

Lesson 10B - Our Duty to Each Other

Right to Quality 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 Convention on the Rights of the Child, Article 29



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.

Teacher preparation: Prepare cards for the Rights and Responsibilities game.

1. WELCOME (5 minutes)

Sing the songs, “This Little Light of Mine” verse 1 (page 62)

2. REVIEW AND QUESTIONNAIRE (10 Minutes)

Would someone like to share what your family thought about the story of Malala and everyone’s right to education?

Activity: Final Student Assessment (page 64)

Do this before going on with the lesson.



See Lesson 1A for this same assessment. Following today’s lesson, compare the first assessment with today’s assessment to see how much the children have learned since the beginning of the course. Please give this information to your supervisor.

There are no wrong answers. After each question, count the number for each answer and record it on the assessment.

Activity: Assessment Review

After the assessment, review the questions, calling on different children.

- What do you know about the United Nations?
- What are Human Rights?
- Which human right means the most to you?

3. INTRODUCTION (5 minutes)

Show Our Duty mini poster (page 69) and read or ask a student to read **UDHR Article 29** (page 65).



Remember your brief **Facilitator Notes and Reflections** (page 73).

Questions

- What does the word “duty” mean?
- Who is your “community”?
- What duty do you have to your community?

Ask another student to read **CRC Article 29** (page 65).

- How can you show respect to your parents?
- How can you show respect for your country?

4. DEVELOPMENT (5 minutes)

- If you have a right to education and a right to learn about your rights, what do you think your duties are to your community?

Guide the children to recognize that they should study hard in school, and share what they have learned about human rights with other people.

If there is time, consider other rights and corresponding duties as well, such as Expression or Family or Discrimination.

5. CONCLUSION (5 minutes)

- Which are more important – our rights or our duties to each other?

Activity: Rights and Responsibilities (page 65)

Let’s play a game about our rights and our responsibilities or duties.

Song and Chant: “Be Our Best” all the way through! (Page 37)

6. CHALLENGE

- Tell your family about your duty to your community.
- Study hard and share the things you have learned about human rights with other people.
- Tell a friend or someone in your family about your favorite human right.

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Final Student Assessment - Lesson 10B

Date: _____ Grade: _____

Student Name: _____ Male: _____ Female: _____

Location: _____ Rural: _____ Urban: _____

Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.	YES	NO
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: _____ _____ _____		



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

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

Article 29

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The Convention on the Rights of the Child

Song and Chant: Be Our Best

The words are found on page 37. Remind the students that this song (or poem) talks about our human rights. And it talks about our duty to use our voices to share the things we've learned and to make sure that our families and our community have their human rights, too, so that we can all live in freedom and rejoice. And that's what we're going to do: We're going to be our best, yes, me and you!

Activity: Children's Rights and Responsibilities Match-Up

Preparation before class: Choose the set of cards you plan to use and make enough copies for each team to have a complete set. Cut out the sets, making them similar in size. Mix up the cards. Use the originals to show the pairs at the end of the game. Save the originals.

How to play: Quickly have the students count off, giving each one a number: One, two, one, two, one, two – until everyone has a number. The girls and the boys should be mixed together. Put all the “ones” in a group (or team), and all the “twos” in another group.

Team A goes to one side of the room, and Team B goes to the other side. If you have more than two teams, put them in different parts of the room.

The object of the game is to see who can match rights with responsibilities the fastest.

- Don't start until I say GO!
- When your team thinks you have them all matched, raise your hands.
- We'll stop the game and check. If they're all right, you win. If not, we'll keep going.

Give each team a set of cards.

Say: 1, 2, 3, GO!

At the end of the game, congratulate everyone, and spend a few minutes matching up the corresponding pairs again.

- Ask: Which are more important, our rights or our responsibilities?

Our duties to each other are just as important as our human rights.

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Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Freedom of Expression



The right to express your own opinion and be taken seriously.



The responsibility to listen respectfully to others.

Child Labor



The right to be protected from child labor.



Amelio Choche

The responsibility to be helpful to others in your family and community.

Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Discrimination

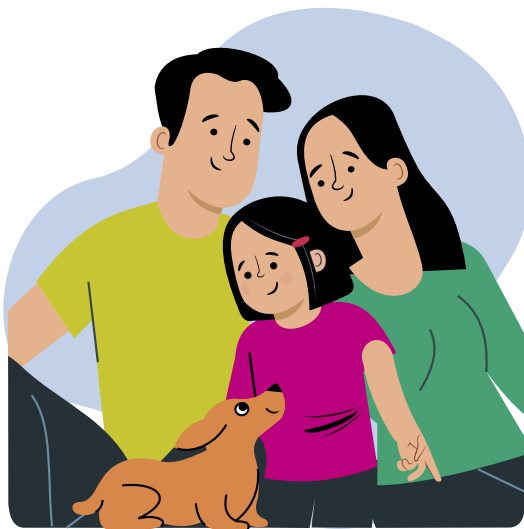


The right to be protected from discrimination and to be treated respectfully by others.



The responsibility to be kind and to be the best person you can.

Family



The right to a family and someone who cares for you.



The responsibility to show love and care for others.

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Activity: Children's Rights and Responsibilities Match-Up

Cut along the solid lines.

Education



The right to a quality education.



The responsibility to study and show respect for your teachers and others.

Life, Liberty and Security



The right to life, liberty and security.



The responsibility to care for yourself and your community.

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Our Duty to Each Other

UDHR 29

Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

Lesson 1A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 1B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 2A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 2B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 3A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 3B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Briefly note your thoughts for future reference.

Lesson 4A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 4B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 5A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 5B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 6A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 6B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

Lesson 7A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 7B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 8A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 8B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 9A

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Lesson 9B

_____ Date

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

Facilitator Notes and Reflections

Briefly note your thoughts for future reference.

Lesson 10A	Date _____
How do I feel about what happened with today's lesson?	How do I feel about what happened with today's lesson?
What would or should I do differently next time?	What would or should I do differently next time?

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