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 (Child Friendly Version), Article 26

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and 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 (Child Friendly Version), Article 29

Learning Points

1. **Children have a right to an education.**
2. **Education should prepare you for life.**
3. **You have a right to learn about your rights.**

Teacher preparation: Cut out the questions at the end of the lesson for the Review Activity. Review the story of Malala so that you can look at the students while telling the story.

1. WELCOME

Song and chant, "Be Our Best" (page 36)

2. REVIEW

Activity: Questions in a Box (page 59)

3. INTRODUCTION

We're going to learn about the right to go to school and get an education.

Activity: The Story of Malala (page 60)
Malala is from Pakistan, a country near India. She was only fifteen years old when some people tried to hurt her just because she said girls should have the right to go to school.

Show the picture of Malala and tell her story.

Questions

- How do you know that education was important to Malala?
- How do you know that she was brave?

4. DEVELOPMENT

Show the Education mini poster (page 61)

Question

- What do you see here?

Read UDHR Article 26 (page 60)

Question

- What two things does this tell us?
    1. *You have the right to go to school.*
    2. *You should be able to learn a profession or continue your studies as far as you can.*

Ask a student to read **CRC Article 29** (page 60).

Questions

- Without an education, do you think you would know how to read and write. . . or about human rights . . . or about the *Universal Declaration of Human Rights*?
- Who do you think is going to take care of you after you grow up and leave your home?
- What will you need to take care of yourself after you leave home?
- What are some jobs that you might be able to do to earn money when you grow up?
- Why do you think it is important to know about your rights?

5. CONCLUSION

- Why did someone try to hurt Malala?
- Why do you think you should study and try to learn everything you can in school?

We are fortunate to know about our rights and to have the right to education so we can all go to school.

Song, "This Little Light of Mine" (page 62)

- What do we call the document that tells us about our rights? *The Universal Declaration of Human Rights*

6. CHALLENGE

- Share the story of Malala with your friends and family.
- Tell your family about everybody's right to have an education.

Activity: Questions in a Box

Cut out the questions below. Fold them in half and put them in a container so that the questions cannot be easily seen.



Time will not allow for more than two questions per team. Save the extra questions to use at the end of the lesson or for another occasion.

Explain to the students:

- I'm going to count to three.
- Before I get to three, girls go to the right, and boys go to the left.
- One, two, three—go!

How to play: Divide the class into two teams.

- Choose one student from each team. Flip a coin or draw straws to see which team goes first.
- First person takes a question from the box and gives it to the facilitator to read out loud.
- The student turns to the team and asks for a collective answer, which the student announces to the facilitator.
- If the answer is correct, the team gets a point.
- If no one on the team knows the answer, the other team has a chance to answer.
- If they get it right, they get a point.
- If no one gets it right, the facilitator answers the question, no one gets a point, and the game continues.
- It's now the other team's turn to have a player choose a question.
- No matter who gets a point, the teams alternate answering questions.
- The team with the most points wins.
- Switch back and forth between the teams quickly so the review doesn't take too long.

1. What's the name of the special document that has all our rights?	**2. How many rights does a person with disabilities have?**
3. What do we call the rights that we all have?	**4. Name any two rights that we have.**
5. What's the word for ignoring people who are different than we are?	**6. What's the name of the wonderful document that is just for children?**
7. What's wrong with Child Labor?	**8. What happened to Rupinder when he went to the city to work?**

Answer Key for the Facilitator

1. *The Universal Declaration of Human Rights*
2. *All of the Human Rights*
3. *Human Rights*
4. *Any rights mentioned in the lessons*
5. *Discrimination*
6. *The Convention on the Rights of the Child*
7. *It can be bad for your health and it keeps you from going to school.*
8. *He couldn't find work because he couldn't read or write.*

Lesson 10A - I Get to Go to School

Malala Yousafzai



commons.wikimedia.org/wiki/File:Malala_Yousafzai

Pakistan is a beautiful country but more than half the girls there don't go to school even though most of the boys do. However, Malala was very lucky because her father was in charge of a big school and he thought girls should go to school. So Malala went to school every day and was very happy.

Then there was a war in her country, and the soldiers from the enemy side came to her town. They said girls couldn't go to school, but Malala and her friends refused to obey them. They loved school and they kept going. So the soldiers issued a death threat against Malala but nobody thought they would actually kill a young girl.

One day when Malala was fifteen years old, she was riding a bus with friends on their way home from school, when a masked gunman stopped the bus, got on board, and shouted, "Who is Malala?" Then he fired at her, hitting Malala in the head before he ran away. Malala almost died. People around the world were shocked and angry. The government of Pakistan made a new law called the Right to Free and Compulsory Education. Compulsory means that it's something you have to do. So the new law meant that school was free and that you had to go. That was amazing.

Malala survived the attack and later she graduated from a good university. She is now married, and she speaks all over the world in favor of education, especially for girls.

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 (Child Friendly Version)

Article 29

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and country, as well as other nations and cultures. You have a right to learn about your rights.

Convention on the Rights of the Child (Child Friendly Version)

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The Right to a Quality Education

UDHR 26 and CRC 29 (Child Friendly Versions)

This Little Light Of Mine

African American Folksong

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!

Instructions

- Explain that this song (or poem) talks about a light that represents the many new things we're learning and that we can share with our families and our community to make our lives better.

- Ask the students to stand and form a semi-circle with you (the facilitator) in the middle.

- Sing (or recite) the first verse by yourself and add motions if you wish.
  "This little light of mine" represents what I'm learning.
  "I'm gonna let it shine" means I'm going to share it with everyone I know.

Sing (or say) it one more time, and have the students join you as you go along.
Point to the students in the circle to encourage them to sing or say) and do the motions with you.

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!

Question
Where are we going to shine? *Everywhere!*
Point to the students as before, encouraging them to sing (or say) it with you.

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!

And that's what we are going to do: We're going to let our light shine everywhere by sharing the things we've learned about our human rights.

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/