

# Lesson 10B—Our Duty to Community and Each Other

## Our Duty to Community and Each Other

### Article 29

1. States Parties agree that the education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. The development of respect for the natural environment.

*Convention on the Rights of the Child*

### Article 29

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

*Universal Declaration of Human Rights*

### Learning Points

1. Students will explain how rights and responsibility function together.
2. Students will describe the responsibilities related to receiving an education.
3. Students will work together to solve a challenge.
4. Students will be able to identify rights and suggest related responsibilities.

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## Lesson Outline

**Note to Teacher:** Complete the Final Student Assessment on page 72 before beginning the lesson. This is the same one used in Lesson 1A. Compare this with the results from the Initial Assessment.

### 1. Welcome

#### Song suggestion: “This Little Light of Mine” (p. 67)

Or, select a song, poem, or activity from your country or culture.

### 2. Review

In our last lesson, we learned about William Kamkwamba who lived in Malawi.

#### Questions

1. What challenges did William face in getting an education?
2. How did he continue to learn?
3. How did he use what he learned to help his community?
4. With whom did you share the story of William and his windmill?

### 3. Introduction

#### Read CRC, Article 29 (p. 70)

#### Questions

1. What can the right to an education accomplish in our lives? *Development of personality, talents, and mental and physical abilities to the fullest potential*
2. What responsibilities does an education require of us?  
*Respect for:*
  - *The human rights and freedoms of others*
  - *Parents*
  - *Country and culture*
  - *Other cultures, religions*
  - *Indigenous people*
  - *The natural environment*
  - *Develop a spirit of understanding, peace, and equality of sexes, friendship among all peoples*

#### Show Our Duty to Community mini poster (p. 74) and ask a student to read UDHR 29 (p. 71)

#### Questions

1. What word does Article 29 use to describe responsibilities? *Duties*
2. Who has these responsibilities or duties? *Everyone*
3. Where do we exercise our responsibilities? *In our home and in our community*
4. How will we benefit if we honor these duties? *The free and full development of our personality is possible in our community.*

5. If we expect others to honor our rights what must we do? *Respect the rights and freedoms of others*
6. If everyone works together to meet our responsibilities or duties, what results? *Public order and the general welfare in society*

### 4. Development

#### Activity: Picture This, My Rights and My Duties

(p. 75) Explain that each right carries a responsibility or duty to respect and protect the rights of others. Play the game.

### 5. Conclusion

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

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

#### Questions

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

### 6. Challenge

#### Refer back to Malala’s story (p. 48)

- Follow Malala’s example of courage in sharing the 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.

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## Final Student Assessment

Use this assessment, or refer to it as an example to create your own.

Date: \_\_\_\_\_ Grade/Age: \_\_\_\_\_

Student Name: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Location: \_\_\_\_\_ Rural: \_\_\_\_\_ Urban: \_\_\_\_\_

<b>Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.</b>	<b>YES</b>	<b>NO</b>
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?		
Please briefly comment on the human rights you believe you have: _____ _____ _____		



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## Development

### 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 one 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).

**Freedom from Discrimination**

**Freedom of Thought, Conscience and Religion**

**Life, Liberty, and Security of Person**

**Freedom of Opinion and Expression**

**Right to Protection from Torture, Cruel or Inhuman Treatment**

**Right to Protection from Child Labor**

**Right to Legal Recognition**

**Right to an Education**

**Right to Marriage and a Family**

**Our Duty to Community and Each Other**

4. The 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 two 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 two-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.