

# Building a culture of responsibility and humanity in our schools

## A guide for teachers



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

South African Interfaith Council

**LEADSA**  
[www.leadsa.co.za](http://www.leadsa.co.za)

# Lead SA supports The Bill of Responsibilities

Lead SA believes that each one of us has the potential to change our country.

We believe that when one of us changes our behaviour, this has a ripple effect in our community, encouraging others to do the same. In this way, we all have the power to Lead SA by building an active civic society. It starts with the simple acts of standing up and doing the right thing.

What is so exciting about the Bill of Responsibilities is that it shows us how to do the right thing. It takes the ideals of Lead SA and turns them into practical guidelines that we can use in everything we do. The Bill achieves this by outlining the responsibilities that correspond to each of the rights we are afforded in our Constitution.

Since launching in August 2010 Lead SA has driven a number of diverse and important initiatives, from highlighting rhino poaching to co-ordinating volunteers during the public servants' strike and filling potholes.

The Bill of Responsibilities encompasses all of these activities and much more. It brings together all the campaigns that Lead SA is working on, and will guide us as we set out on new ventures.

This is because the Bill of Responsibilities contains the values and morals that we all need in order to move South Africa forward.

Lead SA is committed to reaching as many South Africans as possible with this document and the principles it holds true.

We're targeting schools in particular because Lead SA believes that by instilling a strong moral foundation in our children, we reach a far larger audience as the message spreads to their families and communities.

If our children have the right values, we can change the future.

It is up to you, our educators and learners to help us realise these objectives and we extend our full support and thanks to you for the wonderful work that you are going to do in this regard.

This is your chance to stand up, do the right thing and make a difference.

Best wishes

**Terry Volkwyn**



## *Acknowledgements*

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ISBN Number: 978-0-620-44769-0

Website Route: [www.education.gov.za](http://www.education.gov.za)

Click onto: DOE branch

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Click through to: Race and Values in Education

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Layout and Design ITL Communications & Design

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2010

# Building a culture of responsibility and humanity in our schools

## A guide for teachers

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# Foreword by Dr M Motshekga on behalf of the South African Interfaith Council

The Bill of Responsibilities is one of the living testimony of the impact of Nelson Mandela's vision of a value-centered society. Our icon and founding father of the Republic, Nelson Rolihlahla Mandela, opined that social transformation could not be achieved without spiritual transformation. He pointed out that neither religious nor political organizations alone could achieve their objectives.

To this end Mandela instructed The Commission for Religious and Traditional Affairs (CRATA) to facilitate the development of an interfaith movement and its collaboration with government for the achievement of common objectives. This initiative led to the birth of the National Religious Leaders Council (NRLF) which spearheaded the development of the Bill of Responsibilities in partnership with the Department of Basic Education.

The democratic breakthrough of 1994 gave birth to a human rights culture which is often criticized for giving rights to children and the youth without corresponding duties. The Bill of Responsibilities represents a balanced interpretation of our constitution and the human rights culture to show that rights presuppose duties. This is rooted in the time honored maxim that one should do to others what one expects from them. This fundamental right and responsibility is rooted in the worth and dignity of every individual and its inherent values of equality, freedom and justice for all.

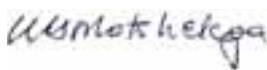
CRATA convened consultative meetings to consider the role of the National Interfaith Movement and government in social transformation. The meetings brought together NRLF, the newly established National Interfaith Leaders Council (NILC) and the Departments of Basic Education, Social Development, Arts and Culture and the National Heritage Council. On the 31 August 2010 these parties hosted the National Conference on the values of a Just and Caring Society. The Conference not only endorsed the Bill of Responsibilities, but also adopted Ubuntu Alive Campaign for the Cultivation of the human rights culture in schools and communities.

On the 5th January 2010 the NRLF and NILC agreed to form the South African Interfaith Council (SAIC) which has partnered with Lead SA and the Department of Basic Education to launch the Bill of Responsibilities and use it as a tool to inculcate the culture of rights and responsibilities in schools and communities.

The Bill will ensure that every school and house of worship become an educational site for a new generation of South Africans that are rooted in a human and people's rights culture.

A successful implementation of the Bill will not only build the character of our children but will also explode the myth that the human rights culture takes away the authority of parents over their children.

This Bill of Responsibilities offers South Africa a unique opportunity to make spiritual growth and development the foundation of the New Nation that our icon, Nelson Mandela made selfless sacrifices to achieve and, if need be, to die for.



**DR MATHOLE MOTSHEKGA**

*On behalf of the South African  
Interfaith Council  
2011*



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# Foreword by the Director-General

Education quality and excellence is the cornerstone of the Department of Basic Education's Action Plan to 2014: Towards the Realisation of Schooling 2025. When deciphering quality education, the Education for All Global Monitoring Report (2005:17) argued for a twin approach. Firstly, it contended that the major objective of an educational system is the learners' cognitive development which is mainly achieved through the traditional curriculum. Secondly, it argued that the other more important barometer of educational quality will be its role in promoting commonly shared values and attitudes of responsible citizenship.

One of the challenges that we continue to face as a young democratic society is the need to engage the public, and particularly our young people, on the issues related to values in society and how these values form the basis for harmony, peace and wellbeing for all.

The Department of Basic Education, in partnership with the National Religious Leaders Forum, developed the Bill of Responsibilities for learners in March 2008. This initiative arose out of the concern amongst all stakeholders in education and in the broader society that learners should understand that each right guaranteed by the Constitution of South Africa must be practiced responsibly. The Bill of Responsibilities is premised on the view that it is only when citizens make responsible choices in terms of the wellbeing of others and themselves, that a democracy is strengthened. The National Religious Leaders Forum and the National Interfaith Council have since merged to form the South African Interfaith Council (SAIC) who are now partnering with the Department of Basic Education and Lead SA, to promote the Bill of Responsibilities. We heartily welcome this partnership and trust that it will allow us to pursue our collective mission more efficiently.

Since 1994, the Department of Education has focused significant attention on promoting human rights and constitutional values in schools. This publication aims to ensure that all schools, educators and learners engage with what it means to be a responsible citizen in order to build and strengthen our democracy. The overall vision of the Department of Basic Education is to build an education system that delivers quality education and one in which all role players take their responsibilities seriously in striving for quality and excellence.

This Teachers' Guide provides a practical way for schools to promote the rights and responsibilities of children as enshrined in the Constitution of the Republic of South Africa and in the United Nations Convention on the Rights of the Child. The Teachers' Guide examines the concept of human rights and related responsibilities. It also shows how a rights and responsibilities based culture can be built into school and classroom management and provides links to the Curriculum and Assessment Policy Statement (CAPS). It further gives teachers practical examples across a number of learning areas on how to develop a variety of lessons around rights, responsibilities and values as individuals and as citizens in a democracy.

The Department of Basic Education therefore welcomes this publication, Building a Culture of Responsibility and Humanity in our Schools: A Guide for Teachers, and trusts that managers, teachers and learners will engage thoroughly with the issues in order that we may all work towards strengthening those values that make us a responsible, participatory democratic society.



**MR PB SOOBRAYAN**

**Director-General:**

*Basic Education*

2011



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## Key



To make using this document easier there are some icons which are used to indicate certain key things:

This symbol indicates something important is being discussed or indicated.



This one is used for points or questions to think about and consider.



This symbol highlights important notes to the teacher



If you need to reflect on an issue this is the symbol that will be displayed.



This sign highlights ideas and activities for implementing the Bill of Responsibilities in your school and classroom.



This symbol will be shown there is an issue to be taken up by the educator.



This icon indicates resource materials to look at.



The materials presented in this guide cut across the various Phases of the GET and FET bands. Please do not feel bound by this as issues raised across the materials are relevant across the school sector. The lesson guides are meant to be illustrative, flexible and changeable. It may be that you find an issue raised in the Foundation Phase section is appropriate to your learners in the FET Phase or vice versa. Use the materials creatively and contextualise them to develop learning materials and activities that are appropriate to your learners, their particular contexts and their specific needs.



# Connecting responsibilities and rights

*"To achieve all our goals, we must hold ourselves to the highest standards of service, probity and integrity. Together we must build a society that prizes excellence and rewards effort, which shuns laziness and incompetence."*

— President Jacob Zuma in his inaugural speech 10 May 2009 —

## Our rights, our responsibilities

Dear teachers

Human rights belong to all people just because they are human. In South Africa, the Bill of Rights is enshrined in our Constitution. This Bill of Rights provides a list of the rights of citizens. The South African Constitution is the supreme law of the land. No other law or government action can supersede the provisions of the Constitution. The Bill of Rights is enshrined in our Constitution. This Bill of Rights contains the human rights that are protected in South Africa. It also explains that the state must respect, protect, promote and fulfill in these rights.

The Bill of Rights is arguably the part of the Constitution that has had the greatest impact on life in this country. As the first words of this chapter say: "This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom."

While the Bill of Rights is about our relationship with the state. It is also about our relationship with each other. It tells us what we can expect from the state as well as something about the importance of dignity, equality and respect in our relationships with each other. Although it focuses on what our rights are, implicit to our rights are our responsibilities. The Bill of Rights should shape our responsibilities as human beings, as citizens, teachers and learners.

The National Curriculum Statement makes it clear that the 'kind of learner envisaged is one who will be imbued with the values and act in the interests of society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution'. (National Curriculum Statements pg 6).

This guide has been developed to assist you to design teaching and learning strategies for the whole school that introduce these values and assist learners to commit to a life which is based on rights together with responsibilities.



'Which people have human rights?'

'Do some people have more rights than others?'

'All people are born equal with rights'



What are inalienable rights? Do your learners understand this term? How can you make this concept real to your learners?



**Teachers are human beings too. They have the same rights as any other human being.**

H

uman rights are those basic freedoms you are entitled to just because you are born human.

Because you are born human, nobody can take these rights away from you. For example, your right to life or your right to human dignity. These rights are inalienable. You have them forever.

Making the **BILL OF RIGHTS** a reality in the lives of those who live in South Africa has presented some challenges. Some people claim human rights as the opportunity to do whatever they feel like doing.



**Democracy doesn't mean freedom without responsibility.**

## Building a culture of responsibility and humanity and accountability in our schools

A report by the South African Human Rights Commission says that:



When people are asked about the founding principles of the Constitution they usually come up with freedom and equality. When they are asked what freedom means to them, 50% say "I am free to do what I like".

Some people asked about equality, say that everyone is equal and they never really go beyond that. When other rights are discussed, people often say, 'I cannot expect the children to clean the classroom because they have a right not to, you know, be treated as slaves', and 'They have freedom of movement so they can walk around in the school and classroom as they wish.'

South African Human Rights Commission Report on Violence in Education, 2006

**We need to pay attention to these misunderstandings of what human rights mean. It must be stressed that human rights should be supported by responsibilities.**



Source: Human Rights Commission Report on Violence in Education, 2006

Acting only on the basis of what I think is my right is potentially a self-motivated way of looking at life. Thinking only about myself does not reflect a culture of 'ubuntu' which should characterise the way people in our country relate to the world and one another.

Enjoying individual freedoms cannot really be separated from the freedoms of the whole community. We do not live our lives in isolation from one another. Our lives interface on a daily basis. To be constructive, positive and enabling, it needs to be based on a culture of human respect and responsibility.

The **BILL OF RESPONSIBILITIES** was developed to remind all who live in South Africa that human rights cannot be real without human responsibility.

The **BILL OF RESPONSIBILITIES** is a reminder for the youth of South Africa that even though we all have and should enjoy rights like equality, respect, dignity and life, this cannot happen unless we also take responsibility to act in ways that protect, ensure and uphold these rights.

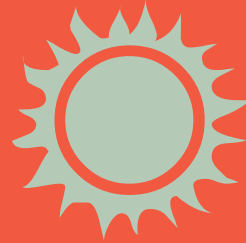
Focusing on the **BILL OF RESPONSIBILITIES** tries to shift us all away from a belief that *freedom* means doing what I like. It moves us towards a way of life based on the idea that we need to take responsibility for the way we live together. It affirms that we should give back to our communities and our country so that human rights become real for everybody.

Source: Celebrating Difference  
Learners Cards, EISA, 2003 P15

This Guide is based on the Bill of Responsibilities for the Youth of South Africa. It has been developed to assist teachers with the integration of responsibilities into the whole school environment including classroom practice and learning materials.

The Guide stresses that responsibilities are important for the whole school community including teachers and principals, whether in the classroom, on the sport field, on the playground, or in the staffroom.

It also provides ideas on integrating the values of responsibilities and rights into teaching and learning activities. By using these ideas teachers will be meeting some of the principles of the National Curriculum Statement: social transformation, human rights, inclusivity, environmental and social justice.



The National Curriculum Statement is clear that as teachers we need to promote human rights, inclusivity, environmental and social justice across the whole curriculum.

How do you do this effectively in your own Learning Areas?



**Freedom doesn't mean  
doing what I like.**



Source: Celebrating Difference  
Learners Cards, EISA, 2003 P47



## Responsibilities at school



This has been interpreted into school legislation such as the South African Schools Act, 1996. Are you familiar with all this legislation and what it means for you as a teacher?

T

he **BILL OF RESPONSIBILITIES** focuses on ensuring that *responsibility* becomes part of our practice of human rights at school. School-based research on values and education conducted for the Department of Education shows that the two values people feel are most lacking in schools are *respect* and *dialogue*. Respect is an essential precondition for communication, for teamwork, for productivity.

**THE SOUTH AFRICAN BILL OF RIGHTS** contains provisions to protect the rights of both *learners to learn*, and *educators to teach* in a safe environment free from all forms of discrimination, violence or fear. Despite this some learners have said things like,

'We have lost respect for our teachers as they abuse us in so many ways that we occasionally retaliate. The teachers are not there as parental figures we are meant to learn from, but rather they are people who are there to misguide us'.

Source: South African Human Rights Commission Report on Violence in Education, 2006, P11



Schools cannot function if there is not mutual respect between educators and parents

Learning cannot happen if there is not mutual respect between educators and learners.



Changes in understanding of rights and responsibilities require active pursuit of these objectives by teaching and practicing responsibility at school. By implementing a specific focus on responsibility at school we can begin to address these concerns. It means recognising that teachers and learners have both rights and responsibilities. It requires a stress on responsibilities as essential to the enjoyment of rights.

The National Curriculum Statement require human rights and responsibilities to be integrated and infused into teaching and learning.

**Integration**  
Across all learning areas

**Infusion**  
Into all learning areas



Responsibilities at school:

- affirms responsibility as part of rights
- ensures that human rights and inclusion are the responsibility of all
- adheres to a class Code of Conduct that is aligned to human rights and responsibility
- administers punishment that is educative, not punitive and encourages responsibility
- includes all learners, by considering their individual needs
- is arranged to facilitate interaction, co-operation, excellence and hard work.

## Reflections for the teacher



Think about your own practices at school.

1. List those rights you think are most important at school.
2. What do you think the associated responsibilities would be? (for you as a teacher, principal, learner, parent)
3. What things do you think teachers can do to demonstrate responsibility at school?
4. What about learners, parents, principals and community?
5. Identify ways you can implement this into your own work at school on a daily basis.

'Human rights are those basic freedoms you are entitled to just because you are born human.'



# A Bill of Responsibilities for the

**This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.**

## Preamble

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

My responsibility in ensuring the right to  
**equality**

The right to equality places on me the responsibility to:

- treat every person equally and fairly, and
- not discriminate unfairly against anyone on the basis of race, gender, religion, national-, ethnic- or social origin, disability, culture, language, status or appearance.

South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: !KE E: /XARRA //KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

My responsibility in ensuring the right to  
**human dignity**

The right to human dignity places on me the responsibility to:

- treat people with reverence, respect and dignity
- be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

My responsibility in ensuring the right to  
**life**

The right to life places on me the responsibility to:

- protect and defend the lives of others
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly by not smoking, abusing alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

My responsibility in ensuring the right to  
**family or parental care**

This right expects me to:

- honour and respect my parents, and to help them,
- be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

My responsibility in ensuring the right to  
**education**

The right to education places on me the responsibility to:

- attend school regularly, to learn, and to work hard,
- cooperate respectfully with teachers and fellow learners and
- adhere to the rules and the Code of Conduct of the school.

and concurrently places on my parents and caregivers the responsibility to:

- ensure that I attend school and receive their support and places on my teachers the responsibility to:
- promote and reflect the culture of learning and teaching in giving effect to this right.

# Youth of South Africa

My responsibility in ensuring the right to <b>work</b>	<p>This right carries with it the responsibility for all learners, parents, caregivers and teachers to:</p> <ul style="list-style-type: none"> <li>• work hard and do our best in everything we do.</li> <li>• recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.</li> <li>• This right must never be used to expose children to child labour.</li> </ul> <p>(proposed alternative: prevent children being exposed to child labour).</p>
My responsibility in ensuring the right to <b>freedom &amp; security of the person</b>	<p>The right is upheld by my taking responsibility for:</p> <ul style="list-style-type: none"> <li>• not hurting, bullying, or intimidating others, or allowing others to do so, and</li> <li>• solving any conflict in a peaceful manner.</li> </ul>
My responsibility in ensuring the right to <b>own property</b>	<p>The right to own property places on me the responsibility to:</p> <ul style="list-style-type: none"> <li>• respect the property of others,</li> <li>• take pride in and protect both private and public property, and not to take what belongs to others.</li> <li>• be honest and fair, and for those who have, to give generously to charity and good causes.</li> </ul>
My responsibility in ensuring the right to <b>freedom of religion, belief and opinion</b>	<p>The right to freedom of conscience requires me to:</p> <ul style="list-style-type: none"> <li>• allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.</li> <li>• respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.</li> </ul>
My responsibility in ensuring the right to <b>live in a safe environment</b>	<p>This right assumes the responsibility to:</p> <ul style="list-style-type: none"> <li>• promote sustainable development, and the conservation and preservation of the natural environment.</li> <li>• protect animal and plant-life, as well as the responsibility to prevent pollution, to not litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.</li> <li>• In the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.</li> </ul>
My responsibility in ensuring the right to <b>citizenship</b>	<p>The right to citizenship expects that each of us will be good and loyal South African citizens. This means that we are responsible for:</p> <ul style="list-style-type: none"> <li>• obeying the laws of our country,</li> <li>• ensuring that others do so as well, and</li> <li>• contributing in every possible way to making South Africa a great country.</li> </ul>
My responsibility in ensuring the right to <b>freedom of expression</b>	<p>The right to free expression is not unlimited, and does not allow us to:</p> <ul style="list-style-type: none"> <li>• express views which advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.</li> <li>• We must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.</li> </ul>

## Conclusion

**I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa.**

**By assuming these responsibilities I will contribute to building the kind of society, which will make me proud to be a South African.**

**! KE E: / XARRA // KE**

**Nkosi Sikelel' iAfrika.**

## Glossary

<b>enshrined</b>	to cherish as sacred
<b>dignity</b>	bearing, conduct, or speech indicative of self-respect or appreciation of the formality or gravity of an occasion or situation
<b>equality</b>	the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability
<b>freedom</b>	the state of being free or at liberty rather than in confinement
<b>implicit</b>	implied, rather than expressly stated: implicit agreement. unquestioning or unreserved; absolute
<b>responsibility</b>	reliability or dependability
<b>imbued</b>	to impregnate or inspire, as with feelings, opinions
<b>ubuntu</b>	human heartedness, social and spiritual philosophy, serving as a framework for African society
<b>inclusivity</b>	embracing of everybody
<b>respect</b>	deference to a right, privilege, privileged position, or someone or something considered to have certain rights or privileges; proper acceptance or courtesy; acknowledgment
<b>dialogue</b>	an exchange of ideas or opinions on a particular issue, esp. a political or religious issue, with a view to reaching an amicable agreement or settlement
<b>precondition</b>	something that must come before or is necessary to a subsequent result; condition
<b>communication</b>	the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs
<b>productivity</b>	having the power of producing; generative; creative

The essential meaning of Ubuntu can be conveyed using the Zulu maxim "umuntu ngumuntu ngabantu" meaning in essence, "a person is a person through other persons."





# Responsibility: the Core of School Life

*"The point is that human rights are universal, but so are the duties and responsibilities to meet those rights. This is what the framers of the International Bill of Rights, and all of the other international human rights treaties, sought to achieve. This is the only way that the notion of human rights makes any sense."*

## Integrating responsibility into the life of the school community

The whole practice of education should embrace and reflect a culture of human rights and responsibility.

Putting a culture of rights and responsibility at the core of our **CODE OF CONDUCT** means it is at the centre of school life. To ensure that it takes root in our schools, we must consciously embed it in the whole culture of the school. This means making it part of whole school practices.

A school is a living community which exists because of people. People are therefore at the centre of the life of the school. This is why we must take human rights and responsibilities seriously in every aspect of the life of the school.

Let's explore what a school is and think about how human rights and responsibility should impact on its structure and life:



A school is a social actor – it exists in a broader socio-economic and political environment, and while it is responsive to the outside influences within which it carries out its mandate, it also has the capacity to challenge or transform society thereby pushing and agenda for broader engagement and support to human rights and responsibility in society.

A school is a living organisation. It exists to deliver or act on a basic human right – the right to a quality education. To do this, it needs to put in place systems and structures. These make it possible to deliver quality education based on human rights and responsibility.

A school is multi-dimensional – a number of processes and interactions happen on a daily basis, some at the same time. In all its dimensions, the life of a school should embrace and reflect human rights and responsibility.

# A whole school development model

## Pedagogical approaches and strategies

- Collaborative construction of knowledge
- Teaching and learning strategies should build skills, values, attitudes and knowledge that promote a culture of human rights and responsibility
- Attention should be given to indigenous systems
- Methodologies should be participatory, cooperative and inclusive of a range of learning styles and develop responsibility, excellence and hard work

## Educator composition and relations

- Educators are recipients, as well as protectors, of human rights and responsibilities
- Educators cannot be discriminated against and cannot discriminate against each other
- Reflect diversity of South Africa
- Relations among educators need to promote respect, tolerance and responsibility
- Relationships between educators and learners must be based on mutual respect and dignity and responsibility
- Educators share the responsibility to ensure that quality education takes place

## Policy of the school:

- cannot discriminate unfairly against anyone, articulate rights and responsibilities in relation to each other
- should explicitly incorporate provision for antidiscrimination, respect for the dignity of all people, tolerance and the promotion of a rights-based culture
- should support a culture of responsibility
- should promote human rights and inclusion
- are only as effective as their enactment within the school environment

## Ethos of the school:

- should promote human rights, inclusion and responsibility
- should provide a safe and secure environment for all school-based stakeholders
- Ensure that effective measures are used when violations occur and that responsibility is taken for actions and outcomes

## Underpinning principles must:

- be promote the values of dignity, equality, justice, democracy and peace and be based on human rights, upholding a culture of responsibility
- allow for participation of all in the decision-making process
- provide a safe and secure environment
- be inclusive
- allow for independence and freedom
- protect the right of people to privacy
- be explicit about anti-discrimination, equality and social justice

## Vision of the school:

- to be a learning community where everybody is learning together
- to show inclusive, non-discriminatory, anti-racist, gender sensitive equality and fairness and responsibility
- to provide educational excellence and uphold the right to education for ALL
- To create access to learning opportunities
- To be holistically concerned with head and heart learning and growth of each learner to his or her full potential

## Learner composition and relations

- Learners have the responsibility to work hard, pursue excellence and respect for each other and their teachers
- Cannot unfairly prevent access of learners into the school
- Admission policies should be explicitly anti-discriminatory
- Learners cannot discriminate unfairly against each other
- Respect, tolerance, freedom and responsibility need to characterise the relations among learners
- Learners are recognised as stakeholders in the school community and should take responsibility for their role in that community

## Curriculum

- What is taught cannot be discriminatory and must contribute to an understanding of rights and responsibilities
- Knowledge should to enhance understanding of the importance of human rights, responsibility, fairness and justice
- Should be inclusive and promote a culture based on human rights and responsibilities

Draw a model of your school. Look at each aspect of its life. Does your school emphasise rights and responsibilities in every area? How? Could this be more effective?





Do you agree or disagree with the following statement?

'A culture at school in which human rights are practiced responsibly is fundamental to ensuring a safe environment for all.'

Discuss why.

## Reflections for the teacher



Look at all the areas of school life that are outlined in the whole school model. Think about your own school environment.

To what extent do the policies, practices and day to day workings of the school allow for the development of a culture of responsibility?

**pedagogical**

educational, relating to an educator

**ethos**

the character or disposition of a community, group, person

**principles**

an accepted or professed rule of action or conduct.

a fundamental, primary, or general law or truth from which others are derived

**discriminate**

to make a distinction in favor of or against a person or thing on the basis of the group, class, or category to which the person or thing belongs rather than according to actual merit; show partiality

## Glossary



Source: Human Rights Democracy and Education series, EISA, 2006



## Including responsibilities in school norms

Schools should be places of learning and equal opportunity for all. For this to be a reality, schools need to be safe places, emotionally, intellectually and physically. A culture at school in which human rights are practiced responsibly is fundamental to ensuring a safe environment for all. It also means that the rights of all learners to receive an education of quality can be upheld.

Developing a school Code of Conduct is an important way of ensuring that the rights of everybody are protected. It is also a way of making sure their responsibilities are described.

### A school code of conduct should:

1. Recognise that everybody has the right to education and ensure that the school culture supports this right in such a way that all members of the community take responsibility for their own learning and for ensuring that the environment at school enables others to also enjoy this right.



2. Integrate human rights into every aspect of the life of the school from the choosing of school leaders to the management of school activities and classroom practices in other words, human rights and human responsibilities become part of the workings of the whole school, rather than something to learn about, it becomes part of the culture of learning and teaching as well as the outcome of that learning and teaching.



3. Ensure that human relationships within the school community are based on the values of equality, dignity, respect and responsibility. The spirit and practices of school life from beginning to end should therefore be infused with the recognition of human rights and the practice of responsibility in relation to all of these rights.



Through this approach, schools and classrooms will be communities that are safe for children, young people and teachers, institutions where quality education can be pursued and enjoyed by all.



## Building a culture of responsibility and humanity and accountability in our schools

A school code of conduct, while making expectations, behaviour and consequences clear, should integrate these core values and their related responsibilities: equality, dignity, life, family and parental care, education, work, freedom and security of the person, own property, freedom of belief, religion and opinion, live in a safe environment, citizenship, freedom of expression.

Human rights at school are often regarded as the reason that children misbehave or that teachers are unable to exercise 'control' over the learning environment. It is essential that this is a misinterpretation of what human rights are about. For there to be a true culture of rights at school, responsibilities are key! A rights-based culture at school would be based on respect, responsibility, self-discipline and dignity. It therefore goes without saying that the respect for others, their person and their belongings as well as hard work, the pursuit of excellence, and participation and commitment to the well being of others in the school community (and outside of) are central features of a school with an ethos of human rights and responsibility.

### A school code of conduct should:



- Be based on the South African Constitution
- Uphold human rights and engender a culture of responsibility
- Ensure that related legislation is adhered to and implemented (see SASA 1996)
- Be developed collectively, collaboratively and inclusively
- Be relevant to all members of the school community including teachers, learners and parents
- Through the processes of development or ongoing evaluation, provide space for members of the school community to think through their respective roles, rights and responsibilities
- Provide learners with an opportunity to think about their own behaviour at school and to recognise where it might need to change
- Be part of a proactive and positive approach to handling discipline at school
- Set expectations, responsibilities and consequences thereby creating an environment in which teaching and learning can take place effectively
- Clarify that everybody in the school is collectively and individually responsible for their learning and behaviour at school
- Create a framework within which self-discipline and responsibility can be practiced.

## 8. "A Code of Conduct

- 1) ... a governing body of a public school must adopt a Code of Conduct for learners after consultation for learners after consultation with the learners, parents and educators of the school.
- 2) A ... Code of Conduct ... must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality learning process."

Source: South African Schools Act no 84 of 1996 P12

### Reflections for the teacher



In terms of the South Africa Schools Act of 1996, schools are required to develop a school code of conduct which upholds the principles of the Constitution. Think about your own school, do you have a code of conduct that not only reflects the Bill of Rights but that includes specific attention to Responsibilities for all members of the school community.

For classroom based teachers, this could also be interpreted into specific classroom charters or set of rules. These 'rules' should be characterised, not just by what children and teachers can expect, what also by what they are expected to do or how they are expected to behave. Remember also to include yourself, if you expect children to always try their best, do their homework and participate in the classroom, they should be able to expect that you are always prepared, their work is marked on time and that you will teach them.

**e.g.**

- I have the right to an education and the responsibility to always try my best at school this means always doing my homework, handing in assignments on time, preparing for assessments and participating fully in classroom activities.
- I have the right to an education and the responsibility to protect and uphold the rights of others to the same education by not distracting them, behaving in such a way in the classroom that the teacher is unable to teach and ensuring that I do my share to promote classroom cooperation, collaboration and learning.
- As a teacher I recognise that all the children in my class have the right to an education, it is my responsibility to ensure through all I do in preparation and teaching to ensure that right is realised.



- When last was your school Code of Conduct reviewed?
- Was it developed in accordance with the requirements of the South African Schools Act of 1996?
- Does it emphasise the responsibilities of all the members of the school community (i.e. parents, learners and teachers)?



Photo: Oscar Guitierrez for 1 in a million , 2003

## Building a culture of responsibility and humanity and accountability in our schools



I am so tired of this human rights stuff at school. I know, ever since we introduced human rights, children just seem to think they can do what they like. What about my rights?



I know that sometimes it seems that as teachers we are never able to manage learning anymore because we keep being told about learners' rights. But I think that what has happened is that we are emphasising the wrong things.

You are right! Human rights actually belong to everybody at school, learners and teachers included. If we all take responsibility for our own way of behaving in relation to each other and for upholding human rights things might change.



Remember, human rights apply to us all because we are all human. They might apply differently in some situations.

For example, children deserve certain protections because they are young that adults don't need. But, for example, we all need to be treated with respect, to have our dignity intact at the end of school day.

This means that we need to think about rights WITH responsibilities. Unless we all take on the need to be responsible, to think responsibly and to act with responsibility then rights will be meaningless.







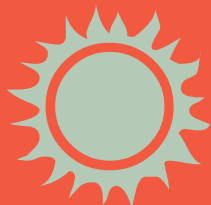
People don't always act in ways that uphold their rights or the rights of others. Sometimes they lead to pain, loss and difficulty in our society. For example people don't always respect the rights of others to life and so they may kill another person or they might not respect their right to own property and so they steal or take what belongs to another. There are laws that protect us against these violations of our rights. It is also our responsibility to respect life and to respect the property of others.

The consequences of not always upholding human rights and practising responsibility may not always be quite as obvious as these examples, it might mean saying something to somebody that harms their dignity or denying a learner in your class the right to learn by behaving in a way in the classroom that keeps distracting the teacher.



Source: Human Rights Democracy and Education series, EISA, 2006

## Building a culture of responsibility and humanity and accountability in our schools



**Humiliating children or young people through sarcasm or corporal punishment as a method of discipline does not build a culture of respect and responsibility.**



What can be done?

Sexual violence at school is a serious problem. Evidence indicates that teachers are often responsible for engaging in serious sexual misconduct with learners.

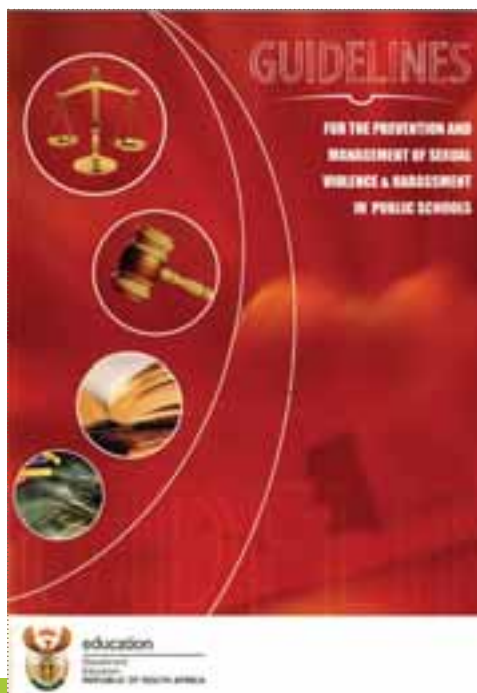
How should this be included as an issue in your code of Conduct?



Source: <http://www.erp.org.za/html/issue 1-2.htm>

Keeping boundaries of mutual respect within the school is part of being responsible to and for the learners in our care. There have been instances in our schools where teachers have had sexual relations with learners. This too contributes significantly to undermining a culture of responsible behaviour at school based on respect and dignity.

Schools are communities of people. For them to work effectively, there need to be 'rules' that determine how members of that community live and work together. These 'rules' or 'norms' should reflect and uphold a culture of human rights which means behaving in responsibility in a way that demonstrates an acute sense of dignity, equality and respect.



### A National Priority

"Sexual harassment and sexual violence against learners within the school system has been identified as a serious problem in educational institutions across the country. ... During 2000, a Human Rights study indicated that sexual violence occurs in prestigious white schools, in impoverished predominantly black township schools, in schools for the learning disabled and even in primary schools."

Source: <http://www.erp.org.za/html/issue 1-2.htm>



## Handling school discipline responsibly

T

he day to day running of a school is supported by its approach to discipline. Discipline at school is always a challenge so let us look at that in a little more detail.

While your approach should make sense to who you are and your own values, it should not contradict the values of dignity, respect and humanness.



The **GOAL OF SCHOOL DISCIPLINE** should always be on the learner taking responsibility for his or her own behaviour and the consequences of it in the school environment. This means of course that the teachers in the school also take responsibility for their own discipline i.e. come to class on time, are prepared and meet their professional responsibilities. Self-discipline is also an important part of being an effective and responsible teacher. Teachers should base their expectations for respect on the respect they show the learners they teach.

Some teachers do find **MANAGING DISCIPLINE A CHALLENGE**. Sometimes this is because learners are particularly difficult and in need of particular kinds of help and support. Whatever the situation, resorting to sarcasm, hitting or other forms of punitive punishment are unlikely to produce meaningful results for anybody. It is also important to remember that corporal punishment is prohibited in South Africa within the school environment. Despite this, it is still reported as having occurred in more than half of the schools (51.4%), with the Eastern Cape (65.3%), Mpumalanga (64.1%) and Limpopo (55.7%) reporting the highest incidences. (Source: South African Human Rights Commission Report on Violence in Schools, 1996)

Using **CORPORAL PUNISHMENT DOES NOT HELP CHILDREN** or young people to develop a sense of responsibility for themselves, their behaviour and the consequences of their actions. Discipline at school should seek to be educationally sound. It should provide opportunities for children to make right what they have done (based on the principle of restorative justice) which also ensures that they take responsibility for their actions and the consequences thereof.

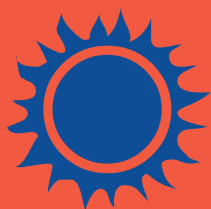


What should our class room ground rules be?



Discipline should:

- be corrective and educative, rather than punitive and punishing
- promote responsibility and self discipline
- never undermine or compromise the humanity or dignity of the learner or educator
- be in accordance with an established Code of Conduct, in which the whole school approach to discipline should be clearly stated, transparent and applied consistently.
- Govern the ways of collaborative working in the classroom, and should be in keeping with the school's approach to discipline and set by the whole class together with the educator.



In your classroom, remember as a teacher you too have the right to be treated with dignity and respect. You also have the responsibility not to infringe on the rights of others and to conduct yourself professionally in a manner that demonstrates your understanding of and commitment to rights and responsibilities.



What is the difference between 'punishment' and 'discipline'?



Disciplined behaviour means ways of behaving that show respect and responsibility. Self-discipline means achieving disciplined behaviour through ones own efforts rather than through external monitoring or force. Punishment does not promote self-discipline.



Source: Corporal Punishment and Bullying: the rights of learners. P3. [www.erp.org.za](http://www.erp.org.za)

## Reflections for the teacher



Here is a quiz to help you reflect on your approach to discipline at school, does it encourage the development of self discipline and responsibility? Although it is a bit 'lighthearted' it is about a serious issue you need to think through.

1. When a learner is late for school do I ...

• Leave them outside for the first lesson?	<input type="checkbox"/>
• Give them an essay to write about why you should always be on time for class.	<input type="checkbox"/>
• Find out from the child and the parents if there is a particular problem?	<input type="checkbox"/>

2. When a learner keeps talking during lessons do I...

• Throw something at them like the blackboard duster and make a joke?	<input type="checkbox"/>
• Slap them on the head from behind?	<input type="checkbox"/>
• Move them to another place to remove the distraction?	<input type="checkbox"/>

3. When a learner does not do their homework do i...

• Give them a week of garden detention?	<input type="checkbox"/>
• Keep them back for homework class so they can catch up?	<input type="checkbox"/>
• Use the cane?	<input type="checkbox"/>

4. When a learner in my class keeps using bad language do I ...

- Wash their mouth out with soap?

☐

- Send them out after giving them a smack?

☐

- Request an apology and a commitment to positive and constructive language in the classroom?

☐

5. When a learner in my class punches someone do I ...

- Encourage them to fight back and to throw the next punch?

☐

- Join the fight?

☐

- Call him to order and then implement the due processes stipulated in the Code of Conduct?

☐

“

In 1982 the United Nations amended its definition of 'torture' prohibited under various conventions by adding the 'prohibition (of torture) must extend to corporal punishment, including excessive chastisement as an educational disciplinary measure.'

”

Source: Corporal Punishment and Bullying: the rights of learners. P13. [www.erp.org.za](http://www.erp.org.za)

Example of  
a Code of  
Conduct  
for a School



education  
Department of  
Education  
REPUBLIC OF SOUTH AFRICA



- Ngizo Ku Shoya Wena! A series of Guidebooks for teachers on discipline in schools. Vally S. and Porteus K., Department of Education, 2000
- Alternatives to Corporal Punishment, the learning experience: A practical Guide for Educators, Department of Education, 2000



"Corporal punishment occurs when physical force is used by someone in a position of authority against someone in his or her care with the intention of causing some degree of pain or discomfort... Such punishment can have psychological as well as physical effects."

Source: The Global Campaign to End Violence in Schools,  
Plan: Learn Without Fear, 2008, P12

## The quiz



**MOSTLY A:** You are acting on impulse, step back and think about how to use discipline in a responsible way to teach responsibility.

**MOSTLY B:** Your inclination is towards corporal punishment. See if you can find alternative ways of managing classroom behaviour that support mutual respect and responsibility.

**MOSTLY C:** You are on the road to building a constructive approach to discipline that develops a sense of responsibility and respect.



## Laws Banning Corporal Punishment

1. The National Education Policy Act (1996)
2. The South African Schools Act (1996)
3. The Abolition of Corporal Punishment Act (1997)
4. The Regulations Promulgated Under the Child Care Act (1983 amended 1998)

**corporal**

of the human body; bodily; physical

**humiliate**

to cause (a person) a painful loss of pride, self-respect, or dignity; mortify

**self-discipline**

discipline and training of oneself, usually for improvement

**Glossary**



# Teaching for responsibility

*"Accountability ...means that we are all responsible for the advancement of our nation through education and through our schools and that we are all responsible, too, to others in our society, for our individual behaviour. There can be no rights without responsibilities – whether as parents, administrators, educators or learners."*

Manifesto on Values, Education and Democracy, Department of Education, 2000 p18

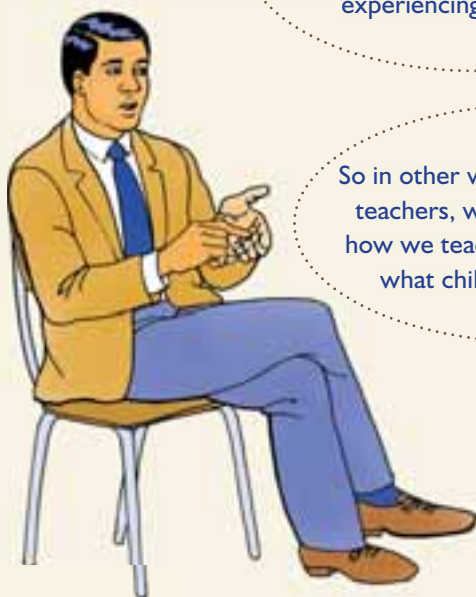
## The medium is the message



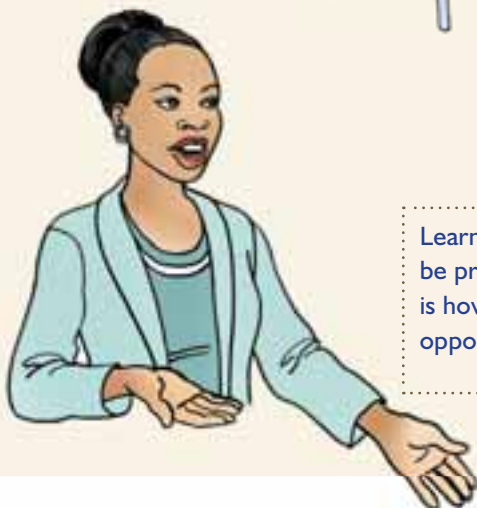
There is no point to talking about responsibilities at school to the learners in my class – they will nod their heads while they are really thinking about something else!



That's a good point, it reminds me of that most learning does not happen by listening but by experiencing and doing.



So in other words, to be really good teachers, we need to think about how we teach and how that affects what children actually learn .



Learning about responsibilities, why we have them and how they should be practised is probably important but what is probably more important is how we experience human rights and responsibility at school and the opportunities that are given for actually using them on a daily basis.



The practices of educators in the classroom can provide a positive experience of rights and responsibilities. The curriculum becomes alive through:

- the management of the classroom
- the way the learning environment is set up
- the relationships in the classroom – learner to learner and teacher to learner
- the activities and strategies developed for learning and teaching.

The diagram below illustrates this relationship between the content of a programme for human rights, inclusivity and social justice, and the learning process. It highlights how they come together to empower learners to ACTION in the delivery of the curriculum.

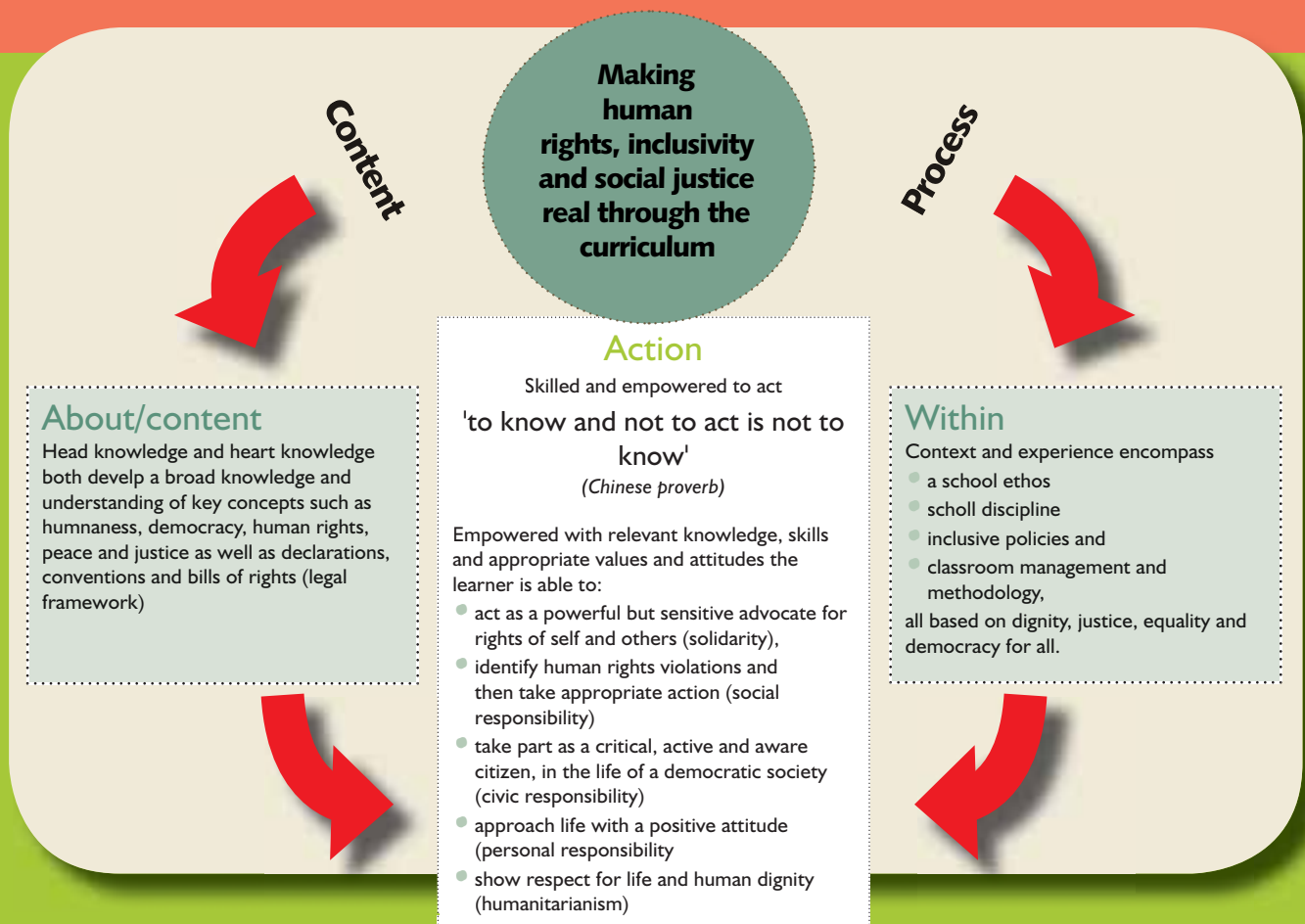


Human rights education works best when it is woven into the fabric of existing curriculum. It is a way of thinking about and relating to the world. ...



Source: Values and Human Rights in the Curriculum, Department of Education, 2005, P10

## Curriculum Enactment



Adapted from: Values and Human Rights in the Curriculum, Department of Education, P15

## Building a culture of responsibility and humanity and accountability in our schools



What sorts of learning methods and strategies can you think of to bring together content and process to make a complete learning experience?

The way in which the National Curriculum Statement has been conceptualised also recognises that education takes place particular and specific contexts

It supports the idea that learning and teaching approaches and specific content should be developed according to the needs of their learners.



Adapted from: Values and Human Rights in the Curriculum, Department of Education, P25

The table below gives some examples of how learning methods can link with human rights values and inclusion.

Approaches to learning and teaching which support human rights and inclusion	Links with human rights values and inclusion
Individual brainstorming	Upholding human dignity
Brainstorming in groups	Respect for other opinions
Studying actual cases	Freedom of expression
Creative problem-solving	Accountability
Creative expression	Responsibility e.g. for one's own learning
Debates and negotiations	Tolerance
Discussion	Compassion of inclusivity
Dramatizations	Build a learning community
Role-play	Build self-worth and self-esteem
Film, video and literature	Affirmation of individuality
field trips	The promotion of personal enrichment, self-esteem and respect for the individual
games and simulation activities	Empower learners to clarify their interests and enable them to research their own requirements to nurture these interests and achieve their potential
mock hearings, trials and tribunals	Actively engage all learners in their own learning, with a minimum of passive listening
Interpretation of visual images	Encourage non-hierarchical, democratic, collaborative learning environments
Interviews	Respect for the experience of the learners and recognition of a variety of points of view
Creating surveys of opinion and gathered information	Encourage reflection, analysis and critical thinking
Jigsaw activities	Encourage behavioural and attitudinal change
Journal writing	
Using media	
Presentations	
Research projects	
Story telling	
Mediation of learning	
Reflections	
Facilitating, support and monitoring	
Questioning	
Drawing	
Sharing	

### Reflections for the teacher



- What are the differences between teacher- and learner-centred approaches to learning and teaching?
- How does a learner-centred approach promote responsibility amongst learners?
- Do you use learner-centred approaches to teaching at school?
- How could you do this more effectively?



# Responsibilities: infused and integrated into and across the curriculum

*"One of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplify those in their own being and conduct."*

Nelson Mandela, Saamtrek Conference, 2001. Manifesto on Values, Education and Democracy. Ministry of Education, 2001 P27

# Human rights and responsibilities and the National Curriculum Statement

T

he framework established by the Constitution, Bill of Rights, Law and Policies for education in South Africa supports teaching and learning for democracy, human rights and peace quite directly.



Our approaches to learning and teaching at school and the outcomes we seek to achieve must support the critical and development outcomes.

The critical and developmental outcomes are a list of outcomes informed by the Constitution. They describe the kind of citizen it is hoped will emerge from the education and training system and underpin all teaching and learning processes. The critical outcomes include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work. The developmental outcomes focus on enabling learners to learn effectively and become responsible, sensitive and productive citizens.

The National Curriculum Statement Overview document states that

*“the promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values different from those that underpinned apartheid education. The kind of learner envisaged is one who will be imbued with the values and act in the interests of society based on respect for democracy, equality, human dignity, life and social justice. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate and multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.”*

Source: The National Curriculum Statement, P6

**The National Curriculum Statement is a policy document which defines and describes the content and outcomes of learning and teaching in education.**



## Responsibilities: infused and integrated into and across the curriculum

During the revision of the South African curriculum, particular emphasis was placed on ensuring that **HUMAN RIGHTS AND RESPONSIBILITIES WERE GIVEN PRIORITY IN THE CURRICULUM**. This was partly in recognition of the role that education had played in the past in perpetuating inequality and largely due to recognition of the power of education to create social cohesion and to transform values and social cultures.

Learning area statements in the National Curriculum Statements reflect the principles and practices of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and such challenges as HIV/AIDS.

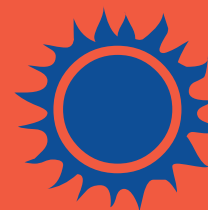
In other words, **HUMAN RIGHTS AND RESPONSIBILITIES ARE ONE OF THE ORGANISING PRINCIPLES OF OUR CURRICULUM**. The National Curriculum Statements does not put human rights and responsibilities into a little box of one Learning Area. Outcomes for human rights and responsibilities are infused and integrated across the whole curriculum. This means that every teacher in South Africa is expected to teach for and about human rights and human responsibility.



**What do the terms 'infusion' and 'integration' mean for curriculum?**

Human rights and responsibilities are one of the organising principles of our curriculum.

**Education is therefore regarded as a means to building a society in South Africa that is based on democratic values, human rights and the practicing of human responsibility.**



Within each learning area, the National Curriculum Statement sets out progressively more complex, deeper and broader knowledge, skills and attitudes for learners to acquire from grade to grade. This is called conceptual progression, and the assessment standards in each learning area statement ensure this progression across grades.

**INTEGRATION** ensures that learners experience the learning areas as linked and related by making links within and across learning areas. This supports and expands learners' opportunities to develop skills, attitudes and values, and acquire knowledge across the curriculum.

If we are serious about enabling a culture of human rights and responsibility in education we need to engage seriously with the issues as part of whole school practice as well as an integrating and infusing it into and across the curriculum for all phases. In this way, every teacher carries some responsibility for learning about responsibilities within their classroom, their learning area and their relationships with their learners.



**National Curriculum  
Statement Grades R-9  
(Schools)**

**Social Sciences**

## Building a culture of responsibility and humanity and accountability in our schools



Although the word responsibility does not appear in the table, it is fundamental to many of the ideas.

Where would you add it in the table in order to strengthen teaching and learning for and about responsibilities?

Learning areas can be grouped into three broad categories: low tension, medium tension and high tension. Thinking of them in this way may be helpful to establishing links with human rights and responsibility. Tension here does not mean 'stress' but rather the ease with which you can locate outcomes for the issues of responsibility in the various Learning Areas.

See the table below, it offers a suggestion on how Learning Areas could be clustered with some ideas of links.

Low Tension	Medium Tension	High Tension
<b>LEARNING AREAS</b>		
<ul style="list-style-type: none"> <li>Life Orientation</li> <li>Social Science</li> </ul>	<ul style="list-style-type: none"> <li>Arts and culture</li> <li>Languages</li> <li>Economics and Management Science</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Technology</li> <li>Natural Science</li> </ul>
Some reasons for placing learning areas on the tension continuum		
<p>There are clear links between content, and Human Rights and inclusion outcomes e.g. the Bill of Rights, the South African Constitution, the journey to Human Rights in SA</p> <p><b>Life Orientation</b> builds:</p> <ul style="list-style-type: none"> <li>self – esteem</li> <li>an understanding of one's self and body</li> <li>The right to say what they feel to enable young people to take their place in society and to stand up for themselves</li> <li>skills for participation, voting, self knowledge, freedom of expression and so on, to empower young people to be part of a democratic South Africa</li> </ul> <p><b>Social Science</b> creates an empathetic understanding of the past to enable young people to:</p> <ul style="list-style-type: none"> <li>build a better future, and</li> <li>stand up against racism, sexism, xenophobia and other forms of discrimination</li> </ul>	<p><b>Arts and Culture</b> provides:</p> <ul style="list-style-type: none"> <li>access to different kinds of literacy – thereby, in essence, linking them to Human Rights</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>can either facilitate, or be a barrier to, learning.</li> <li>has a cultural and personal, as well a political value</li> <li>can provide, by critical and creative thinking and innovation, valuable life skills to empower learners to live their lives meaningfully</li> <li>Fosters working together, co-operation and team work, all of which are valuable parts of these Learning Areas, and are also important democratic skills</li> </ul> <p><b>Economics and Management Science</b> teaches learners skills regarding:</p> <ul style="list-style-type: none"> <li>money matters</li> <li>their right to earn a living</li> <li>the differences between needs and wants</li> <li>how much is enough</li> <li>How money is earned</li> <li>who is, and who is not, employed, and on what basis</li> <li>employment equity, capitalism, socialism and so on</li> </ul> <p>All these will provide a basis to explore how human rights can impact on issues of economics.</p>	<p>The clear links between methodology, and the purpose of learning and Human Rights and Inclusion, in High Tension areas have traditionally been seen as the domain of men. These must be addressed accordingly e.g. by asking:</p> <ul style="list-style-type: none"> <li>How does the way these areas are taught challenge this gender notion?</li> <li>What other forms of discrimination have affected the learning and teaching of these Learning Areas?</li> </ul> <p><b>Mathematical literacy</b> provides:</p> <ul style="list-style-type: none"> <li>access to a number of professions</li> <li>a life skill in itself.</li> </ul> <p><b>Technology and Natural Science:</b> The established links between ethics and Technology or Natural Science can provide a basis for discussion, e.g.:</p> <ul style="list-style-type: none"> <li>what the links are between these Learning Areas and indigenous knowledge systems e.g. how medicines were made and used</li> <li>the diverse social, cultural and historical practices of Mathematic, etc</li> </ul>



Source: Values and Human Rights in the Curriculum, Department of Education, 2005, P12

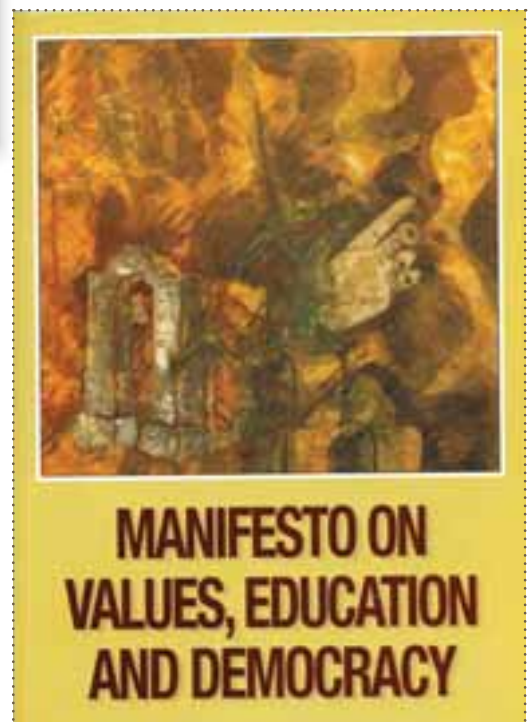
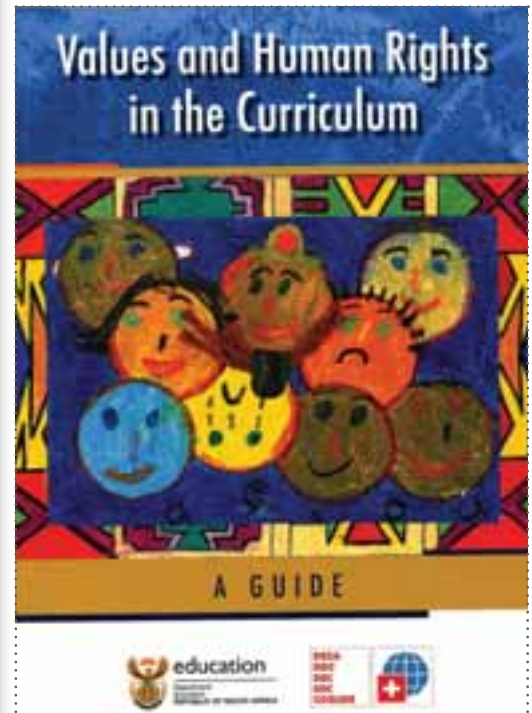


## Reflections for the teacher



Not every learning area will have the same space for teaching and learning about rights and responsibilities. If you are a Maths teacher, you may concentrate more on this issue in relation to your approach to classroom management, discipline and methodology but if you are a Life Orientation teacher, you will probably be able to focus some of the content of your lessons quite specifically on the issues of responsibility and perhaps less so for the language teacher.

- What Learning Areas do you teach?
- What possibility do you see for infusing and integrating issues of responsibilities and rights into the content of your work?
- How can you integrate or infuse them into your practices in the classroom (some would call this the hidden curriculum but you can make it open by talking about it)?
- What kinds of activities can you use to assess learning outcomes in this regard?



<b>infusion</b>	to imbue or inspire; or to cause to penetrate, instill
<b>integration</b>	act or instance of combining into an integral whole
<b>value</b>	the ideals, customs, institutions, etc. of a society toward which the people of the group have an affective regard. These values may be positive, as cleanliness, freedom, or education, or negative, as cruelty, crime, or blasphemy

## Glossary

## Rights, responsibilities and the development of children and young people

“

“There are many shared values that most of us can agree on – like honesty and responsibility – these are universal; common to all human beings. These are essential values that we should teach our children at home or in schools.”

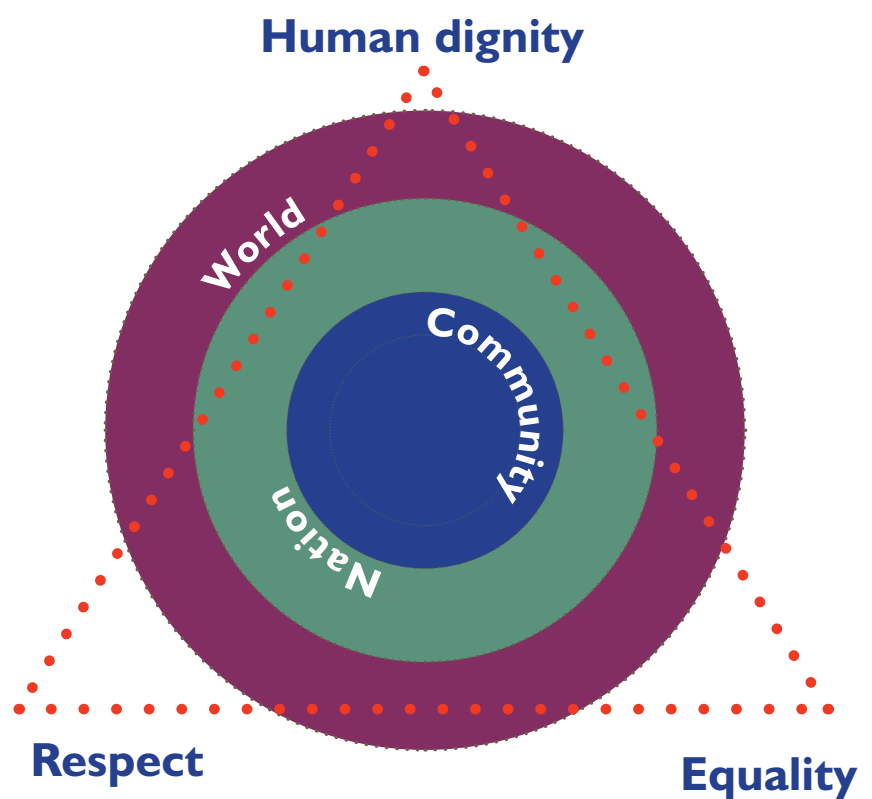
”

Source: Heartlines for Youth: Heartline Resource Centre, Dangar Suleman, 2009.

A

s teachers, one of the things we hope to achieve is the growth of responsible, committed and caring citizens with adequate problem solving skills and values. This holistic approach will enable them to contribute to their own community, nation and global society in such a way that human dignity, equality and respect are upheld.

This idea is reflected in the diagram below:



Source: Human Rights Democracy and Education series, EISA, 2006

**A programme for rights and responsibility at school enables:**

Understanding and knowledge about human rights and social responsibility

Sensitisation to and awareness of the rights of others

Responsibility to act in such a way that the rights of all are secured

Some of the ideas, values and concepts on which human rights are based are complex and will not necessarily be interpreted or understood in the same way by children of different ages, backgrounds and living in different environments. However, the ideas and the values associated with responsibility are not specific, they can be engaged across a range of situations and still emphasise the same basic commitment to self and others.



Write your own T-shirt slogan for practising responsibilities.



**Responsibility is only real when it influences how you live.**

**It might mean helping others in your community, not gossiping, standing up against racism, xenophobia or sexism.**

**Add your own ideas to this list.**

## Building a culture of responsibility and humanity and accountability in our schools

To be effective in the introduction of these issues in the classroom, teachers must think about this and make some decisions based on their knowledge of the children in their particular class as well as their professional understanding of the development of children morally, emotionally, spiritually and physically.



Why would children not all be able to think or talk about human rights in the same way?



I think it is because what a grade 1 learner is able to understand about for example the right to life or how they are able to talk about it is so different from an older learner who is in grade 12.



That's true! I suppose even the way these ideas make sense in their worlds are different.



Yes, a child will probably think about these issues very much in relation to his or her own 'world' while teenager will be able to relate across a whole range of people and considerations.



# Phase by phase ideas for learning and teaching about responsibilities at school

*"Out of the values of ubuntu and human dignity flow the practices of compassion, kindness, altruism and respect which are at the very core of making our schools places where the culture of teaching and the culture of learning thrive."*

Manifesto on Values, Education and Democracy. Ministry of Education, 2001 P16



*Building a culture of responsibility and humanity and accountability in our schools*





## What does this section cover?

Responsibility	Phase (with links across the curriculum)	Lesson
<b>Foundation Phase</b>		
My Responsibility in ensuring the right to human dignity	Language and Literacy, Arts and Culture, Lifeskills , Life Orientation	A Colourful Tale
My Responsibility in ensuring the right to freedom of belief, religion and opinion	Language and Literacy, Social Science, Lifeskills, Life Orientation	Talking Religion, All the same all Equal and What is Peace Anyway
My responsibility in ensuring the right to education	Social Science, Life Skills, Life Orientation Language and Literacy	Getting Learning Right(s)
<b>Intermediate Phase</b>		
My Responsibility in Ensuring the Right to freedom and security of the person	Language, Literacy, Lifeskills, Social Science, Life Orientation	Stop the bully!
My Responsibility in Ensuring the right to own property	Life Orientation, Language and Literacy, Arts and Culture	What's mine is mine!, Mind your Words, and Racism is Bad for Everybody
<b>Senior Phase</b>		
My Responsibility in ensuring the right to citizenship	Life Orientation, Social Science, Language and Literacy, Arts and Culture	People on the move, Xenophobia, Why leave home and What brought you here, and Solving community problems
My Responsibility in ensuring the right to freedom of expression	Language and Literacy, Life Orientation	HIV and AIDS – a confidential issue!
My Responsibility in ensuring the right to live in a safe environment	Social Science, Life Orientation, Language and Literacy	Using our resources responsibly, A load of rubbish, and Who decides our destiny?
<b>FET</b>		
My Responsibility in ensuring the right to family and parental care	Life Orientation, Language, Arts and Culture	Scenario Cards, Different families
My Responsibility in ensuring the right to work	Life Orientation, Language	Talking about child labour, Are you ready to become an activist? , and Child Labour a Court Drama

Note: These issues are not phase specific and this section is a guide.

## The Foundation Phase learner: rights and responsibilities

**T**hinking about what a child in the Foundation Phase may be 'like' is a good place to begin with planning, learning and teaching strategies. Thinking about 'who' the lessons are for will make sure everything begins with their knowledge and understanding. This approach will help them to integrate, understand and practice their responsibilities in their daily lives. The Foundation Phase is a time of tremendous learning and growth as children begin to read, write and problem solve.

Starts formal school

Growing independence and sense of self

Still needs constant reassurance and affirmation

Grasping more abstract ideas like numbers, time and distance

Becoming literate

Period of great intellectual growth

Developing own specific interests

Fine motor co-ordination developing

Beginning to understand past, present, future



Friends are primarily of the same gender

Achievement is becoming important

Self conscious and aware of 'failure'

Could worry about physical attributes like being tall, 'fat'

Loves fantasy play

Tests verbal skills and developing intellect

Self esteem still shaky

Has intense family/primary care giver ties

Peers are becoming increasingly important

Physically self sufficient

## Phase by phase ideas for learning and teaching about responsibilities at school

When you develop lesson materials for children in the Foundation Phase, remember that responsibility will make sense in relation to themselves, their friends and their immediate experiences.

Learning about and to be responsible can be integrated across all Learning Programmes. It is especially easy to see its links with the Literacy and Life Skills Learning Programmes. It may be more difficult in Numeracy but not impossible. In all your classes, remember responsibilities are not just a topic, they are a practice. Learning about responsibility at school should be aimed at the ability of learners to integrate it into their behaviour.

### Some of the core values, skills and knowledge of responsibility:

**Values:** respect, fairness, sharing, empathy, belonging, co-operation, appreciation of diversity, humanness, responsibility.

**Skills:** making and keeping rules, self expression, listening, telling, problem solving, making and keeping friends, working together.

### Knowledge:

Bill of Rights especially the rights of the child, human needs, rules, laws and social order, friendship, family life.

**Issues and challenges:** bullying, abuse, fear, unfairness, exclusion, inequality, discrimination.



Looking at the Foundation Phase Learning Areas – how can we integrate human responsibilities?

### Activity idea



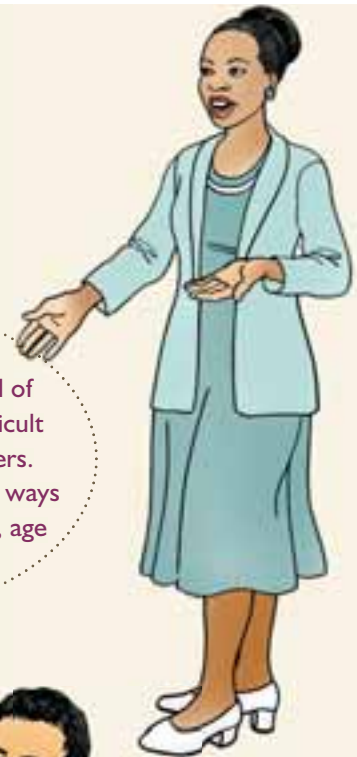
Can you identify other values, skills, knowledge issues and challenges you think should be included in these boxes?

## The Foundation Phase – not a baby anymore

### Some examples of learning activities for the Foundation Phase classroom



Here are some lesson ideas that will help to deal with the issues of responsibility in the classroom.



Some of the ideas in the Bill of Responsibilities could be difficult for Foundation Phase learners. Choose to work with them in ways that match the development, age and life experience.

Remember, that you want children to take responsibility for themselves and their own behaviour.



We need to help children to understand that their actions affect others.



This understanding should cut across every aspect of their day to day lives. It should be part of classroom management. It should even part of how we behave as teachers.

## Lesson Idea 1: The responsibility to ensuring the right to human dignity

### **This means;**

- treat people with reverence, respect and dignity
- be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

### **Where in the curriculum?**

You could use this lesson as part of Literacy or as part of the Life Skills Learning Programmes in the Foundation Phase. It focuses on language use, storytelling and colour which you could extend to deal with the colour wheel, values of equality, dignity and appreciation of difference. You could use it to teach the key colour words reinforcing them with word cards, word lists, for children who are still learning colours play word and colour matching games. However you extend these ideas, remember the core focus here is on affirming our right to be treated with dignity and equality and our responsibility to behave accordingly.



*This section includes a few lesson ideas. Use them in your own way to suite the needs of your learners.*

## **The Constitution**

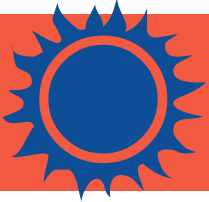
of the Republic of South Africa, 1996



Act 108 of 1996

## The Foundation Phase – not a baby anymore

### A colourful tale



One of the best skills you can develop as a primary school teacher is the skill of storytelling.

Stories can be non-threatening and so make it possible to touch on many aspects of daily life in a way that enables participation, discussion and deepens understanding.

Story telling is a powerful learning tool. Stories can take many different forms. A teacher telling an imaginary tale. Children sharing their own made up ideas, imaginary stories. Not all stories have to be imaginary or made up, sometimes telling children stories in which they are the characters doing the things they really do can be more meaningful and provide access to learning in extraordinary ways.

They provide an especially powerful form of conveying moral lessons or engaging children in sharing their ideas, opinions and perspectives on issues. Sharing or telling real stories can be about real characters including ourselves.

Provide space, opportunities and the tools for children to tell their own stories, imaginary or real.



Storytelling is a fantastic skill. Being a good storyteller will help you as you capture the imagination of learners.

Practice telling stories until you are really good at them before using them in the classroom.

Tell the children stories that give them the opportunity to say how a character should act given a particular circumstance. Ask them what they would do if they were a character. Encourage them to evaluate the actions and behaviours of characters. Challenge them with heroes who present an alternative from the classic images portrayed on TV or in the movies. You could even use extracts from popular TV series as a way of raising the issue of responsibility with the learners in your class.

Here is a story you could use to engage the children with issues of difference and discrimination (For example; bullying – remember, bullying is essentially based on the perception of difference in another and fundamentally denies equality and human dignity. It can be a profoundly difficult experience for any child to overcome in their lives.)



### The box of crayons in grade 2 were heard to say.....

I was sitting in the back of the classroom doing my marking yesterday when a strange thing happened. It was late in the afternoon and I heard voices so I went to see who was in the corridor so late on a Thursday afternoon. There was nobody there so I sat down thinking I had imagined it and carried on with my marking.

A few minutes later, the voices started again. This time I was sure they were in the classroom. I was a bit scared but decided I had to investigate so I moved very quietly around the classroom. You will never believe what I discovered, a box of crayons lying on the shelf behind me were having a conversation with each other. I stood very still so I could listen to what they were saying to each other.

"I don't like red at all," said yellow to which green said, "nor do I!"

"and no one here likes orange but no one knows just why."

"We are a box of crayons that don't get along!" said blue, to all the others.

"Something must be wrong," cried black what are we to do.

So, do you know what I did next? I picked up that box of crayons and opened it up. Then I laid out all the colours on my desk in front of me. All the colours could now see each other clearly. I fetched a big sheet of paper from the back of the room. Then I began to draw: the crayons watched me as I coloured with red and blue and green.

And black, and white and orange and every colour in-between. They watched as green became the grass and blue became the sky. The yellow sun was shining bright on as white clouds drifted by. Colours changing as they came together, making something new.

They watched me as I coloured – they watched me until I was done with my big, bright colour filled site. And when I was finally finished and began to tidy things away, the crayon box had something more to say....

"Actually you know, I do like that red!" said yellow and green said, "and so do I!"

#### Note to the teacher

To make this story telling even more effective, do this in front of the children, layout the colours (or invite them to do so) and proceed by doing the drawing as you tell the story.

## The Foundation Phase – not a baby anymore



"and blue, you were terrific so high up in the sky."

"Yellow and white, without you the sky would not have been bright."

And so they talked, telling one another how together they made something right.

We are a box of crayons you see.

Each one of us is different.

When we get together, the picture is complete.

(Adapted from Le Mottee S., Human Rights, Democracy and Peace in Education; Strategies for Learning and Teaching, EISA, 2006 P33)



- What were the crayons arguing about?
- What helped them to see each other in a different way?
- How are people different from each other?
- How do these differences between people matter?
- What ways do we show a lack of respect for people and their differences from each other?
- How can we begin to show respect for each other even though we may be different?
- Write one classroom or school 'rule' for respecting each other even though we may be different.

### Thinking about this story

This could be done in small groups or in a whole class. If in small groups give the learners one or two things they will be expected to share with the class afterwards like one new way of being together that affirms dignity and equality in the classroom. Don't expect learners to report back on the every part of their discussion as this is boring and does not really reflect their learning in the same way as looking for an outcome from their discussions.

Use the ideas that come from the children to build a classroom statement on showing respect and responsibility for our behaviour at school, on the playground and in the classroom. Use this as a point of reference for disciplinary issues that may emerge in relation to this.

**Remember to make it a positive rather than a negative point of reference. Don't focus on what children should not do but affirm positive behaviour and articulate how in our behaviour we demonstrate respect that affirms human dignity and equality.**



## Lesson Idea 2: The responsibility to ensuring the right to freedom of belief, religion and opinion

### This means;

- allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions.

### Where in the curriculum?

This lesson idea is probably most easily used in the Life Skills Learning Programme however it also has strong Literacy possibilities. It would be best used across both of them as integrated lessons.



Many people end up in conflict about or because of their religion. Is this not a contradiction?

Should our religion not help us to embrace the values of openness, tolerance and dignity?

What about people who are not religious – where do their values come from?

Could we say that some values are universal and cut across all 'beliefs'?

### Religion at School



South Africa has many religious groups.

Religion is practised in different ways and has different implications for people's way of life. For some this means dressing in a particular way, eating specific things, or not eating certain things, praying at certain times in particular ways and so on.



## The Foundation Phase – not a baby anymore



Our schools have predominantly been Christian and many still have practices that have not moved away from this to recognise the many different religions of our country.



Children learn respect by experiencing it. Our schools should reflect respect for and appreciation of religious diversity.

Whether we are talking about religious diversity or a difference opinion, the basis of respect remains the same. Children should learn how to speak to one another about these differences that is real but without prejudice, judgement or discrimination. Engaging these issues in the classroom can be enabling of this.



In these discussions, remember the basis is respect and openness to learn from each other. Really understanding what another person's faith or beliefs mean to them is an important part of learning about empathy and forms a solid basis for respect.

### Talking Religion

Step  
**1**

Invite the children to bring stories about their religions to school. Develop story boards with them about their different beliefs and how this influences the way they live. Invite different religious leaders to your classroom or even just parents to tell their stories of faith and belief. Help children to understand that religion is about a lot more than the things we observe like head scarves, yarmulkes, eating habits or special days.

Step  
**2**

Through this process help them to understand the depth and the meaning that is associated with our beliefs, opinions and religion. They should through these activities also get insight into some of the similarities between our sense of belief and who we are. At the end of this process, ask the learners what they have learnt about each other and themselves.

Step  
**3**

Think about how the things that have been learnt should influence their lives at school. You could think about practical things like food issues, religious days, even dress codes, you should also identify ways of protecting and defending each other's right to these freedoms and how this should impact on behaviour in the classroom.

## Phase by phase ideas for learning and teaching about responsibilities at school

End off by developing a short statement together about what your class believes about freedom of belief, religion and opinion and how you will uphold it in your classroom and school environment. Think about sharing it in an assembly as a theme for the day. This could be added to your ideas on equality and dignity.

Remember once again that the key theme here is that while you might have the right to freedom of religion, belief and opinion, central to this is the responsibility to respect the same freedoms for others. Once again be clear with the children about how we express this in the way we speak to one another as well the way we behave towards each other.

### Note to the teacher

Be careful of reducing this lesson focus to the usual multi-cultural focus of what people eat and wear.

Real understanding and respect will develop from a deep sense of what people believe and why.



“

A country that has no religion would be an extremely weird country. We are created religious, and being religious really means being open to the mysterious, to the holy, to the good and to the beautiful. It would be very, very sad day if there was not space for religion. ...

We have a diversity of religions in our country. ... We ought to make it possible for our country to respect other religions.

”

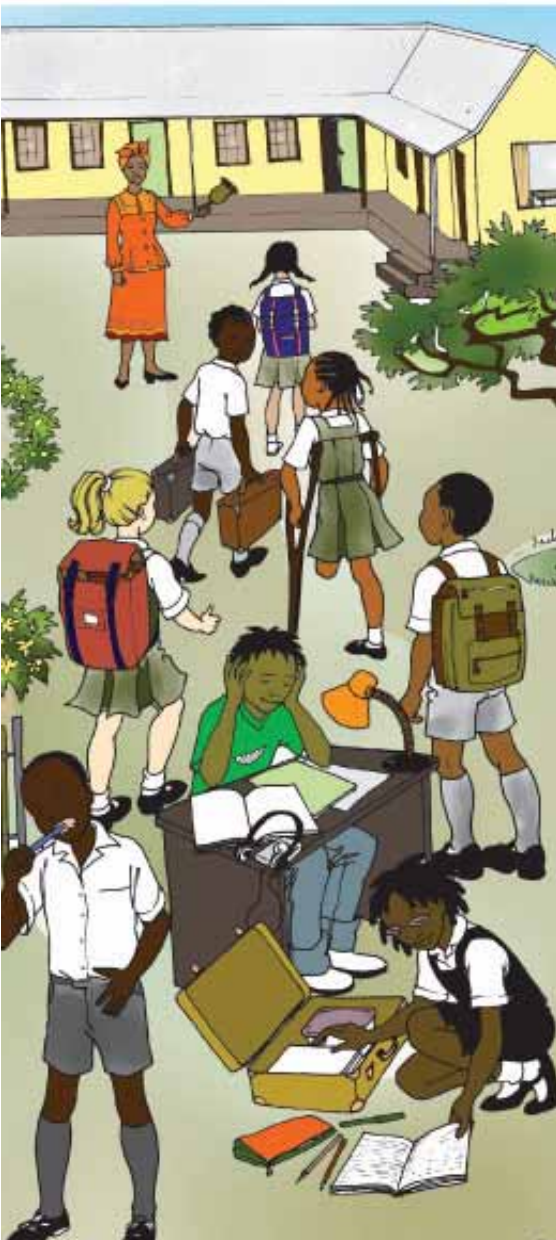
Source: Desmond Tutu, Celebrating Difference Learners Cards, 8:1 Eisa, 2003



Source: Celebrating Difference Learners Cards, 8:1, EISA, 2003



## Lesson Idea 3: The responsibility to ensuring the right to education



### This means;

- attend school regularly, to learn, and to work hard,
- co-operate respectfully with teachers and fellow learners and
- adhere to the rules and the Code of Conduct of the school.

and concurrently places on my parents and caregivers the responsibility to:

- ensure that I attend school and receive their support
- and places on my teachers the responsibility to:
- promote and reflect the culture of learning and teaching in giving effect to this right

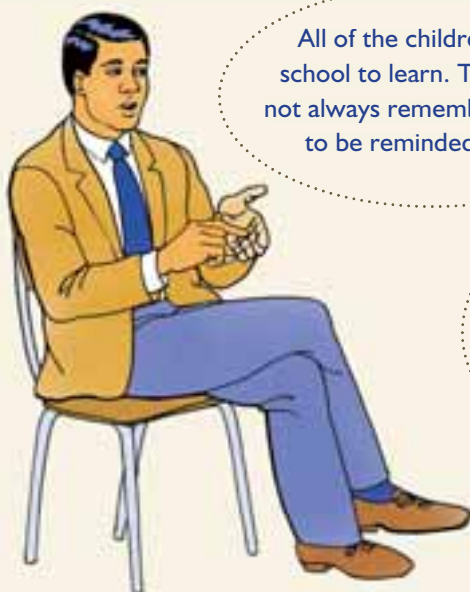
### Where in the curriculum?

Once again this lesson has overt links to the Life Skills Learning Programme with strong possibilities for integration across the Literacy Learning Programme.



Source: Human Rights Democracy and Education series, EISA, 2006





All of the children are at school to learn. They might not always remember or want to be reminded of this.



It is however, always a good thing to remind children of. It is easy for them to forget that the things they do in the classroom affect everybody around them.



Being reminded about this is a way of reminding them about their responsibility to learn and to support the learning of their peers.

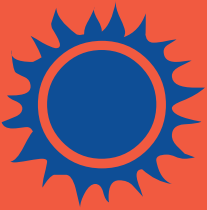


Respect in the classroom for each other should be central to your classroom code of conduct. You might want to find ways of reminding children of this at intervals through the year, especially when you see behaviours emerging that need to be challenged.

## The Foundation Phase – not a baby anymore

### Getting learning right(s)

Develop a series of scenarios. Put the children into groups and ask them to decide what the problem is and how they think it should be addressed. You could invite groups to present their scenarios as mini role-plays.



Draw from these scenarios lessons learned about taking responsibility at school for our own learning and for ensuring that our behaviours always upholds the rights of others to learn.



Here are a couple of ideas. Develop your own that are specific to your classroom. This is an excellent way of addressing challenges that might be emerging in your classroom interfere with the right to learn.

**SCENARIO 1:** Billy sits behind Thabo during maths. Every time the teacher starts talking, Billy makes funny comments. Sometimes the teacher hears him and tells him to be quiet. Mostly she does not notice. When Thabo does not laugh or respond to his comments, he kicks his chair. Thabo cannot concentrate on maths and is struggling to keep up.

**SCENARIO 2:** Busi is afraid to come to school. Every day, as she walks into the classroom, one of the girls who sits in the front row tries to trip her. It does not end there, on the playground, she takes her lunch and does not allow other children in the class to play with her. The other children are also scared of her. Busi cannot concentrate at school. She cannot learn.

**SCENARIO 3:** Linda and her friend Hilary are forever talking and fooling around in class. They are really fun and everybody wants to be their friend. They are also really noisy. The teacher often has to ask them to quieten down and spend a lot of class time trying to keep them separate or under control. Linda and Hilary don't see a problem with this, they are having a lot of fun. The teacher is feeling frustrated. Some of the other children in the class are feeling frustrated.

## Phase by phase ideas for learning and teaching about responsibilities at school

The key idea in this lesson is to talk about how each child is responsible for their own behaviour at school. Encourage children to think about how their behaviour could affect the rights of others to learn.

Think about when children can solve some of these challenges by changing their own behaviour or challenging their friends to do so. Recognise when situations may be too difficult or complicated and the help of a teacher may be needed.

Acknowledge that talking about these things is important because it may stop people being hurt.

Draw a distinction between telling tales and speaking out to protect the rights others. In such cases, speaking out is part of our responsibility to protect the rights of others.



### A few other lesson ideas



- Play games where you say the right and children must say the responsibility
- Develop problem solving cards based on the Bill which engage children in finding ways of demonstrating respect for rights and responsibility
- Do role plays with the children of different situations in which they need to make choices or decisions about acting in ways that are responsible
- Create opportunities for the learners in your class to become 'activists' and to take action where they are able on issues that they feel are in need of attention both inside of their school and outside in the community.

Building a culture of responsibility and humanity and accountability in our schools

## The Foundation Phase – not a baby anymore

II

All the same, all different, all equal

die selfde Uku fana fana

okufanako hwana

Same ku fana Tshwanda



Make a list of things you have in common. See how many things you can find. Imagine what it would be like if we were all exactly the same. What problems do you foresee?

Start with these questions and then think of your own:

- Do you like television/radio?
- What food do you like?
- Which subjects do you enjoy most at school?
- Do you have a favorite teacher? Who is s/he?
- What would you like to do when you are older?
- How many people are there in your family?
- Where do you live? Which places have you been to
- What do you like about South Africa?
- What worries you about our country?

Swana

having things in common

If you have things that are the same about you and someone else we say you have those things in common



Source: Celebrating Difference  
Learners Cards, EISA, 2003  
pg 11





## What is peace anyway?

People always talk about **peace**. It sounds pretty dull to me! They say it's not fighting, it's no guns, it's not violence, it's not crime! So I know what it isn't. What is it?

Peace can be very exciting. It doesn't mean just doing nothing: It can be saving endangered animals, exploring nature, solving community problems, doing something creative like dance or art. It can be making a stand for something you really believe in. It can be playing sport or supporting your favourite teams. It can be trying something you have never done before.

Peace activists do not sit around doing nothing! They are very active. Sometimes it even gets them into some tricky situations where they really have to use their conflict skills! They also get to know a lot of things about the world. They have friends in other countries, and get involved in their communities.



I'm making friendship bangles and swapping them with other peace kids in other schools or even other countries.

We visit kids with disabilities and I am learning read Braille.



## The Intermediate Phase learner and human rights and responsibilities – what can you expect?

**T**rying to describe a typical Intermediate Phase learner is a difficult task. In a country like South Africa, learners bring a wide range of experience, knowledge and understanding with them to school. Although the box below highlights some 'characteristics' it is important that as teachers, we recognise the challenges that many children face on a daily basis and how this may impact on their ability to learn.

Intense physical development

May be a period of deep insecurity for some

Modest about their bodies and shy

Begins to know and assert their own mind

Begin to lose belief in fantasy world

Developing independent thought



Makes short term goals and works toward them

New capacity for moral thinking

Begins to distinguish between right and wrong and makes decisions accordingly

Is able to engage with responsibility and rights beyond their immediate needs



How can you ensure that you do not treat learners differently because of their gender? Look out for this book which offers a good introduction to the subject of prejudice and discrimination on gender lines.





## Phase by phase ideas for learning and teaching about responsibilities at school

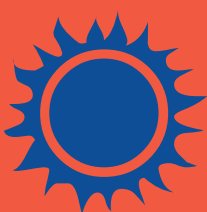


After the Foundation Phase the number of Learning Programmes fans out into a series of Learning Areas which include Language, Mathematics, Natural Sciences, Social Sciences, Technology, Economic and Management Sciences, Life Orientation and Arts and Culture.

Remember, a learning area is a field of knowledge, skills and values which has unique features. Each learning area also has connections with other fields of knowledge.



Even though the principle of human rights integration has informed the development of the curriculum, not every Learning Area has strong content connections with this issue.



It is important to remember that even if you are the Mathematics teacher, human rights and responsibility should be integrated into the way in which your classroom is managed. Learners need to demonstrate and experience as much responsible behaviour as they do in the Maths class as they do in Social Science or Language.

## **The Intermediate Phase – the emergence of reason and responsibility**

### **Some examples of learning activities for the Intermediate Phase classroom**



The next few pages contain a few lesson ideas for the Intermediate Phase classroom.

Designing your own that are specific to needs of experiences of your learners will be the most effective way of addressing issues of human rights and responsibility in your classroom.



As learners get older, they will make their own moral decisions, this is an important formative time where they begin to distinguish for themselves, right from wrong.



Giving them the time to talk about what influences their ideas on right and wrong in the classroom will help them to develop their own moral compass based on sound principles.

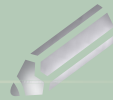
## Lesson Idea 1: The responsibility to ensuring the right to freedom and security of the person

### The right is upheld by my taking responsibility for:

- not hurting, bullying, or intimidating others, or allowing others to do so; and
- solving any conflict in a peaceful manner.

### Where in the curriculum?

These lessons probably fit most comfortably into Life Orientation with strong links to Language and Social Science.



Teaching children at school how to be effective mediators and managers of conflict is enabling them to develop a skill they will use for the rest of their lives.

### Where in the curriculum? Dealing with conflict, violence and bullying at school

Conflict is a part of life that everybody faces with their peers, parents, siblings and even sometimes members of the community. Even though we may associate it with horrible or negative feelings it is not necessarily always a bad thing. Sometimes the only way we are able to change things is through confronting what we don't like or what makes us unhappy. In other words, conflict can be an agent for meaningful change. It can lead to better relationships and a deeper understanding between people. This all depends on how those involved in the conflict manage it. Teaching children at school how to be effective mediators and managers of conflict is enabling them to develop a skill they will use for the rest of their lives.



*In a world without conflict, nothing would ever change. Conflict forces us to face things and to choose new or different ways of doing things. Do you agree or disagree with this idea. Say why. Decide on times that conflict is negative (dangerous) and when it is positive.*

## The Intermediate Phase – the emergence of reason and responsibility

Some conflictual situations need outside intervention

Some conflictual situations are outside of the control of children and young people. In these situations they may need outside intervention to enable them to develop resources and the capacity to manage or to be removed from situations that are potentially life threatening. What teachers are able to do in the classroom is present ideas to young people about how they may or may not use violence in their own lives. Breaking the cycle of violence requires that young people learn effective communication skills, conflict resolution, anger management and a deep commitment to a society that is at peace.

Create an environment based on mutual respect and responsibility

The first step in managing conflict at school is through the creation of an environment that is based on mutual respect and responsibility. When setting codes of conduct, be sure to include issues about communication and classroom management such as: one person speaks at a time, listen to each other without interrupting, respect what others have to say, disagreements are allowed but put downs aren't, and talk for yourself from your own perspective.

Conflict and bullying are not the same thing

Remember, conflict and bullying are not the same thing. Conflict is a normal occurrence between people and should be expected. Managing it effectively is about having rules of engagement which will enable learners to deal with the challenges of disagreement in a constructive and healthy way. Bullying on the other hand is about power. It often involves preying on a person who is perceived to be different or vulnerable in some way. Bullying is never acceptable and does not lead to positive outcomes – there are no rules of engagement for bullying - it is just unacceptable and should not be tolerated ever.

"The strategies that students use to bully others can also vary. Physical bullying includes direct physical aggression or attacks on another individual (hitting, kicking, beating up, pushing, spitting, etc.). It can also take the form of property damage or theft. In western countries at least, physical bullying is perhaps the traditional stereotype of bullying, but it is certainly not the only form bullying takes.

Bullying can also be verbal in nature. Verbal bullying includes teasing, mocking, name calling, and

other forms of verbal humiliation and intimidation, as well as threats, coercion and extortion. It can also include racist, sexist and/or homophobic taunts. Social or relational bullying involves the use of relationships to harass others through gossip, public humiliation and/or embarrassment, rumour-spreading, alienation and exclusion from the group, and/or setting another up to take the blame for something.

More recently, researchers have distinguished cyber or electronic bullying in which individuals

use the Internet, email or text messaging to threaten, hurt, single out, embarrass, spread rumours or reveal secrets about others. Interestingly, although adults tend to be especially concerned about physical and electronic bullying, student reports indicate that it is social and relational bullying that are experienced far more often"

Source: <http://www.education.com/reference/article/bullying-about-power-and-abuse-of-power/?page=2>



## Stop the bully!

### Making classroom signs

Make a set of signs which clearly state the types of behaviour which are and are not acceptable in the classroom. Put them up around the class to set the scene for this lesson but don't say anything about them.

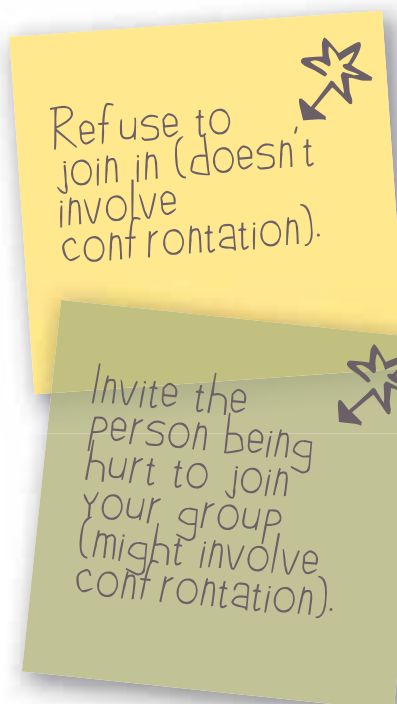
Discuss with your class the types of behaviour that constitute bullying?

Explain that someone is being bullied when he or she is repeatedly called names, made fun of, picked on, hit, kicked, shoved, pushed, pinched, threatened, or excluded from a group.



Ask for raised hands: How many of you have ever seen or heard about someone being bullied? Have students turn to a partner and tell each other about what they saw. Ask for a few volunteers to share.

Now ask: Did anyone in this class ever do anything to help when someone was bullied? Or did any of you stand up for yourself when you were being bullied or treated badly? (If someone did, have him or her share what he or she did.) Write up their ideas on the board as they name them. Add these suggestions to their ideas if they are not mentioned:



Invite learners to add their own signs. This could be an opportunity for them to talk, encourage them to talk about their sign and why they chose its particular focus



Building a culture of responsibility and humanity and accountability in our schools

## The Intermediate Phase – the emergence of reason and responsibility



What are some of the ways in which bullying can be counteracted and discouraged by learners themselves in a way that empowers them.

Then ask the person who was bullied if it's okay to have the bully join your group if the bully apologises.

Speak out using an "I" message.  
Say, "I don't like it when you treat him/her like that.", "I want you to stop calling him/her that name." "I'm going to tell a teacher right now."  
(Does involve confrontation.)

Distract the bully with a joke or something else so she/he stops the behaviour (does involve confrontation).

Be a friend to the person who has been bullied by showing him you care about him: put an arm around him, give him a put-up, etc.  
(doesn't involve confrontation).



**One important rule is that if learners see someone being hurt physically or see an interaction that might escalate into physical violence, they should not confront the bully. Rather, they should quickly go and get help from an adult. Discuss with learners signs that might indicate such a physical threat.**



Source: Human Rights Democracy and Education series, EISA, 2006





**It takes practice and courage to act strong without being mean when you or another child are being treated unkindly or bullied.**



Tell the students you would like them to pretend they are a Bullying Buster machine. To form the machine, have children break into two lines facing one another about three feet apart.

- They should imagine that they have switches on their arms. When you touch an arm, the Bullying Buster machine switches on.
- You will walk down the aisle between the students, pretending to be a bully.
- As you lightly touch a child on the shoulder, they must respond to you, the 'bully', in a way that is strong and clear without being mean.

Walk along the aisle between the students. Recite a scenario from the ones listed below. Then choose a child randomly and switch him or her on with a touch on the arm for a strong Bullying Buster response. Practice with several students before moving on to another scenario. Some possible situations:

*Someone calls you a mean name. (Possible Bullying Buster machine response: "I feel hurt and angry when you call me that name. Please don't do that.")*

- Someone tells you to do something you don't want to do.
- Someone is calling someone else a bad name.
- Someone is making fun of someone because she is blind.
- Someone wants you to call someone else a bad name.
- Someone tells you you can't play in the game.
- Someone demands that you give him your afternoon snack.
- Someone is teasing a friend of yours.

## Activity idea



### Being a Bully Buster

## Note to the teacher



*An alternative could be to divide the class into pairs and for them to take turns in being the bully busting machine.*



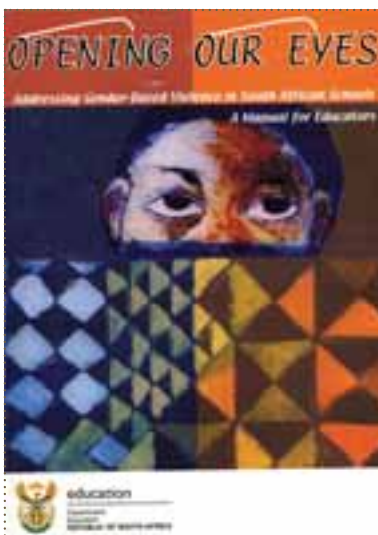
Building a culture of responsibility and humanity and accountability in our schools

## The Intermediate Phase – the emergence of reason and responsibility

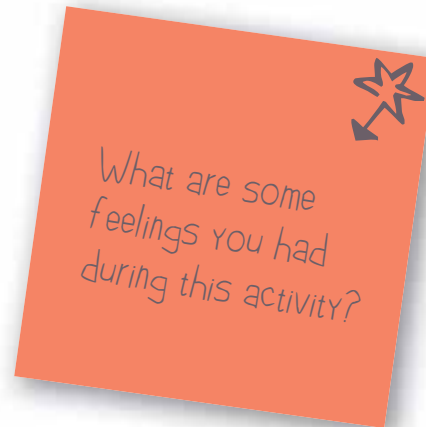


*'Children in schools experience discrimination and victimisation of different types, despite the fact that there are many laws and policies, beginning with the Constitution of the Republic of South Africa, which prohibit any form of unfair discrimination. ...children do experience various levels of harassment and victimization based on race, gender, sexual orientation, HIV status, or in cases of pregnancy. Some learners even experience incidents of sexual violence at schools, and all of these are matters of great concern to the Ministry of Education.'*

Source: Opening our Eyes: Addressing Gender-based Violence in South African Schools, Department of Education, 2001, P1



Ask for a few volunteers to share:



Ask students to individually write a pledge to be a “Bullying Buster.” What promises are they willing to make to the rest of the class today? What promises are they willing to make to the rest of the school today? They can begin their pledge with, “I promise to . . . ”

Refer to the classroom signs that are already up. Break away into small groups and give the learners time to share their particularly pledges. Each group should use this information to design one new sign board against bullying that can be put up in the school as part of a campaign against bullying.

Wrap up this lesson time by explaining that telling a teacher about an incidence of bullying is not telling tales. Explain that being in a caring classroom carries some rights and responsibilities.

**Make it clear that everybody in the class has the right to feel safe at school and to be protected from harm. As members of the school community, we have the responsibility to help ensure that our school is safe for everybody.**



Source: This lesson material is based on ideas put forward on the site <http://www.dontlaugh.org/pdf/guide.pdf>

## Lesson Idea 2: The responsibility to ensuring the right to own property



### The right to own property places on me the responsibility to:

- respect the property of others;
- take pride in and protect both private and public property, and not to take what belongs to others;
- give generously to charity and good causes, where I am able to do so.

### Respect for the property of others

Learning to respect what you have and to honour the rights of others to have what they do even it is better than yours could be a tough lesson to learn. Sometimes young people measure their worth by how much they do or don't have. Learning to respect the rights of others to own things and to show respect for what belongs to others could be linked to being satisfied with ourselves and comfortable with who we are. Help young people to develop confidence in themselves and to understand that happiness does not come from owning things. At the same time be clear that damaging the property of others or taking what does not belong to us is never acceptable.

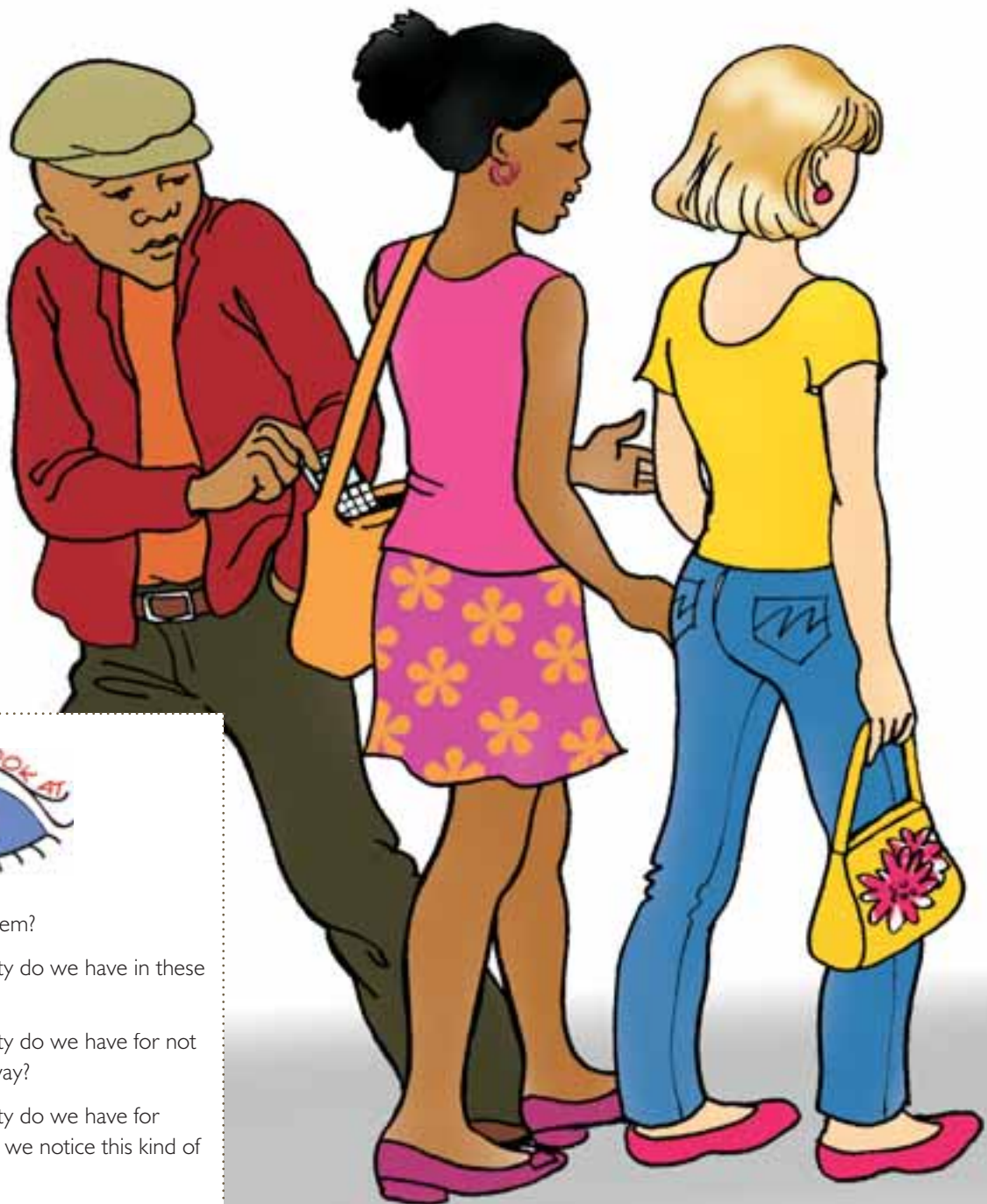


This is not an  
excuse for stealing  
or damaging the  
property of others.

## The Intermediate Phase – the emergence of reason and responsibility

### What's mine is mine, what's yours is yours!

Show the children the pictures below; ask them to put a tick for the images that portray what is good/ok/acceptable and a cross alongside those that portray what is not good/ok/acceptable. Ask them to write a sentence for each picture that explains their main ideas.



What is the problem?

What responsibility do we have in these situations?

What responsibility do we have for not behaving in this way?

What responsibility do we have for responding when we notice this kind of behaviour?





There are a number of ways you could work with the information generated by the children in relation to these pictures. One suggestion is to put the children into six groups. Give each group one picture to discuss. Ask the groups to each make one sentence about their picture and to share it with the class. Ask each group to discuss their picture and to share their sentence.



1. Consider with the class:
  - What is stealing?
  - What is damage to property?
  - Is it ever acceptable to take what does not belong to you?
  - Is it ever acceptable to damage somebody else's property?
2. Reflect on the consequences of damaging property and stealing at school.
3. Reflect on the consequences of the same behaviours in society as a whole.

### Activity idea



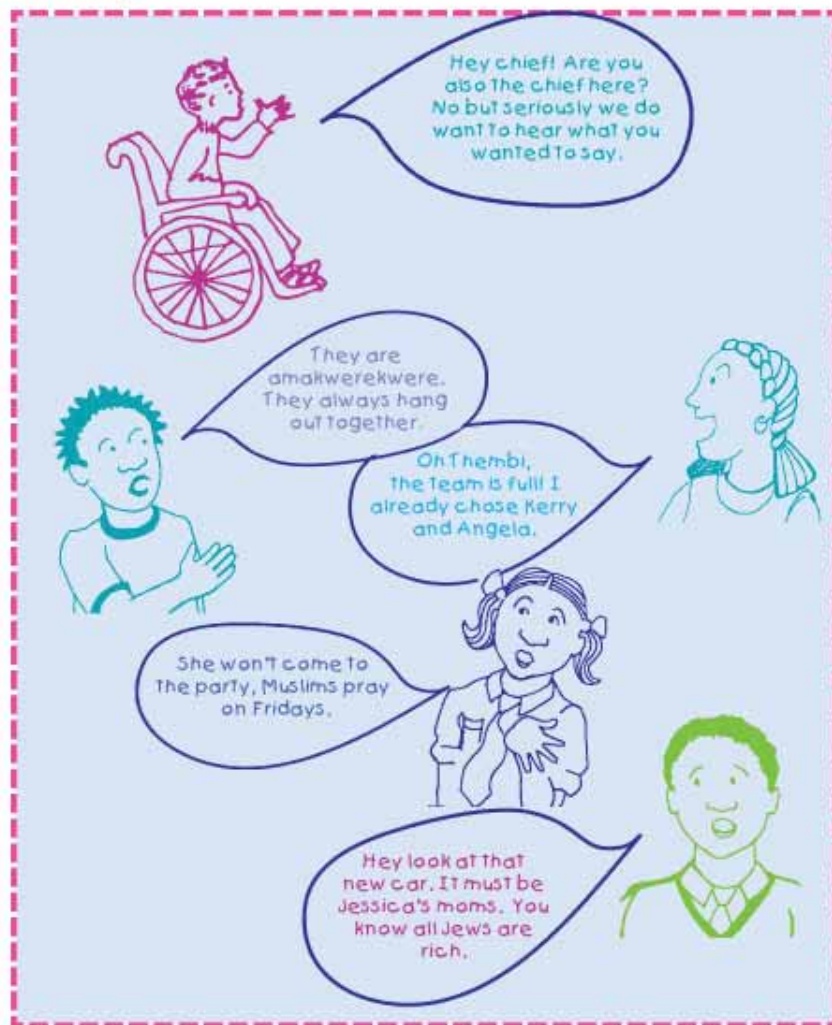
Tackle specific issues like racism, xenophobia or sexism openly. Look at these examples from the *Celebrating Difference* series.

Building a culture of responsibility and humanity and accountability in our schools

## The Intermediate Phase – the emergence of reason and responsibility

### Mind your words

These children are being **racist**. Explain how what they are saying that is unfair. Suggest what else they could say.



Celebrating Difference Learners  
Cards, EISA, 2003 pg 81



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## Racism is bad for everyone

### Dividing people

Racism divides people and stops them from mixing with each other. It stops people from making their own choices of friends and things they like to do. Racists do not learn as much about the world because they only mix with people like themselves.

### Unfair treatment

A person may be stopped from getting a job or a place at school because of their race. It is hurtful and unfair. All people have the right to being treated fairly.

### Gangs

Being in a group may be fun, but not if there are racist bullies in a gang. Gangs sometimes think they can be nasty or hurt other people. If your gang does things you know to be wrong, you can leave and find new, kind friends.



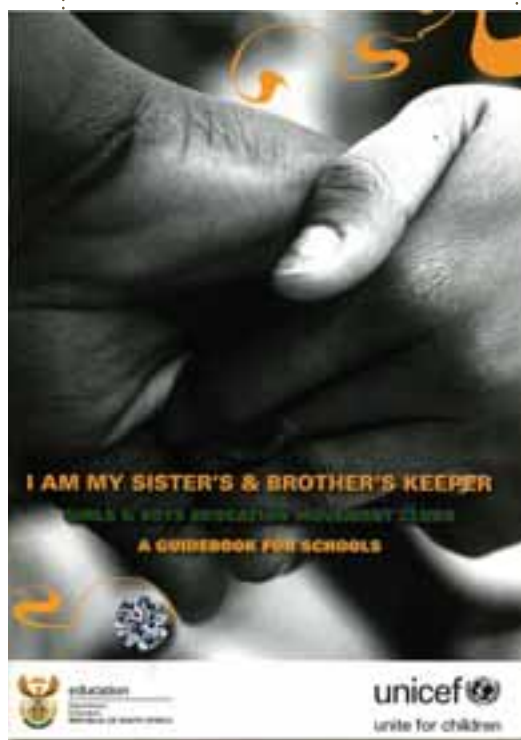
1. Draw a picture of what school life would be like if racism is allowed to continue.
2. Draw what it would be like if we stopped racism.
3. Write a paragraph to explain each of your pictures.



## The Intermediate Phase – the emergence of reason and responsibility



Look out for this guidebook which is for learners who want to start a Girls and Boys Education Movement (GEM/BEM) Club in their school.



### Some other ideas for the classroom

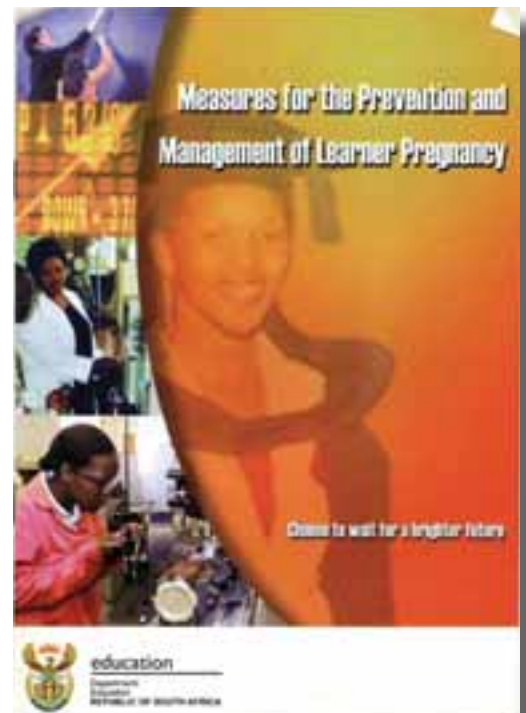
1. **Our responsibility awareness campaign**  
– Have students create posters, badges, bumper stickers, that promote carry messages about our responsibilities at school and in our communities. They could use these as part of a broader campaign calling for support to ensure that schools are safe places for all to learn.
2. **Bring in guest speakers** – Your community has a wide range of expertise on a range of relevant issues. Invite them to speak at assemblies, parents' meetings and special events.
3. **Implement a conflict resolution programme** – How are conflicts resolved in your school? Do the adults need more conflict resolution skills? Do the learners? Explore establishing new conflict resolution procedures, implementing a conflict resolution curriculum, or getting training for learners and staff. This should include a focus on anger awareness –identifying and dealing with anger constructively is an important part of managing conflict and violence at school and even at home.
4. **Increase understanding of one another**  
– Divisions between people based on cultural, language and religious differences can contribute to conflict and violence. But differences can also be valuable and enriching. Give students an opportunity to explore their responses to diversity, discuss the difficulties and rewards of these differences. Affirm the schools approach of inclusion, equality and dignity. Be clear about the responsibility of all in upholding these values.
5. **Class letter writing campaign** – tell your peers or community leaders through letter writing (including elected officials, news media, community leaders, and other decision makers) how you feel about the right to education in your school. Giving children the opportunity to take their concerns to the relevant authorities or to challenge their peers is an important part of taking responsibility.
6. **Inaugurate a school rights and responsibilities prize** – Recognise contributions to ensuring that human rights and responsibilities are upheld in your school community. Form a committee to establish criteria and award certificates of merit to the learners, staff, and community members whose efforts demonstrate a deep sense of responsibility and commitment to the values and actions of human rights thus ensuring that your school is a more peaceful and constructive community.

## The Senior Phase learner and human rights and responsibilities

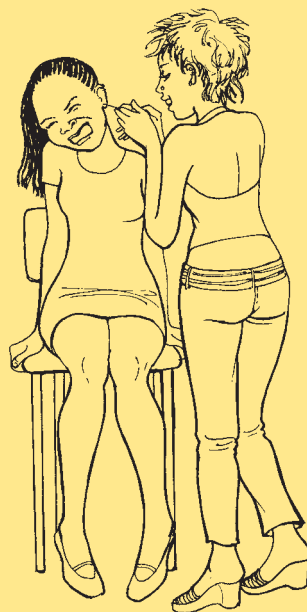
**W**hen we think about learners in this Phase, we need to be aware of the many challenges teenagers in our society face today. It is essential that as they grow and explore their sense of emerging identity, they recognise that making responsible choices are not just good for others, they are good for them.

### Where in the curriculum?

These lesson ideas can be worked with across Social Sciences, Language and Life Orientation. There are also good links that could be explored with Arts and Culture.



May be peer pressure to drink, smoke or get a boyfriend or girlfriend  
Probably entering into puberty  
May challenge authority  
Developing sense of independence and making of own choices  
Asserting own sense of identity  
Could be more vulnerable to being bullied and even becoming involved in bullying behaviours



Many young people at this age become sexually active and are therefore at risk in numerous ways  
May have idealistic vision of the world  
Struggles with attachment  
Still pre-occupied with the self  
Peers come before views and opinions of parents – peer pressure mounting issue

## Lesson idea 1: My responsibility to ensuring the right to citizenship



**The right to citizenship expects that each of us will be good and loyal South African citizens.**

This means that we are responsible for:

- obeying the laws of our country,
- ensuring that others do so as well, and
- contributing in every possible way to making South Africa a great country.

### Being a 'good', proudly South African citizen

The concept of being a citizen and a good one at that is not uncomplicated. Youth tend to define it as acting appropriately, obeying laws, adhering to authority, and being a voter. While most people regardless of age would probably agree with this definition, researchers working within the field of youth development hold a broader view and define it as a set of abilities that give youth the capacity to:

*"move beyond one's individual self-interest and to be committed to the well-being of some larger group of which one is a member"*

Source: Sherrod, Flanagan, and Youniss, 2002



## The elements of this capacity include:



- The development of values such as compassion and tolerance for diversity,
- Taking the perspective of others,
- Respecting legitimate authority,
- Approaching problems as "a member of a global society,"
- Systematic and critical thinking, and
- The motivation and ability to participate in local, and national politics.

Source: Damon 1998; Shumer 2000; Flanagan & Van Horn 2003

A former Minister of Education, Kadar Asmal, when talking about citizenship and being proud of ones nation, coined the phrase **A NEW PATRIOTISM** which he claimed required an understanding of the diverse nature of those who make up the South African community.

*"All people who live in South Africa – regardless of their origins – need to understand and subscribe to our fundamental constitutional values. The New Patriotism should be taught in such a way that it is less about being South African and more about understanding what South Africa stands for."*

Source: [www.info.gov.za/view/DownloadFileAction?id=70295](http://www.info.gov.za/view/DownloadFileAction?id=70295)

This is especially important in a world where people, for a whole range of reasons move from one country to another. In South Africa, we have large community of immigrants and refugees and over the past few years have dealt with varying levels of xenophobia which has led to violence and the loss of life. Building an understanding of citizenship that denies space or a sense of belonging for all who live in our country would be short sighted and dangerous.

Nkosi sikelel' iAfrika  
Maluphakanyisw'  
uphondo lwayo,  
Yizwa imithandazo  
yethu,  
Nkosi sikelela, thina  
lusapho lwayo.

Morena boloka  
setjhaba sa heso,  
O fedise dintwa la  
matshwenyeho,  
O se boloke, O se  
boloke setjhaba sa  
heso,  
Setjhaba sa South  
Afrika - South Afrika.

Uit die blou van onse  
hemel,  
Uit die diepte van ons  
see,  
Oor ons ewige  
gebergtes,  
Waar die kranse  
antwoord gee,

Sounds the call to  
come together,  
And united we shall  
stand,  
Let us live and strive  
for freedom,  
In South Africa our  
land.

Building a culture of responsibility and humanity and accountability in our schools

## The Senior Phase – expanding minds

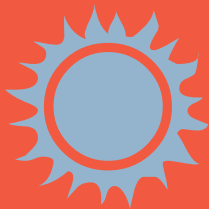
Photo: Bonny Jennings for Celebrating Difference, 2003



*"The phenomena of migration should also be seen in its broader context. Human migration – the movement of people from their usual place of residence to another – has been with societies for as long as they have existed. Migration may be between districts, provinces or countries. Meanwhile xenophobia is generally understood to be an irrational fear or hatred of foreigners or strangers, manifesting itself in the form of prejudice, discrimination or racism."*

Source: <http://www.reliefweb.int/rw/rwb.nsf/db900SID/ASAZ-7PYGEQ?OpenDocument>

Involving young people as citizens when and where possible can be an important life experience. Research indicates that young people who are involved with programmes that build citizenship are less likely to engage in risk behaviours such as truancy and risky sexual behaviour, (Flanagan & Van Horn, 2003; Kirby, 1999, 2002), more likely to view themselves as making positive contributions and more likely to remain civically engaged throughout their lifetimes (Roker, Player & Coleman, 1999; Youniss & Yates, 1999).



Starting with the concept of citizenship in the senior phase is important as young people are eligible to exit the formal system after grade 9.



### What is a good citizen?

- Do you agree with the definitions of a good citizen given here?
- What would you add
- What would you leave out, why?



<http://www.technologystudent.com/pse1/citiz3.htm>

### Talking about good citizenship

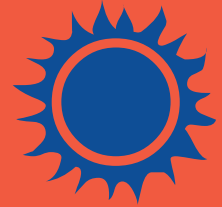
Ask the learners in your class if they are citizens of South Africa. Ask them to explain what this means. When you have described a citizen together then move on to qualifying being a 'good' citizen. (remember to be aware of descriptions that may be exclusive or xenophobic and to address them directly as they may arise). Write a class description of a citizen, are some definitions:

A good citizen is some who:

- respects others and their property;
- is helpful and considerate, willing to put others first;
- listens to the views of others and thinks about what they have to say;
- helps people who are not in a position to help themselves;
- respects the environment and does not damage it in anyway;
- works hard;
- is well mannered and pleasant; and
- is always willing to learn.



Notice that none of these ideas are about belonging to a specific country, rather they focus on living in ways that are responsible, respectful and accountable. Think through with your learners the differences between citizens of South Africa and all who live here. Make sure that you stress that human rights apply to all people irrespective of their nationality. You might even develop your own ideas about what makes somebody a citizen of a country, a continent and the world.



## Outline 1: People on the move

- Ask the learners in your class if they have ever been to another country.
- Discuss where they went, why they went there and how it felt for them to be a foreigner.
- Are there any other children in your class who are not South African. Ask them to share their story with the class. It may be advisable to give them advance warning of this so that they feel prepared.
- Discuss the different reasons why people leave their homes to live in other countries. Some reasons could be that they are refugees who have left because of war or famine (or both). They are job hunters who cannot earn a living in their own country, they are running away from human rights abuses, or maybe they have been offered employment because they have skills which are short supply in South Africa.

First they came for the  
communists,  
And I did not speak out –  
Because I was not a  
communist.

Then they came for the trade  
unionists,  
And I did not speak out –  
Because I was not a trade  
unionist.

Then they came for the Jews,  
And I did not speak out –  
Because I was not a Jew,

Then they came for me,  
And there was no one left  
To speak out for me.

Pastor Martin Niemöller <http://www.serendipity.li/cda/niemoll.html>



Source: Human Rights Democracy  
and Education series, EISA, 2006

Building a culture of responsibility and humanity and accountability in our schools

## The Senior Phase – expanding minds

**Xenophobia**

Read what these children are saying.

**Talk about**  
Are these children being fair? Why or why not?

Anyway, what do all these illegal aliens want in our country? Why don't they just stay at home? I think they should all go back to where they came from!

All these people do is take, take, take, what do they give back to our country? I'm sick of being taken advantage of... these guys can't even speak our languages.

All Nigerians are drug dealers

There aren't enough jobs in South Africa and then the amakwerekwerek come here and take our parents' jobs...

Ever since we allowed these foreigners into our country HIV/AIDS and crime have increased dramatically.

Foreigners just send their children to our schools, they don't even look after their own children.

Pretend you, or your friend comes from another country. Write and act out an answer to what one of these people said.

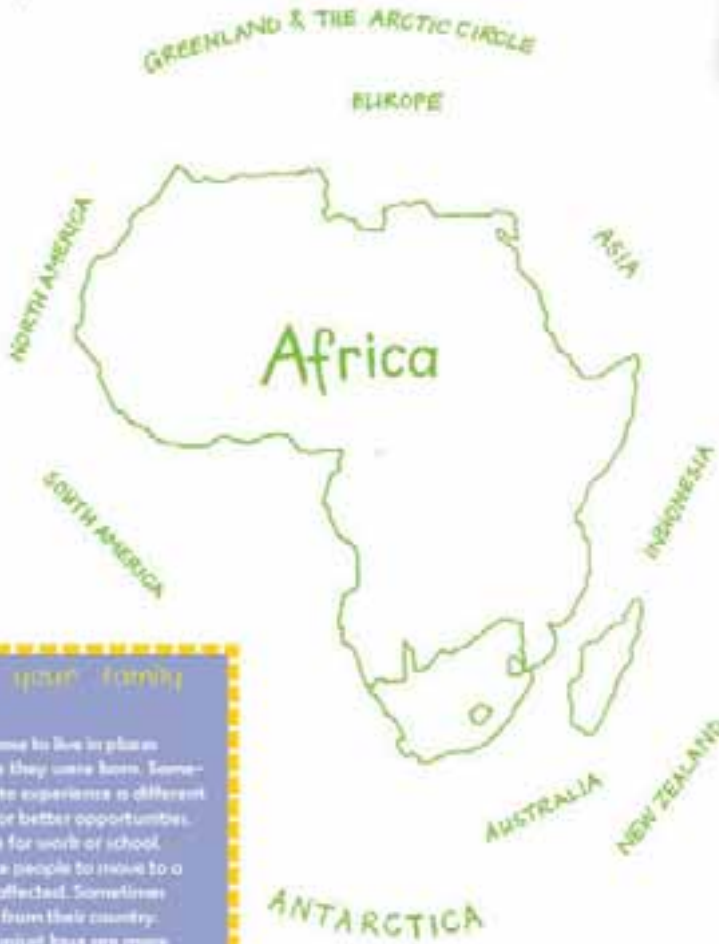


Source: Celebrating difference learners cards, EISA, 2003 pg 99

Why Leave home?

People move for many reasons. Many people have family or ancestors in other countries.

Find out where all your family members are from. Write their names on the map.



**WHERE IS YOUR FAMILY FROM?**

Many people choose to live in places other than where they were born. Sometimes they want to experience a different place and hope for better opportunities. People can move for work or school. Drought can force people to move to a place that is less affected. Sometimes they need to flee from their country. Poverty, war or unjust laws can make people leave their countries. People often move to be with people they love or marry.

Remember: People move inside their own country and are often regarded as unwelcome strangers in these instances.



Source: Celebrating difference learners cards, EISA, 2003 pg 95



## The Senior Phase – expanding minds



**What brought you here?**

Do you know why your family moved?

Find out why your family members moved.  
Do a survey of the reasons people in your group have moved.  
Find out what other groups said.  
Why did most families move?

*Fill in the chart:*

	1	2	3	4
There was war in their country				
There was famine or drought in their country				
There were better jobs in South Africa				
There were better jobs out of South Africa				
They were persecuted in their country				
They were persecuted in South Africa				
Other				

**Glossary**  
Persecuted: To be treated badly because of your race, religion or beliefs.

**Talk about**  
What do you think it is like to be a stranger in a new country? What would help you feel at home?



Source: Celebrating difference learners cards, EISA, 2003 pg 96

## Xenophobia

Ask learners to draw a group poster that shows what it means to be a good citizen. Here is an example of what the poster could look like.

### Draw a Poster representing a Good Citizen

(Example below)



Friendly and helpful to others, not like Vusi's cousin.



A friend, brother and sister to all



Vusi, the model citizen?



Vusi's dog is silly but loyal



Respect the property of others, not like Vusi's brother



Xenophobia

We must make sure as teachers that **all** children are treated fairly and have the same chance to learn.

How can we address the challenges of xenophobia in our school environment?

**Activity  
idea**



**Anti -xenophobia group  
poster**

### **Note to the teacher**

Use these ideas but develop 5 other drawings that indicate being a friend to all (illustrate diversity), helping those who need a hand, respecting the property of others, recognising and celebrating difference...



## The Senior Phase – expanding minds



One in a Million, Educators Guide, EISA, 2003,  
Pg 170

# Solving community problems

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This is a step-by-step approach to solving problems. See if you can use it to guide your group in solving community concerns.

### 1. What's the issue?

Name the problem.  
Research the problem.  
Prioritise what problem is going to be tackled.  
Set a goal - what do you want to achieve?

### 3. Taking action

Implement the plans and carry out the tasks.  
Monitor the process by meeting regularly to make sure that the activities are taking place.

### 2. What do we do?

Brainstorm a way forward (come up with as many ideas as you can).  
Choose the best of your ideas.  
Plan a strategy or campaign.

1. Develop a list of steps that should be taken to raise concerns and address these effectively.
2. What resources are needed to implement the decisions or to carry out a plan of action?
3. List the tasks and work out the time it will take to complete them.

### 4. How did you do?

Assess what has been achieved  
Evaluate the implementation of the plans and check whether the outcomes have been reached.

### 5. Rethink

Rethink and if necessary change the strategy.

Write your solution here:

.....

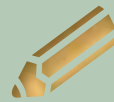
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## Lesson Idea 2: The responsibility to ensuring the right to freedom of expression

### The right to free expression is not unlimited, and does not allow us to:



- express views which advocate hatred, or are based on prejudices with regard to race, tribalism, gender or religion.
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

### National Policy on HIV/AIDS

Familiarise yourself with the *National Policy on HIV/AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education*. This policy acknowledges the seriousness of the HIV/AIDS epidemic and the Ministry's commitment to minimising the social, economic and developmental consequences of the of HIV/AIDS to the education system, all learners, students and educators. It seeks to contribute to promote effective prevention and care within the context of the public education system.

### HIV and AIDS: a confidential issue!

One of the central challenges facing people who are HIV positive or living with AIDS is prejudice and discrimination.

Explain that the class is going to look at discrimination and the rights of people living with HIV and AIDS as well as people who are HIV negative.

The teacher should choose three learners to act out parts in the role-play. The role-play has two acts.

**ACT 1:** Mpho and Linda.

**ACT 2:** Mpho, Linda and Principal.

Distribute the role-play cards. Give the learners a minute or two to read their cards and to think about their parts. Then begin the role play. At the end of the role-play, divide the class into groups of five or six and ask the students to discuss the implications of the role-play in their groups.

### Note to the teacher



The role cards are one example of how you could do this activity. It may be better for you to develop your own set of cards that are more appropriate to your learners and their needs. You could also develop an activity in which learners develop role cards for each other based on their own experiences.

## The Senior Phase – expanding minds



Do you sympathise with one side more than the other?

Which side?



Testing for HIV should be compulsory!

Use the following questions to guide the discussions:

- Do you feel that discrimination of this kind could take place in real life?
- Does a person have a right to know whether another person is HIV positive or not? If yes, why? If no, why not?
- Does the person with HIV have a right to confidentiality in this situation?

Bring the whole class back together and discuss the consequences of:

- protecting the confidentiality of a person with HIV (against the possible risk of this person spreading the disease)
- making someone's HIV status known (against the negative reactions this may bring, for instance fear, discrimination in the workplace, education and housing, social alienation and loss of human contact).

### Role-play cards

#### Mpho Act 1:

You have heard that Linda's boyfriend may be HIV positive. You approach Linda and suggest that because her boyfriend has the disease, you don't think that he should come to school and expose others to the risk of becoming HIV positive. You are in the mood for a verbal fight. You insist on going to the headteacher.

#### Act 2:

You make your suspicions known to the principal and demand that Linda's boyfriend leaves the school or you will encourage other students to strike.

#### Linda ACT 1 :

Your boyfriend has been sick for many weeks. You are afraid to ask if he may have AIDS. You have stopped having sex with him. You don't want to think about the potential risk to your health. You just want to study hard, keep to yourself and do well in your exams. You don't want to discuss the situation with anyone at school.

#### ACT 2:

You are very upset and are not willing to say much to the headteacher. After Mpho leaves the room, the head asks you to tell her/him whether your boyfriend has HIV or AIDS. You say you don't know. The head asks your boyfriend's name and where he lives. You don't answer. You tell the head that all you want to do is study hard and pass your exams and that you won't cause any trouble at school.

#### Principal ACT 2:

You meet with Mpho and Linda. Both are arguing and Linda is very upset. You ask them to come to your office and try to find out what the problem is. Mpho explains and then you ask Mpho to leave. You ask Linda to undergo an HIV test and assure her that the result will only be made known to you and her. You also explain that if she is HIV positive you will not admit her to school. If she is negative you will let her stay. Your concern is to keep a calm atmosphere in the school and not to provoke a strike.

The role-play ends without Linda agreeing to this.



Source: Tsa Bana!, Human Rights Modules for Secondary School Teachers, Ditshwanelo, The Botswana Centre for Human Rights

## Lesson Idea 3: The responsibility to ensuring the right to live in a safe environment

### This right assumes the responsibility to:

- promote sustainable development, and the conservation and preservation of the natural environment;
- protect animal and plant-life, as well as the responsibility to prevent pollution, to not litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy;
- In the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.



### Using our resources responsibly

The resources of the world are finite. Sometimes the way we live, not only uses up these irreplaceable resources but also impacts negatively on the world around us. It is important that we all consider how we live, the resources we use and the things we do (or don't do) that impact on our environment and deplete its resources. Living in the way we do is unsustainable, these things will come to an end and the impact we have on the environment will lead to irreparable damage. As responsible citizens of the world, we need to take these things seriously and act!

## The Senior Phase – expanding minds



How do you encourage your learners to have respect for human and non human nature?



How do you encourage a learner to have respect for all life?

What is the circle of life?

If you fail to take care of the one part of the planet, like the oceans, does it really make a difference to those who live on the land?

How?

Consider ways that you can take greater care of your immediate environment.



Bonnett (1999, 2002) argues that the root causes of unsustainable development are prevailing values, and social (economic, political, cultural) arrangements. Modern beliefs and institutions mean that sustainability as policy is generally so pervaded by instrumental rationality that it overlooks the above problems; precludes recognition of the diversity and complexity of meanings and values placed on nature; and fail to question an attitude of mind that sanctions the continued exploitation and oppression of human and non-human nature.

Rather than viewing sustainability as policy designed to achieve a certain state of affairs, he suggests that teachers should conceive of sustainability as a frame of mind that involves respect for human and non-human nature seeking their own fulfilment through a process of co-evolution. People can encourage this with appropriate technology (tools, institutions and ideas, including institutions of governance).

It follows from our contradictory position that we experience both the pull of nature, or the desire to live according to nature, and the pull of culture, or the desire to rise above the harsh realities of nature. In finding sustainable ways to live we have to balance these two attractions, exercising care or stewardship towards the rest of nature as we free ourselves from scarcity, disease and risk and create conditions for the continued co-evolution of nature and society. Appropriate values have to be translated into appropriate technologies including appropriate forms of citizenship and global governance.

### unsustainable

not sustainable; not to be supported, maintained, upheld, or corroborated

### pervade

to become spread throughout all parts of

### contradictory position

asserting the contrary or opposite; contradicting; inconsistent; logically opposite

### environment

the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time

## Glossary



## A load of rubbish

These activities are designed to get learners thinking about the issues around recycling and waste. Looking at the types and levels of packaging, it will allow them to consider how consumers can make a difference to the amount of rubbish currently going into landfill sites. It could be linked to living independently, and our individual responsibility in disposing of waste.

Some questions for reflection: You can begin the session by asking the learners what they know about waste disposal and recycling. Ask them; What is landfill? Why might this not be the best way to get rid of our waste? What is the impact on our environment? What other ways are there? Why should we recycle? What can we recycle? Where can we recycle? How can we recycle?



## Other activity ideas



## Things to use



- various glass containers
- various plastic containers and bottles
- cardboard boxes and cartons
- cake or biscuit boxes including the plastic inner holder
- various cans and tins
- complete packaging for electrical goods



## The Senior Phase – expanding minds



### Running the Activity:

1. Brainstorm the following:

*what is packaging?*

*what is its purpose?(include branding and marketing)*

2. Work in small groups on the following:

**The task:** Each group must choose an example of packaging and then:

- decide its major design purpose
- assess the potential for redesign to reduce the amount of raw materials used
- identify any limiting factors in redesigning

The redesign may include a reuse/return scheme. It may identify a hierarchy of materials used in terms of renewability or environmental impact on disposal in order to minimise the use of the most costly.

3. Each group presents their findings and design, including any research undertaken.
4. Find out where your local recycling facilities are? Is there a main centre where you can take waste? Do you know where the nearest recycling bins etc. are? Do you have a green waste collection directly from your house?
5. Learners research the different methods of recycling – e.g. plastics, glass, paper, food waste etc. What becomes of this waste, how is it processed. This could be carried out as a small group activity; with each group focusing on one type of waste ... then the finding can be compiled into a joint classroom display.



**Visit:** Arrange a visit to a local recycling centre – see how the various materials are sorted, where they are taken etc.

**Visitor:** Invite an officer from the local waste disposal service in to school to talk to the students about waste management and recycling.



## Additional idea

### Who decides our destiny?

Our dreams, ambitions, our hopes, our goals: What decides what our lives will be like?

With our learners, consider some of the factors that influence our lives. Discuss these factors, and use the ideas pictured below in the discussion.



Learners should find a partner in the group with whom they can discuss the following questions.

- Which of these factors do you think is most important in setting your goals in life?
- Which is the most important in deciding whether you succeed in your dreams?
- If your dreams did not come true, which of these factors would you blame the most?
- What does this suggest to you about how you should work to achieve your dream?



Source: One in a Million, Educators Guide, EISA, 2003, Pg 29

## Activity idea



This idea is adapted from the **I in a Million** material, use it as a basis for an activity

## Useful contact info



### Recycling

[www.paperpickup.co.za](http://www.paperpickup.co.za) [www.petco.co.za](http://www.petco.co.za)  
[www.collectacan.co.za](http://www.collectacan.co.za)  
[www.resolutionrecycling.co.za](http://www.resolutionrecycling.co.za)

## Learners in the FET Phase, who are they and why would they be interested?

**L**earners in the FET Phase are coming to the end of their formal school career. At this stage of their lives they are primarily concerned with the transition from being a teenager to a young adult. Their levels of independence and ability to engage in society with meaning and vigour should be increasing.

Engaging at this stage with issues of human rights and responsibility can be fun and stimulating as learners of this age should be in a position to debate, formulate their own opinions and recognise human rights abuses or a lack of responsibility. The challenge may be to move learners beyond their own needs and desires to recognise and empathise with those of friends, family and others with whom they may come into contact in order to make rights and their accompanying responsibilities real, relevant and recognisable.



Photo: Oscar Gutierrez for 1 in a million, EISA, 2003

Interests begin to develop beyond the immediate

May have a girlfriend or boyfriend (many learners at this age are sexually active)

Getting ready to leave school and enter the big world



Able to take on responsibility for own behaviour

Recognises impact of own behaviour on others

Can rationalise human behaviour

Can think in an abstract manner



### Where in the curriculum?

The lesson materials presented here are probably best used within the Life Orientation Subject. Teachers are however encouraged to find cross curricula links to other subjects like Language or Arts and Culture.



## Lesson idea 1: My responsibility to ensuring the right to family or parental care

### This right expects me

This means that we are responsible for:

- honour and respect my parents, and to help them;
- be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives; and
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

*Although the reasons vary greatly, separation from parents and family is usually detrimental for the overall well being and development of the child. In addition, placement in institutions is often not the best solution for separated children.*

Source: The U.N. Convention on the Rights of the Child, 1989



## The FET Phase – a mind of their mind

*THE U.N. CONVENTION ON THE RIGHTS OF THE CHILD, 1989*, supports the right of a child to be parented by his /her biological parent(s) unless the parent(s) is/are either neglectful or abusive to the child in which case the state must protect the child from the parent by means of removing the child or monitoring the parents' actions. The society of the child with the biological parent(s) is commonly identified as an essential child right. This includes the notion that children should not be denied relationships and benefits provided by the relationships and upbringing afforded by their biological parents. The only exception is unless the government must interfere for the purpose of protecting a child from parental abuse or neglect. These cases are generally addressed by an immediate judicial review with the caveat that:

*"all interested parties shall be given an opportunity to participate in the proceedings and make their views known".*



Parents affect the lives of children in a unique way, and as such their role in children's rights has to be distinguished in a particular way.

Orphans and vulnerable children are deprived of their first line of protection – their parents. Reasons include having temporarily or permanently:

- Lost their caregivers or guardians (orphans).
- Lost contact with their caregivers. For example, street children, unaccompanied displaced or refugee children.
- Been separated from their parents. For example, where parents are detained or children are abducted.
- Been placed in alternative care by their caregivers. For example, children with disabilities or children from poor families who are placed in institutions.
- Been kept in prolonged hospital care. For example, on grounds of health status, such as HIV status.
- Been detained in educational, remand, correctional or penal facilities as a result of an administrative or judicial decision. For example, suspected or convicted offenders or child asylum seekers.

Particular issues in the child-parent relationship include child neglect, child abuse, freedom of choice, corporal punishment and child custody.[28] [29] There have been theories offered that provide parents with rights-based practices that resolve the tension between "commonsense parenting" and children's rights.[30] The issue is particularly relevant in legal proceedings that affect the potential emancipation of minors, and in cases where children sue their parents.

A child's rights to a relationship with both their parents is increasingly recognized as an important factor for determining the best interests of the child in divorce and child custody proceedings. Some governments have enacted laws creating a rebuttable presumption that shared parenting is in the best interests of children.

Source: [http://en.wikipedia.org/wiki/Children's\\_rights#Child.27s\\_Right\\_to\\_be\\_Parented\\_by\\_Biological\\_Parents](http://en.wikipedia.org/wiki/Children's_rights#Child.27s_Right_to_be_Parented_by_Biological_Parents)

Not all children have parents or are able to live with them. The basic structure of the family has changed drastically throughout the years. Some examples of the families that now exist are: traditional families, single parent families, cultural families, multi-generational families, mixed families, and same-sex parent families. Diversity is present in every individual and in every family. Children and adults need to understand and learn to respect and tolerate this diversity. Many children are cared for by aunts, uncles, siblings, adoptive parents or even foster parents.

## Phase by phase ideas for learning and teaching about responsibilities at school

Although the reasons vary greatly, separation from parents and family is usually detrimental for the overall well being and development of the child. In addition, placement in institutions is often not the best solution for separated children.

Children without the guidance and protection of their primary caregivers are often more vulnerable and at risk of becoming victims of violence, exploitation, trafficking, discrimination or other abuses. In conflict situations, involuntary separation from both family and community protection, sometimes across national borders, greatly increases the child's risk of exposure to violence, physical abuse, exploitation and even death. Surviving children face malnutrition, illness, physical and psychosocial trauma, and impaired cognitive and emotional development. Unaccompanied girls are at especially high risk of sexual abuse. Meanwhile, unaccompanied boys are at high risk of forced or 'voluntary' participation in violence and armed conflict.



Help learners develop their ability to express their own opinion and to take responsibility for their relationships, actions and well being by doing activities like this one.

### Note to the teacher

Develop a set of scenario cards that are specific to your learners. Or invite your learners to develop a set of cards for each other that relate to their particular life experiences.

## Scenario cards

You are 16 years old, and for as long as you can remember, you have wanted to be an actress. At a party, you meet a man who says he is a TV producer. He offers to organise a screen test for you, and asks you to meet him at a certain address next Saturday afternoon. You are very excited – but also a bit nervous. You are not entirely sure about this man. What would you do?

1.

You come from a very strict religious background, and have grown up being told that sex outside of marriage is wrong. You are not sure that you agree with this – but you don't feel ready to have sex yourself anyway. Your partner starts pressuring you – saying that you have been going out for months now, and that you have waited long enough. You don't want to lose the relationship. What would you do?

2.

You have just moved into a new area, and are trying hard to fit in. A group in your neighbourhood start being very friendly to you, and you are grateful for that. You realise quite soon, though, that this is a gang, responsible for a number of rapes in the area. You don't want to be part of this kind of gang – but you do want friends, and you are scared of what might happen if you refuse their friendship. What would you do?

3.

There have been a series of rapes in your area, and all the young women are scared. The community is talking a lot about the rapes, and is saying that it was the fault of the women, because they were wearing revealing clothing. You have a beautiful new short skirt you were planning to wear to a party on the weekend. You don't believe that short skirts cause rape. You also don't want the community talking about you. What would you do?

4.

There is a new boy in your class, who isn't really fitting into the school. On your way home from school one day, you see a gang of boys bullying him. You notice the same group giving him a hard time at break the next day. What would you do?

5.

You hear a rumour that your partner is HIV positive. You have just started having a sexual relationship. You are scared and angry. What would you do?

6.

You are really attracted to a particular girl at school. But she is not very popular, and you think your friends would make fun of you if you ever started seeing her. What would you do?

7.

Your best friend has just found out he is HIV positive. He is shocked and scared – but he is also not telling his girlfriend, and is having unprotected sex with her. Your friend has told you alone, and has made you promise you wouldn't tell anyone else. What would you do?

8.



Source: One in a Million, Educators Guide, EISA, 2003, Pg 140

**Activity  
idea**



**Different families**

**Different Families**

**These children are talking about their families**

**Child 1**

I used to live with my mother and my grandmother. It was the first family I knew. I never really knew my father. I don't know anything about him – I don't even know if he is alive.

When I was 3 my mom's boyfriend moved in. I didn't really want him to share my mother, but I grew to like him too. Then my mom had a baby. It was more people to share my mother. Later that year my granny died. I really miss her – I used to talk to her about anything. My mother and her boyfriend got married. His 2 children from before sometimes stay with us.

**Child 2**

My mom is lesbian. She lives with her partner and her partner's child. They adopted a baby together. They said there are so many children that need love – and they have enough love to share with him. He is quite cute and is learning to fit in to our family.

**Child 3**

My mothers' sister died. There was no-one to look after her children so now they live with us. We love them and they are blood relatives, but it took a while to accept that they were here to stay.

Families are not all the same. People who belong together for some reason. We all have different families and who is part of our family may change. People who live far away and even people who have died still belong to our family.



Source: Values and Human Rights in the Curriculum,  
Department of Education p97

*Diversity is present in every individual and in every family. Children and adults need to understand and learn to respect and tolerate this diversity. Many children are cared for by aunts, uncles, siblings, adoptive parents or even foster parents.*

## Phase by phase ideas for learning and teaching about responsibilities at school

Develop an art project in which learners are encouraged to draw or paint something that communicates what a family is for them. This could be by using photographs of real people, a collage or even abstract painting.

For those who do not do art, this could be done as a language lesson in which poems could be developed either individually or even in groups.

Encourage learners to think beyond the conventions of family and to integrate into their work ideas about family that take into account the many and varied experiences that they will have been exposed to by your discussions on this topic.



<b>Extended Family</b>	<b>A family that includes uncles, aunts, cousins or grandparents;</b>
<b>Single parent family</b>	<b>A parent who lives with the children and no partner;</b>
<b>Nuclear family</b>	<b>A family with 2 parents and the children living with them;</b>
<b>Reconstituted family</b>	<b>A family where the parents have new partners and the two new families have been joined;</b>
<b>Parents to whom you were born</b>	<b>The parents who you are born to; and</b>
<b>Adoptive parents</b>	<b>Parents who adopted you.</b>

Wrap up with a poem. Invite learners to write their own poems about their families. This could provide an opportunity for them to share situations that they may find hard with you and their peers. Be supportive and non-judgemental and recognise where additional support may be needed. It is however important to show respect for privacy and not to push anybody to share what may make them uncomfortable. Discuss together what our responsibilities are to ourselves, care givers and siblings (should we have them).



**What makes a family, is it being related by blood or being connected by love?**

### Why

by Mindy Carpenter

I remember his hands hard as steel,  
But never was I without a meal.  
He was with me throughout my  
childhood.  
His love was unconditional, and he  
always understood.

A strong love I thought we did  
share,  
But why did he leave without a  
care?  
When he left, I was devastated,  
And a lot of times quite aggravated.

My father gave up everything he  
had,  
Sometimes I think he must have gone  
mad.  
This all from a wonderful man,  
In my heart I just don't understand.



## Lesson Idea 2: The responsibility to ensuring the right to work



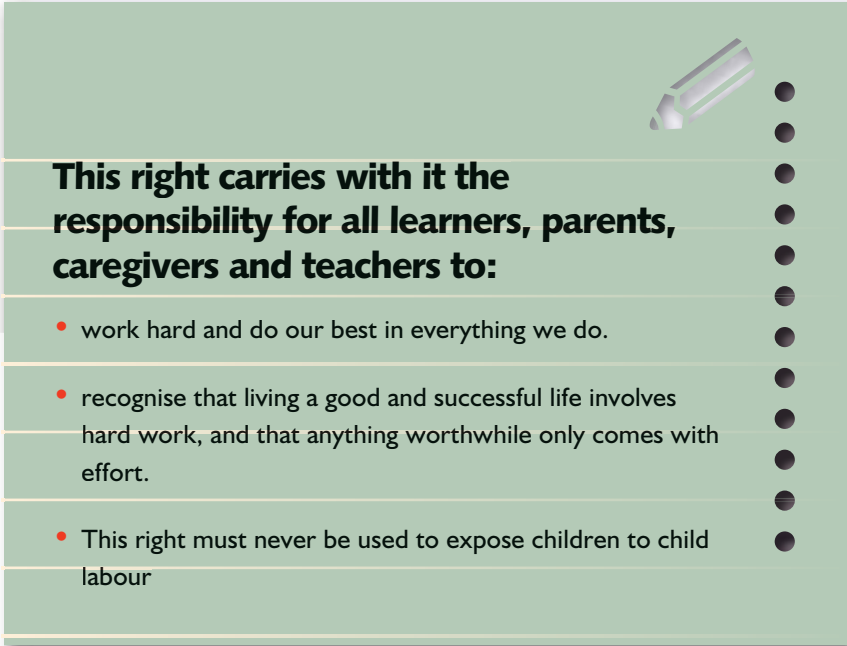
Should children do chores around the house? Debate this with your learners

OR

Is it ever appropriate for young people to work in order to contribute to the household?

When?

What kind of work might they do?



**This right carries with it the responsibility for all learners, parents, caregivers and teachers to:**

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- This right must never be used to expose children to child labour

### Talking about child labour

Globally the majority of child labourers come from the poorer sections of society. Social exclusion and discrimination, a result of poverty and ethnic and gender biases, are important factors that keep children out of school and force them to work.

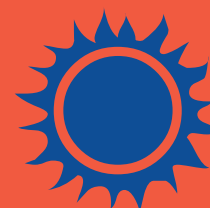
Ending poverty and increasing access to education are therefore crucial tools in the fight against ending child labour. Because of their unique and vulnerable position, children are denied the basic working rights and wages given to adults.



## Phase by phase ideas for learning and teaching about responsibilities at school

Children are most often employed in the informal and unregulated sectors of the global economy, for example in agriculture, and as a result they find themselves easy targets for abuse, intimidation and sexual exploitation.\*

**UNICEF (United Nations Children's Fund) defines child labour as work that exceeds a minimum number of hours, depending on the age of a child and on the type of work.**



Such work is considered harmful to the child and should therefore be eliminated.

- **Ages 5-11:** One hour of economic work or 28 hours of domestic work per week.
- **Ages 12-14:** 14 hours of economic work or 28 hours of domestic work per week.
- **Ages 15-17:** 43 hours of economic or domestic work per week.



Source: Values and Human Rights in the Curriculum, Department of Education p173

### Are you ready to be an Activist?

	BECOME INFORMED	MAKE CHOICES	TAKE ACTION
Unemployment	Do research jobs that are available to you. Speak to your teacher for information and to get phone numbers of places that can advise you. Check that you have the correct subject choices and the kind of marks that you need.	List your skills, experience and interests. See how they match up to the requirements of the job field you are interested in. Decide how you can improve in these areas and set some goals for yourself.	Learn new skills and improve those you have. You could start an entrepreneurial activity at your school. Volunteer to help at a community centre. Start a club. Practise what you are good at and what you need to improve.
Crime	The best way to protect yourself is to be informed. Know your rights and investigate your community. Pinpoint danger spots and times. Find out what resources there are to help protect you. – perhaps there is a community policing forum or safe schools project you could learn about.	Think about what you do where you may be putting yourself in danger – like using a cell phone openly or mixing with a gang and make a new plan. Report any criminal activity in your school that you know about. Avoid secluded places where you can't get help. Do not accept rides from those you don't know or can't trust.	Invite the local police to come and address your class. Involve them in making your school safer. Start a safe schools project. Join a group that is trying to get rid of guns.
HIV/AIDS	Make a list of all the questions you have. Get as much information as you can from the clinic, your teachers and the media. Speak to people who are open about HIV/AIDS.	Face your fears and challenge your stereotypes. Make personal decisions about safe sex or abstinence. Change your behaviour to keep yourself safe. For example go to parties with friends and avoid using drugs or alcohol. Trust your feelings when you are uncomfortable or feel unsafe.	Challenge your friends' misconceptions about HIV/AIDS and their sexual behaviour. Organise a workshop for your class. Support people around you who are affected by HIV/AIDS – help an absent classmate to catch up the work; do the shopping or babysitting for a family whose caregiver is sick.

### Activity idea



Do some research on children and labour across the world. What kinds of challenges do they face? What about children in South Africa?

What instruments exist to protect children against this kind of abuse?

What advice would you give to a child who is being exploited?

Learners could write a newspaper article or a letter giving advice to children on how to deal with the challenges of exploitation.

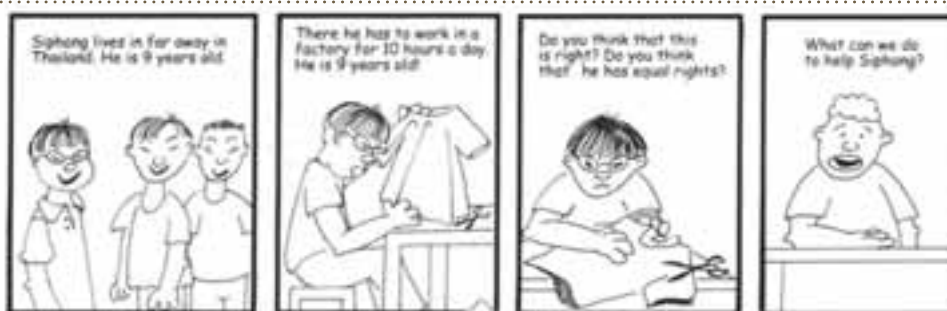
The South African Constitution provides that children under 18 have a right to be protected from work that is exploitative, hazardous, inappropriate for their age, detrimental to their schooling, or detrimental to their social, physical, mental, spiritual, or moral development.



The term 'work' is not limited to work in economic activities (e.g. paid employment) but includes chores or household activities in the child's household (such as collecting wood and fuel), where such work is exploitative, hazardous, inappropriate for their age, or detrimental to their development. The term 'child labour' as used in the Child Labour Programme of Action covers all these forms of child work.

The Department of Labour estimates that there were about one million of South Africa's children who are working as child labourers. South Africa has ratified the ILO Minimum Age Convention, 1973 (C138). This Convention requires ratifying states to pursue a national policy designed to ensure the effective abolition of child labour and to progressively raise the minimum age for admission to employment or work. South Africa also assisted in drafting the Worst Forms of Child Labour Convention, 1999 (C182), which it ratified in 2000. In terms of this convention South Africa must take time-bound measures to eliminate the worst forms of child labour (WFCL). These include forms of bonded labour, commercial sexual exploitation of children, trafficking of children, and the use of children by others in illegal activities, including drug trafficking.

Source: [http://en.wikipedia.org/wiki/Child\\_Labour\\_Programme\\_of\\_Action\\_\(South\\_Africa\)](http://en.wikipedia.org/wiki/Child_Labour_Programme_of_Action_(South_Africa))



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Source: Values and Human Rights in the Curriculum, Department of Education p85

## Child labour or household chores?

Discuss the idea of child labour with the children in your class. Use the UNICEF definition to assist you in unpacking it. Consider when and where it may be appropriate for children to assist at home or to take on household chores. Highlight that work for children is inappropriate when it interferes with their lives as children and especially their right to education.

Use the court drama to explore this issue further. (You could develop some examples of your own).

Do further research with the children on issues of child labour in South Africa using the internet or newspaper articles. You could invite a speaker to who works with these issues to visit your class and to talk to the learners about these realities some of which are especially frightening like child trafficking.

Consider what action we can take against child labour in our communities. Wrap up by considering our responsibilities that may sometimes come across as labour but are actually about doing our bit at home, at school or in our communities.

## Child labour A Court Drama

All members of the small groups are in a courtroom. Assign one or two people to play the role of Mma Kelesitse, a further one/two people to play the role of Khumo and the remaining people to act as mediators/jurors. Give every member their role card.

### Mediator(s)/Juror(s)

You are about to hear the case of the Kelesitse family.

This case has been taken to the Children's Court by the National Child Abuse Centre.

It is your job to allow both parties to present their case without interruption. You may then allow cross-examination; i.e. each party can question the other and respond to questions. You are then free to ask questions or seek clarification from either side. It is your job to attempt to reach a settlement between the parties.

You cannot impose your own opinion on the others but you can help them to reach a compromise.

You are also free to make suggestions or recommendations.



Why would 'work' make children vulnerable or targets for abuse?

How can they be protected?

### Activity idea



A court drama



Photo: Bonny Jennings for Celebrating Difference, 2003

### **Kelesitse's Story:**



Your name is Mma Kelesitse. You are the mother of six children. Your husband, Rre Kelesitse, is away most of the time as he works in the mines of South Africa. He sends you some money once in a while for the children but it is not enough. To make up the difference you work in the fields near your house. However you are getting old and working in the fields is not as easy as it used to be. You have had to ask your oldest child, Khumo, to help you.

Khumo was very angry when you told her that she would have to leave school to help you in the fields and also look after the house. You do not understand why she is angry as she needs to learn these skills to make her a good wife. School is not that important, besides, she has been educated up to Grade 4.

Now the National Child Abuse Centre has come to ask you some questions. They say that Khumo reported you to them because you refuse to let her go to school. You do not understand because Khumo is your child and she is helping you to raise the family. Furthermore, you pay her a little bit of money for all her assistance.

### **Khumo's Story**



Your name is Khumo. You are in Grade 4 and just turned ten years old last month. You are the oldest daughter of Mma and Rre Kelesitse. Because you are the oldest child you have had to look after your five younger brothers and sisters. This has been very difficult but you understood that it was your responsibility.

Every morning you would wake up at 4:30 a.m. and get everyone ready for school. After school you would have to return home immediately to help your mother in the fields and prepare the evening meal. This did not leave you with enough time for your school work, but because you were very clever you have been doing well in school. Your teachers have been encouraging you and are optimistic about your future education.

One day when you returned from school your mother told you that you would not be able to continue your education. She said that she needed help in looking after the fields and the family. She said that she would give you one rand a day for your assistance.

You tried to tell your mother that you wanted to continue school and that what she was doing was not fair. Your mother would not listen and told you that if you argued with her she would hit you. You feel that what your mother is doing is wrong. You decide that you are going to report your mother to the National Child Abuse Centre. You want to go back to school.

## Some additional ideas

### Arts and culture

#### Cartoon strips

Strengthen learners' artistic abilities by having them create cartoon strips that show how to handle anger-provoking situations. Ask them to have one character respond in a positive way to someone's annoying behaviour. Invite students to post their strips on a bulletin board and/or read them aloud.

#### Teaching tip

Use fights, arguments, and other negative encounters between learners as "teachable moments." After tempers have cooled, discuss how the people involved responded to the problem. What did they say to one another? How did they say it? How might they have handled the situation more effectively? Think of a better way.

Invite volunteers to describe how they responded to the anger provoking behaviour of a classmate, friend, brother, or sister – without naming anyone. Select some situations for learners to act out with a better approach, expressing their feelings in a more helpful way. Then discuss how different approaches lead to different outcomes.

### History or Life Orientation

#### Anger for change

Have learners work as individuals, groups, or a class to list things in the school or community that are unfair and make them angry, such as older learners not sharing the playground equipment with younger learners. Select several common concerns to explore as a class.

Discuss how the learners might use their anger to take positive action and address these problems.

#### Letter campaign

Read aloud letters people have written to local newspapers about issues that upset them. Then encourage learners to write to business or government leaders and express their own concerns, along with possible ways to address those concerns. Before mailing the letters, read several aloud and post copies on a bulletin board. Discuss and post any responses to learners' letters.



Find other ideas in: Values and Human Rights in the Curriculum, Department of Education p174





## The FET Phase – a mind of their mind

### In the news

To promote interest in current affairs, have learners bring in news stories that describe the consequences of expressing anger in negative ways. Discuss how calming down, thinking things through, and talking things out might have changed what happened.

### Maths

Problem solving is as much a natural part of mathematics as it is of conflict management.

Consider the following ideas:

1. Separate the relevant information in a story problem from the irrelevant data.
2. Balance equations as a parallel for fair and equitable, win-win outcomes.
3. Apply logic to evaluating potential solutions. Will the choice really solve the problem?
4. Tackle dividing irregular polygons into equal pieces.
5. All conflict resolution involves solving puzzles. Apply the steps to solving mathematical puzzles to conflict situations.

Source: <http://disputeresolution.ohio.gov/pdfs/cmw2000msag.pdf>

#### Useful contact info

*Big Brothers Big Sisters SA*

BBBSSA is a mentoring programme that matches youth in need with carefully selected and trained adult volunteers in one-t-one relationships that help them maximise their potential.

Tel: 021 551 6996

Email: [makeadifference@bbbssa.org.za](mailto:makeadifference@bbbssa.org.za)

Website: [www.bbbssa.org.za](http://www.bbbssa.org.za)

#### Useful contact info

*Children's Resource Centre (CRC)*

CRC runs a programme for children that includes health clubs and a Schools in Motion programme in schools in 7 of the 9 provinces. Contact them if you want to start a club in your school.

Tel: 021 686 6898

Email: [crcchild@telkomsa.net](mailto:crcchild@telkomsa.net)

#### Useful contact info

*Stop Gender Violence Helpline*

The Stop Gender Violence Helpline provides anonymous, confidential, free and accessible telephonic counselling, education and referrals, in all eleven official languages to survivors, witnesses and perpetrators of gender-based violence.

Toll-free: 0800 150150

Website: [www.lifeline.org.za](http://www.lifeline.org.za)

#### Useful contact info

*HIV/AIDS Helpline*

The AIDS Helpline provides anonymous, confidential telephonic counselling, information and referrals to HIV infected and affected individuals.

Toll-free: 0800 012 322

Website: [www.lifeline.org.za](http://www.lifeline.org.za)



# Equity in Education Publications

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34. Values and Human Rights in the Curriculum: A guide book, Department of Education, 2003

# SOUTH AFRICAN COMMEMORATIVE DATES 2011

<p><b>MARCH 2011</b></p> <p>21<sup>ST</sup></p>  <p><b>HUMAN RIGHTS DAY</b></p> <p>Launch of Bill Of Responsibilities.</p>	<p><b>APRIL 2011</b></p> <p>27<sup>TH</sup></p>  <p><b>FREEDOM DAY</b></p> <p>My responsibility in ensuring the right to freedom of religion, belief and opinion.</p>	<p><b>MAY 2011</b></p> <p>18<sup>TH</sup></p> <p>01<sup>ST</sup></p>  <p><b>WORKER'S DAY</b></p> <p><b>ELECTIONS</b></p> <p>My responsibility in ensuring the right to citizenship and the right to work.</p>
<p><b>JUNE 2011</b></p> <p>16<sup>TH</sup></p> <p>05<sup>TH</sup> - 11<sup>TH</sup></p>  <p><b>YOUTH DAY</b></p> <p><b>WORLD ENVIRONMENT WEEK</b></p> <p>My responsibility in ensuring the right to a safe environment and family / parental care.</p>	<p><b>JULY 2011</b></p> <p>18<sup>TH</sup></p>  <p><b>MANDELA DAY</b></p> <p>My responsibility in ensuring the right to human dignity</p>	<p><b>AUGUST 2011</b></p> <p>09<sup>TH</sup></p>  <p><b>WOMEN'S DAY</b></p> <p>My responsibility in ensuring the right to equality.</p>
<p><b>SEPTEMBER 2011</b></p> <p>24<sup>TH</sup></p>  <p><b>HERITAGE DAY</b></p> <p>My responsibility in ensuring the right to own property.</p>	<p><b>OCTOBER 2011</b></p> <p>19<sup>TH</sup></p>  <p><b>MEDIA FREEDOM DAY</b></p> <p>My responsibility in ensuring the right to freedom of expression.</p>	<p><b>NOVEMBER 2011</b></p> <p>EXAM</p>  <p><b>EXAMS</b></p> <p>My responsibility in ensuring the right to attend school regularly, to learn, and to work hard.</p>
<p><b>DECEMBER 2011</b></p> <p>16<sup>TH</sup></p> <p>01<sup>ST</sup></p>  <p><b>WORLD AIDS DAY</b></p> <p><b>RECONCILIATION DAY</b></p> <p>My responsibility in ensuring the right to life.</p>	<p><b>JANUARY &amp; FEBRUARY 2012</b></p>  <p><b>EDUCATION</b></p> <p>My responsibility in ensuring the right to cooperate with teachers and fellow learners.</p>	<p><b>MARCH 2012</b></p>  <p><b>HUMAN RIGHTS DAY</b></p> <p>My responsibility in ensuring the right to human dignity.</p>



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REPUBLIC OF SOUTH AFRICA

South African Interfaith Council

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