

Lesson 10A - I Get to Go to School

Right to Education

You have the right to go to school. You should be able to learn a profession or continue your studies as far as you can.

The Universal Declaration of Human Rights, Article 26

Education should prepare you for life. You have a right to learn about your rights.

The Convention on the Rights of the Child, Article 29



Learning Points

1. Children have a right to an education.
2. Education should prepare you for life.
3. Education can help young people like William Kamkwamba make a difference.

1. WELCOME (5 minutes)

Song, "This Little Light of Mine" (page 58)

2. REVIEW (5 minutes)

- What job did you think of that you would like to have when you grow up?
- And what kind of training would you need to be able to do it?

Accept a response from 2 students.

3. INTRODUCTION (5 minutes)

Have a student read UDHR Article 26 (page 58).

- What is this article telling us? (You have a right to education and to go to school. You should be able to learn a profession.)

Have another student read CRC 29 (page 58).

- What is this article telling us?
(Education should prepare us for life.)

Show the Right to Education mini poster (page 61).

Questions

- What do you see in this photo?
(Children attending school)
- What might be some challenges they face with their education or that you have faced with yours?
- Who would like to tell us about a time when you learned something that has been very important or helpful to you?

4. DEVELOPMENT (10 minutes)

Activity: The Boy Who Harnessed the Wind (pages 59, 60)

This is a true story about a young man who learned useful information that helped him build something extremely important. Show the picture of the windmill and tell the story.

After reading the story ask the questions found on page 59.

5. CONCLUSION (5 minutes)

- In what ways might your education help your family, friends or community?
- What do you need to learn?
- Who can help you learn it?

6. CHALLENGE

- Tell your family and friends about William and how he saved his village from the drought.
- Ask yourself what you would like to share with your family or friends about the importance of getting an education.
- Share it with them.



Remember **Facilitator Notes and Reflections** (page 69).

This Little Light Of Mine

1. This little light of mine, I'm gonna let it shine!
This little light of mine, I'm gonna let it shine!
This little light of mine, I'm gonna let it shine!
Let it shine, let it shine, let it shine!
2. Everywhere I go, I'm gonna let it shine!
Everywhere I go, I'm gonna let it shine!
Everywhere I go, I'm gonna let it shine!
Let it shine, let it shine, let it shine!

(Repeat verse 1)

To hear the song please visit the music section in the **RESOURCES** tab on our website: www.go-hre.org

Sing through the song once or twice to familiarize the students with the music and the words.
Have the students make up their own motions.

Article 26

You have the right to go to school. You should be able to learn a profession or continue your studies as far as you can.

The Universal Declaration of Human Rights

Article 29

Education should prepare you for life. You have a right to learn about your rights.

The Convention on the Rights of the Child

Activity: The Boy Who Harnessed the Wind

The Story of William Kamkwamba

William Kamkwamba was a young schoolboy from Malawi, who had a talent for fixing radios. He spent his free time looking through the local junkyard for electronic components that he could use to make or fix things for his friends and neighbors. However, his family were farmers who struggled against poverty and poor farming conditions, and could not afford to pay his tuition fees, so he was forced to drop out of school. Fortunately, William persuaded his science teacher to let him continue attending his class, and to give him secret access to the school's library where he learned about electrical engineering and energy production.

But while William was learning all he could, the country began to experience a terrible drought. There was no way to bring water to the village. Plants and animals were dying, including his family's crops. Then they were robbed of their meager grain stores, and there were riots and thieving as the people fought desperately against starvation. Seeking to save his village from the drought, William used the information he'd been studying and the materials he had scavenged earlier, and he created a small prototype of a windmill that could power an electric water pump.

However, to build a larger windmill for the village, William needed his father's permission to dismantle the family bicycle for parts. But it was the only bicycle in the village and the family's last major asset, so his father refused to take the risk. It wasn't until William's dog died of starvation that his mother intervened and convinced his father to reconsider and allow William to use the bicycle. With the help of his friends and the few remaining members of the village, they built a full-size wind turbine which allowed the villagers to bring water to the village, saving the people from starvation. Today William is busy helping other villages do the same thing, making life better for everyone.

(Adapted, https://en.wikipedia.org/wiki/William_Kamkwamba)

Questions

- What challenges did William and his family face?
- How did the villagers feel about their challenges?
- Can you find the bicycle in the picture?
- How did education help William save his village even though he was quite young?
- What are some difficulties William faced getting an education when he was growing up?
- Why was the windmill so important to the village?
- What was unique about the windmill?
- What did William do before he began to build the windmill?

Lesson 10A - I Get to Go to School

William Kamkwamba's First Bicycle Windmill





The Right to Education

UDHR 26 and CRC 29

Lesson 10B - Our Duty to Each Other

Right to Education

You have a duty to the other people in your community, and you should protect their rights and freedoms.

The Universal Declaration of Human Rights, Article 29

Education should prepare you for life and encourage you to respect your parents and your country, as well as other nations and cultures. You have a right to learn about your rights.

The Universal Declaration of Human Rights, Article 26



Learning Points

1. You have a duty to other people, and you should protect their rights and freedoms.
2. Education should prepare you for life and encourage you to be respectful of others.
3. You have a right to learn about your rights.

Display Class Rules and mini posters.

1. WELCOME (5 minutes)

Song, “This Little Light of Mine” (page 58)

Questions

- How are you going to let your light shine?
- How are you going to share what you've been learning with friends and family?

2. REVIEW (5 Minutes)

Final Student Assessment (page 63)

Administer the assessment before the lesson. This is the same one used in Lesson 1A. It is used in this lesson to determine how much students have learned.

- After each individual response, ask the students to explain what they know about that question before going on.
- After each question, count the number for each answer. Record it on the assessment form.
- **After the class is over**, take time to compare this with the results from the Initial Student Assessment in Lesson 1A. Keep this for your own future reference. Report the final results to your supervisor.

3. INTRODUCTION (5 minutes)

Question:

Which human right do you appreciate the most and why?

Allow 2 or 3 students to respond, but don't go beyond 5 minutes for answers.

Show the **Duty mini poster** (page 65) and ask one of the students to **read UDHR 29** (page 64).

4. DEVELOPMENT (10 minutes)

Activity: Picture This, My Rights and My Duties (page 64)!

Explain that each right carries a duty to respect and protect the rights of others. *Play the game.*

5. CONCLUSION (5 minutes)

Activity: The Human Knot (page 64)

Let's do an experiment.

- Invite students to stand in a circle, facing inward, shoulder to shoulder.
- If there are more than 10-12 players, you can create two groups and organize a competition between them. The first group to finish can help the second group.

Questions

- How is this game like having Human Rights for everyone?
- Why is our duty to each other just as important as our own rights?
- Did you ever want to quit or think you might not be able to undo the knot?
- What strategy or method worked best in undoing the knot?
- If we played this again, how would you try to undo the knot more quickly?

6. CHALLENGE

- Follow Malala's example (page 43) of courage in sharing her right to education. As the leader of the UN said, "She is a brave and gentle advocate of peace who became a global teacher just through the simple act of going to school."

- Be an advocate of peace by going to school and learning as much as you can.

- Let your light shine by taking responsibility for what we've learned about our human rights and sharing it with others—with everyone everywhere we go!

Final Student Assessment - Lesson 10B

Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

<p>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</p>	<p>YES</p>	<p>NO</p>
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		
<p>Please, briefly comment on the human rights you believe you have:</p> <hr/> <hr/> <hr/>		



Keep the Final Student Assessment with your manual to compare with the answers from the Initial Student Assessment in Lesson 1A from the beginning of this course.

Lesson 10B - Our Duty to Each Other

Activity: Picture This - My Rights And My Duties!

1. Divide the class into Team A and Team B. Choose a person from Team A to be an artist.
2. Tell the teams that they are trying to guess the **name of the Human Right and a matching Responsibility**. They get 1 point for guessing the correct Right. They get additional points if they get duties or responsibilities that go with it.
3. Carefully show a Right only to the artist from Group A without the rest of the class being able to see it (either as a mini poster or just the title written on a piece of paper).

2 Protection against Discrimination	18 Freedom of Religion or Belief
3 Life, Liberty and Safety	19 Freedom of Expression
5 Torture or Bullying	23 Child Labor
6 Recognition as a Person	26 Education
16 Marriage and Family	29 Duty

4. Artist from Team A draws a picture on the board to illustrate the Human Right, while Team A tries to guess what the Right is. The artist may not speak or use actions or sounds, just drawing. Time the activity for 2 minutes while Team A guesses. If Team A guesses correctly, they get a point.
5. They get additional points if they identify duties that go with it – within the 2-minute time limit.
6. If Team A does not guess the correct Right, allow Team B to guess what the artist is trying to draw. If Team B guesses correctly, they get a point, as well as additional points for duties.
7. Then show everyone the poster or written words for that Right.
8. Now choose an artist from Team B. Show artist B a different poster, and Team B guesses. And so on. Use only the number of Rights that you have time for.

Accept all logical answers. Congratulate everyone.

Article 29

You have a duty to the other people in your community, and you should protect their rights and freedoms.

The Universal Declaration of Human Rights

Activity: The Human Knot

- Have students stand in a circle and close their eyes and move slowly toward the center of the circle with their arms extended in front of them, and grab hold of the first two hands that they touch.
- Have them keep their eyes closed until you give the signal to open them.
- Make sure that each student is holding the hands of two different people.
- Have them open their eyes, and explain that they have to undo the knot and form a circle without letting go of any hands.
- Watch the group to ensure no one gets hurt and intervene only if absolutely necessary.

(Adapted from: Play It Fair Toolkit, Activity 36. Equitas--International Centre for Human Rights, 2008.)



After everyone is “unknotted,” have the students return to their seats for the discussion.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 69).



Our Duty to Each Other

UDHR 29