, such as the unemployed, the sick, the weak, the lonely, street children, refugees or squatters.

MATERIALS

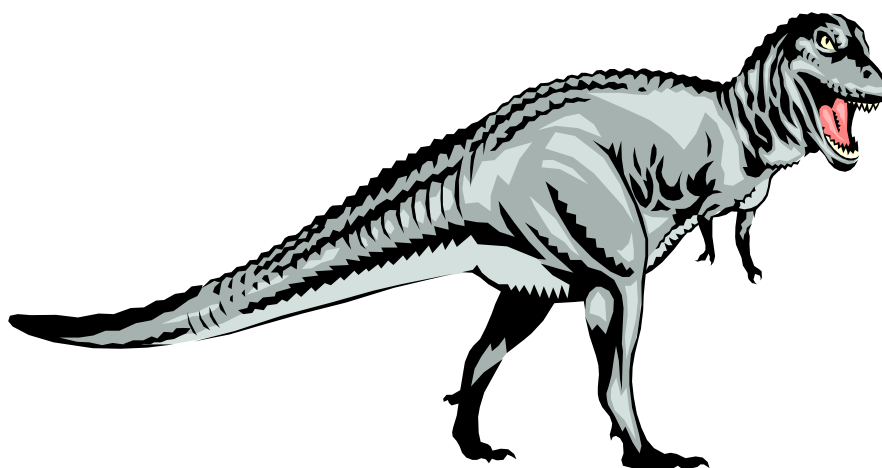
Perhaps the AIDS crisis is God's way of challenging us to care for one another, support the dying and appreciate the gift of life. We must all take the example of Jesus in the gospels. When he was faced with the sickness and suffering of people especially their rejection by society because they were considered to be sinners, he was always filled with a deep compassion and a willingness to heal.

(SACBC statement on AIDS. 1990)

The companionship, joy, happiness and peace which Christian marriage and fidelity provide and the safeguard which chastity gives against the scourge of AIDS, must be continuously presented to the faithful, particularly the young.

(John Paul II. *Ecclesia in Africa*, paragraph 116)

The Beast in the Forest



There was once a village in the middle of a forest. The people who lived there were terrified by a beast which they believed lived among the trees that surrounded their homes. They had all heard its fierce roar and some were said to have even seen it. So they lived in fear, hoping that if they ignored it, the beast would go away. When it did not, they hired many hunters to rid them of it, but none of these succeeded in doing so.

Then one day a great warrior came to their village and promised to show them how to rid their lives of the beast. They agreed to pay him well if he should succeed, and so he set off into the forest.

As he sought the beast he, like the villagers, was very afraid, especially when he heard its roar or caught a glimpse of its fearsome appearance. Unlike the villagers, however, he kept on after the beast, in spite of his fear. With each sighting of the beast he noticed a strange thing happening. Every time he caught sight of the beast or heard its roar, it looked smaller and sounded less fearsome.

Eventually when he cornered the beast, he was amazed to see that it had become very small. Before plunging his lance into it, he asked, “Who are you?” “My name is fear,” replied the beast.

Living with HIV/AIDS

CHECK YOUR KNOWLEDGE

What does the Catholic Church say?

AIDS is a disease that destroys the body's immune system so that it cannot defend itself against other infections. HIV, a virus, which results in AIDS, lives in blood and body fluids. It is transmitted mainly through sexual intercourse or from mother to baby but can also be passed on through infected blood.

The best and safest guarantee against infection is to have sex only in a life-long, faithful, monogamous relationship such as marriage. Condoms reduce the possibility of infection but are not 100% safe. The Church is against condom use because they are an artificial contraceptive and so interfere with the natural process of intercourse and the role of sex in marriage.

AIDS is a disease not a sin but infection is often due to sinful, promiscuous behaviour. People with AIDS should be accepted and treated with compassion and not feared and rejected. People who think they might be infected should be tested and counselled. They need to protect their partners from infection. Young, unmarried people should abstain from sex.

SAVE SEX - IT'S YOUR BEST INVESTMENT FOR LIFE

A MESSAGE FROM THE CHURCH

Perhaps the AIDS crisis is God's way of challenging us to care for one another, support the dying and appreciate the gift of life. We must all take the example of Jesus in the gospels. When he was faced with the sickness and suffering of people, especially their rejection by society because they were considered to be sinners, he was always filled with a deep compassion and a willingness to heal.

(SACBC. *Statement on AIDS*. 1990)

The companionship, joy, happiness and peace which Christian marriage and fidelity provide and the safeguard which chastity gives against the scourge of AIDS, must be continuously presented to the faithful, particularly the young.

(John Paul II. *Ecclesia in Africa*.)

CASE STUDIES

1 FEAR OF LOSING HER BOYFRIEND

Jane sees her boyfriend Paul chatting with a group of other girls and he seems to pay special to one very pretty girl who is flirting with him. Jane and Paul have never had sex but when they next go to a disco and afterwards he asks her to sleep with him what should she do?

2 PEER PRESSURE

James is a good sportsman, a good student and popular with the youth in his church youth group. His friends from school are jealous of his popularity and start to tease him and ask him if he is already a man sleeping with his girl? They start to put pressure on him. What should he do?

3 CONCERN OVER AIDS

Colette has had several boyfriends, even older guys who have given her money to sleep with them. She begins to worry about her future, about getting AIDS. What should she do?

4 A MOTHER'S WORRY

Elizabeth a young mother of two slept with another man and became pregnant while her husband was working away from home. When she went to the hospital she was tested and found to be HIV positive. What should she do?

5 A HUSBAND'S WORRY

George was working in town and his wife and children lived far away in Kwa-Zulu Natal. He could only afford to go home once every three months. He had many girlfriends in town and thought that he might be infected with HIV. What should he do before going home to his wife?

LESSON 29: Gender Discrimination

AIM

To facilitate awareness and compassionate understanding of the needs of others and recognition of instances of gender discrimination. (12.3.6)

OUTCOME

Learners recognise instances of gender discrimination.

TEACHER BACKGROUND

Different religious groups have different beliefs about gender issues. Strict Muslims believe women remain the property of their husbands. Old Jewish laws protected women but kept their status inferior. Christianity is more influenced by western democratic thinking, of liberty, equality, fraternity, though in some churches today, women still feel discriminated against.

A division occurs between women and men. This is because different roles are expected of men and women. People often try to explain by saying, "But it's my culture." However, culture changes. And so do the kind of jobs available to people. If you have younger brothers or sisters they may be thinking of doing work that your mother or father, or even you, would never have considered. Sometimes more money allows for further education and allows both sons and daughters to get their matric and to study further. This means that equal opportunities for women and men can become available.

(Second paragraph - John McCormick & Anne French. Catholic Institute of Education workshop)



WHAT YOU NEED

- * Copies of the worksheet (1) ⇨
- * SA Constitution, UN Charter of Human Rights (3)
- * Bibles (4)
- * Two pairs of shoes - one men's, one women's, one T-shirt (6)
- * Newspaper or magazine articles (7)
- * Gender cards, taken from the worksheet ⇨, pictures of a man and a woman (9)

LEARNING ACTIVITIES

- 1 **Is it Fair?** Learners read the passage on the worksheet and discuss the questions. ⇨
- 2 Refer again to the concepts of prejudice and discrimination from previous lessons. Ask the learners to give **examples of discrimination** on the basis of gender, ideally from their own experience. Discuss the reasons for this, including their own cultural and religious background, chauvinist or submissive attitudes, power, aggression and fear. Is this situation fair, correct and acceptable? Allow the learners to explore their own attitudes.
- 3 What **structures or Bills of Rights** defend the equal rights of men and women? Study relevant statements in documents such as the SA Constitution (article 9(3) of the Bill of Rights) and the UN Human Rights Charter (article 2).

Everyone can claim the following rights, despite

- a different sex
- a different skin colour
- speaking a different language
- thinking different things
- believing in another religion

GRADE 7

- owning more or less
- being born in another social group
- coming from another country.

(UN Charter, article 2)

- 4 **Scripture:** Study, reflect and discuss the creation story in Genesis 2 and compare it with Ephesians 5:21-33. Study also Galatians 3:28.
- 5 **Job Descriptions:** Ask learners to consider the following questions:
 - Can we say that all boys and girls should think alike?
 - Should they have the same likes and dislikes?
 - Should they do the same things?
 - Should they be prevented from doing the same things?Ask them to think of the most common stereotyped jobs assigned to boys or girls.
- 6 **Equal but different:** Using two pairs of shoes - one men's and one women's - and a T-shirt illustrate and help the learners to understand that it is not always possible to walk in one another's shoes as male or female, but that male and female can wear the same T-shirt. Natural differences between men and women must be accepted. However people's potential and abilities should not be restricted.

ADDITIONAL ACTIVITIES

- 7 Use appropriate **newspaper articles** dealing with discrimination and oppression of women for discussion.
- 8 Have the learners write a **short essay** stating and defending their personal views about the rights of men and women.
- 9 **Gender cards:** Another useful opening exercise is the following. Make cards like those illustrated on the worksheet. 📖 They should be sufficiently large in order to be read from the board. On the board place two human figures - a man and a woman. These could be photographs, paintings, drawings or even symbols. Hand out the cards randomly in the class and invite the learners to place their cards on the side of the man or the woman. Without saying it, allow the learners, if they choose to place the card between the two to signify that the task can appropriately be done by either. After the cards have been placed, discussion can take place as in **I** above.

Is It Fair?

Read the following passage and discuss the questions.

Dimpho, while carrying a bucket of water says, “It’s not fair!. At home my sister and I do all the work - fetch the water, make food for the family, do the washing and see that everything is organised for when my mom comes home, while my brothers do as they please!. We even have to polish their shoes, and on top of it all, they boss us around!”

- Do you think that the situation at Dimpho’s home is fair? Why? Why not?
- What do you think should be done to make the situation fair?
- Do you think the responsibilities of a home should depend on gender?
- Should there be ‘job descriptions’ in the home?

Think about your own lives and answer the following questions:

- Are you treated differently because you are a boy or a girl?
- Do you have to do different chores at home?
- Are there different rules for boys or girls?
- Where do these ideas come from?

Gender and Work

housework	cooking	fixing cars	changing tyres
catching bugs	driving	paying for movies	washing & ironing
washing dishes	braai-ing	modelling clothes	driving taxis
being a doctor	being a mathematician	being a scientist	doing the gardening
being a manager	minding the baby	being a pilot	being an engineer
being a shopkeeper	being a farmer	herding cattle	tidying the house
being a teacher	being a nurse	being a secretary	being a domestic worker
being a psychologist	being a librarian	being a dancer	being a singer in the church choir