

Values and Human Rights in the Curriculum



A GUIDE



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

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FOREWORD

The primary task of the Department of Education is the establishment of a just and equitable education and training system which provides a relevant, high quality education to all learners, irrespective of race, colour, gender, gender orientation, age, religion, language and ability. A priority for all education providers is, therefore, the creation of a transformative, democratic, open learning system, fostering in all users a strong commitment to human rights and the values of our Constitution.

Department of Education policies stress the role that a focus on the constitutional values can play in the development of active citizens in a united, caring and economically developed South Africa. These policies describe the values that should inform teaching and learning as well as management practices.

The National Curriculum Statement sets clear guidelines for the inclusion of values and human rights across all learning areas, be read in conjunction with Education White Paper 6, which sets the parameters for inclusive education, where learners from all backgrounds, learning styles and levels of ability are catered for. Curriculum development processes were supported by committees whose task was to ensure that the new curricula would be infused with the values of the Constitution.

An indication about the kind of learner which the education system intends to produce is provided in the Manifesto on Values, Education and Democracy, which describes ten fundamental constitutional values which should inform all programmes of teaching and learning, and which should guide the policy development, governance and administrative procedures of the Department of Education. The Manifesto also describes sixteen strategies that suggest how the Constitutional Values can be brought to life.

The Values and Human Rights in the Curriculum: A Guide seeks to provide further guidelines for teaching and learning with regard to values and human rights for educators. It provides advice, indicators of good practice, hints and examples, in order to illustrate and elaborate on the principles presented. It is a support for the National Curriculum Statement, providing more insight and guidance in relation to the contested and at times difficult area of values and human rights. It considers some of the pedagogic issues often faced by classroom practitioners, as well as some of the dilemmas posed by values education.

This guide provides learning area-specific guidance, references, illustrative examples and resources to support teachers in the classroom. It aims to assist teachers to integrate values and human rights into the curriculum and their practice in a meaningful way. Although this guide is intended to assist teachers to use the materials in the accompanying resource box, I have no doubt that this guide will be a valuable resource on its own.



A handwritten signature in black ink, consisting of a stylized 'D' followed by a long horizontal line and a small dot at the end.

Mr D Hindle

Director General: Education

Introduction

“Education is not simply a mechanism whereby individuals acquire a limited range of basic skills. Rather, it is a crucial factor in social and personal development, an indispensable asset in (humankind’s) attempt to attain the ideals of peace, freedom and justice ... one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.” (*Report of the International Commission on Education for the 21st Century, Delors, 1996, p11*)

In South Africa, Human Rights, Inclusivity and Social Justice are foregrounded in the Revised National Curriculum Statements (RNCS) as priority areas that should be infused across all Learning Areas. Where appropriate, every Learning Area Statement includes knowledge, skills, values and attitudes that support this integration and infusion. The statements affirm that the achievement of these outcomes, which contribute to realising a culture of democracy, human rights and peace, is the responsibility of every educator, irrespective of Phase, Grade or Learning Area.

Making human rights a central theme of the curriculum acknowledges the critical role that education can play in transformation. It recognises that many of the issues we face on a local, regional and global level, whether personal, social, political or economic, are human rights concerns. Giving status to these concerns in the curriculum will ensure that engagement with human rights in the classroom will be appropriate, legitimate and consistent.

This publication has been developed to assist educators to implement this focus on human rights in the RNCS in a meaningful way. It should be used together with;

- the book, ‘Human Rights and Inclusivity in the Curriculum’; and
- the ‘Values, Human Rights and Inclusivity in Curriculum’ Resource Box.

Before focusing specifically on the curriculum, this guide considers how human rights impact on the whole school community. It examines curriculum, both in policy and in practice, and provides support to educators as they develop lesson plans which infuse human rights into the lesson content, as well as the teaching and learning process.

The Resource Box includes a range of resources which focus on issues related to Human Rights, Inclusion and Social Justice. Many educators will already have materials of their own, which could be added to the Box. It is hoped that working with the contents of the Box will inspire educators to seek out new materials for ongoing inclusion. Materials involving local issues, and national and regional concerns as well as global perspectives, will extend each Box’s relevance and usability (thus making the Box a living resource). In this Guide, the existing collection of resources in the Values and Human Rights in the Curriculum Resource Box is used illustratively.

The **final section** of the Guide includes teaching and learning processes and methodologies which support learning for Human Rights, Inclusivity and Social Justice. This section acknowledges that the real power of the curriculum is in the hands of those who implement it – it will only be as effective as the way in which they interpret it into practice.

Human Rights in Education

Human rights can be defined as ‘those entitlements which are basic to being human and not connected to the accident of being born in a certain country or with skin of a particular colour.’ (Norma Tarrow, Human Rights Education: Alternative Conceptions, p22) There is general universal agreement on the basic core of human rights, as well as a collection of agreements which express their essence, content and application (e.g. the Universal Declaration of Human Rights, and the African Charter on Human and People’s Rights).

These rights can be explained in three broad categories:

1 st Generation	2 nd Generation	3 rd Generation
Civil and Political Rights	Social, Economic and Cultural Rights	Right of Solidarity
Liberty Oriented	Security Oriented	Development Oriented
e.g. Right to participate in self-government, right to life, right to security, right to freedom of opinion, conscience, religion and thought, right to freedom of association	e.g. Right to work, right to maintain one’s culture and language, right to receive adequate education, right to have basic needs (water, housing and food)	e.g. Right to peace, right to a healthy environment, right to property in the common heritage of humankind

Human rights are inherent – they belong to you because you are born human
 Human rights are universal – they belong to all people
 Human rights are inalienable – can’t be taken away
 Human rights are indivisible – all human rights are inter-related with each other
 Human rights can be limited – under certain circumstances, in terms of the law

Broadly speaking, the term 'human rights' is more than a field of study - it is a way of life. It should inform our values and attitudes, as well as our actions. The ultimate goal of human rights education is to foster the growth of committed, responsible citizens, who are:

- informed about the world in which they live;
- able to act with awareness of social, economic and political issues; and
- sufficiently committed to the values of equality, justice and human dignity to be contributors to democracy and human rights in their own communities and nations, as well as the global family.

It is important to recognise that there is a legal framework for the implementation of Human Rights Education. This framework is established by international and regional agreements to which South Africa is signatory. They are further entrenched in our own country by our Constitution and Bill of Rights. The Department of Education has, in turn, put in place policies which ensure that education plays its role by contributing to building peace, justice, equality and human dignity. Education is regarded as:

- a basic human right,
- having a role to play in developing the values, attitudes, knowledge and skills with which young people need to live democratically,
- a way of challenging and transforming society,
- being about, and for, human beings and therefore about Human Rights, Inclusion and Social Justice; and
- a 'humanizing' experience which nurtures people who are whole, empathetic human beings, able to live their lives justly, fairly, equally and with dignity.

Because human rights have been incorporated into our laws, they can be upheld and protected through the courts. However, we should not limit our understanding and application of these rights and their associated values to a paradigm of legalism. Human rights should be experienced as relevant to the daily challenges faced by people in their different contexts and realities. They should impact on the specific needs and circumstances of individuals and groups of people.

Although human rights set a standard for society towards which we need to be constantly working, they are not cast in stone. Human rights have evolved over time, and this evolutionary process needs to continue if human rights are to remain relevant to the needs of an ever-changing world. The realisation of human rights is not only the responsibility of the government - their relevance and existence depend on the commitment and activism of ALL of the citizens of society.

There may be times when human rights conflict with each other within the context of the school, or the classroom. "This conflict could be where two specific rights are in conflict, or where the rights of individuals or groups come into conflict around the same right, e.g. the right of parents to ensure that their children are educated in accordance with their religious or philosophical convictions may conflict with the girl's right to receive a full open, scientific and professional education, or the rights

of individuals to respect for their religious convictions may conflict with the right of others to freedom of expression.” (Margherita Rendel, 1992, *Some Problems in Teaching Human Rights*, p154)

Human Rights and Values

Human rights claim their roots as being simply in the humanness people ‘contain’, which cannot be separated from their being. Whilst some values may be specific to a culture or a religion, there are those which many would consider ‘universal’. Amongst these are the values which form the cornerstone of our own democracy: dignity, equality, justice and freedom.

In our own context, our Constitution and Bill of Rights clarify how South Africans are to live within the parameters of these values. This highest law of the land, which no other law may contradict, puts in place the means by which government is formed, and what the rights and responsibilities of all role-players should be, as well as the means to protect and uphold this type of society.

The Manifesto for Values, Education and Democracy, developed by the Ministry of Education, clarifies how these values can positively impact on the culture of learning and teaching. The Manifesto draws attention to the following ten values:

- Democracy
- Equality
- An Open Society
- Ubuntu (Human dignity)
- Respect
- Social Justice and Equity
- Non-Racism and Non-Sexism
- Accountability
- The Rule of Law
- Reconciliation

Keep these values in mind as you work with the curriculum, the learners and broader society. Where necessary, refer to these underlying values explicitly, so that what was traditionally the ‘hidden Curriculum’ will become more transparent and open.

Human Rights: A Whole School Issue

A culture of human rights, democracy and peace will best be achieved through first-hand experience with human rights in action. Building a culture of human rights in society will not be achieved through telling people what we think they need to know about human rights. Everyday school, family and community life should provide this experience. It should reinforce understanding and skills, as well as values and attitudes. A programme for Human Rights, Inclusion and Social Justice should not only be implemented via the formal curriculum and learning support materials – it should be an holistic endeavour:

“Human rights in education ... are about the workings of the whole school. They are about how people are treated in schools. They are about the processes within schools. They are about school policies, school structures and the nature of their organisations, relations among educators, relations among learners, pedagogical relations between learners and educators, the ethos of the school and what is contained in the curriculum. Human rights in education therefore entail a whole school approach. They are not about schooling people in human rights content only.”

(Nazir Carrim, The National Curriculum Guidelines Statement)

About, For and In Human Rights

Another way of saying this is that all human rights education programmes should educate about human rights, for human rights, in human rights.

- **About**

Human rights has a knowledge base which would include categories of rights, human rights law, conventions and declarations, saying what rights and responsibilities are, how they can be limited, applied and protected, how to access human rights watchdog bodies, and so on. This does not just mean being told – learners must find out things for themselves, solve problems and develop their own understandings.

- **In**

The context within, and the methodology through which, human rights are explored form part of human rights learning e.g. both the intended and the unintended happenings at school, interpersonal relationships, who is included and who is excluded, consultation and participation within the school community, school policies, consensus building, knowledge construction, elected student representatives, and co-operative learning. Note: proclaiming human rights in an authoritarian classroom or a classroom where corporal punishment is used is contradictory and inconsistent with human rights outcomes.

- **For**

Human rights education should be relevant to daily life and lead to action and even activism, e.g. learners are therefore acquiring skills, such as effective communication, relationship building, conflict management, social skills and critical thinking, as well as values and attitudes, which will enable them to show respect, and to treat others with dignity and equality as well as to stand up for, and to protect, their rights and the rights of others, to be activists for social justice.

The diagram on the following page illustrates some of the components of the life of a school. It reflects how each of these components should be informed by Human Rights, Inclusion and Social Justice. It highlights their interrelated nature and illustrates their life within society, and it expresses how they are influenced by, and have the power to influence, the local, national and global communities of which they are a part.

A Whole School Development Model

Pedagogical Relations in The School:

- Should be based on, and promote a culture, human rights relations between learners and educators
- Should foster teaching and learning strategies to build skills, values, attitudes and knowledge that will promote a culture of human rights

The Curriculum

- Is based on the Constitution and supports the Critical Cross Field Outcomes
- Intergrates and infuses human rights, inclusion, social justice and a healthy environment
- Affirms different learning contexts, styles and needs
- Addresses potential barriers to learning
- Creates the opportunity for developing skills, knowledge, values and attitudes
- Empowers young people to take up their places as active citizens in a democratic society (local, national and global) and to contribute to its growth and sustainability
- Empowers educators to develop their own contextualised and relevant learning programs

Policy of The School:

- Should promote human rights and inclusion
- Cannot discriminate unfairly against anyone
- Should incorporate explicit provisions for anti-discrimination, respect for the dignity of all people and the promotion of a rights based culture

Ethos of The School

- Should promote human rights and inclusion and be explicitly anti-discriminatory
- Should provide a safe and secure environment for all school based actors
- Should ensure that effective measures are used when violations occur

Underpinning Principles must:

- Allow for participation of all role-players in decision making processes
- Promote the values of dignity, equality, justice, democracy and peace
- 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
- 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 the growth of each learner to his or her full potential

Learner Composition and relations:

- Cannot unfairly prevent access of learners into the school
- Admission policies should be anti-discriminatory and inclusive
- Learners cannot discriminate unfairly against each other (or educators)
- Respect, tolerance and freedom should characterise the relations among learners (and educators)

Educator Relations and Composition:

- Educators must uphold the Constitution and Bill of Rights
- Educators must have human rights
- Must reflect the diversity of South Africa i.e. gender, religion, race, language and disability
- Must ensure that relations among educators promote dignity, equality, respect and tolerance

Co-curricular Programme

- Is recognised as an opportunity to build holistic learning within the school, by offering physical, emotional and creative options
- Is inclusive of different types of learning needs, orientations and abilities e.g. sport, cultural, artistic, dramatic, etc. and is sensitive to gender and disability
- Focuses on participation of all learners and recognises their involvement
- Creates opportunity for learners to excel in other arenas and to participate more broadly in the life of the community
- Is development-oriented - recognises that not all learners have had exposure to sport, art, dance, etc, and offers them the opportunity to participate at different levels, as well as to develop the relevant skills for moving up levels and teams
- Allows for an active and creative celebration of the diversity of all learners
- Allows all learners to express themselves creatively, without fear of censure or persecution
- Encourages team work, co-operation and a spirit of unity and community service

Human Rights Education in the RNCS

“The Revised National Curriculum Statement has tried to ensure that all Learning Area Statements reflect the principles and practices of social justice, 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, disability and such challenges as HIV/AIDS.”

(2002, p10, Revised National Curriculum Statement Grades R-9, Policy Overview)

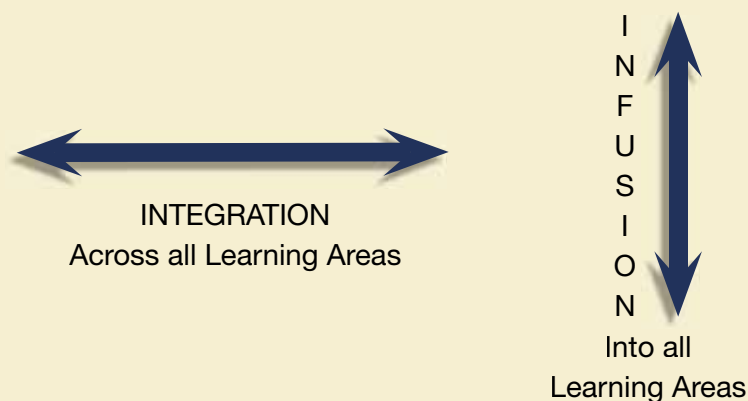
Infusion and Integration

“Human rights education works best when it is woven into the fabric of existing curricula. It is a way of thinking about and relating to the world, not just subject matter to cover. Educators can find opportunities in most aspects of day to day life to engage and challenge learners about human rights. The principles on which the National Curriculum Statements are based essentially reflect a promotion of the culture of Human Rights, Inclusion and Social justice.”

(Sherri Le Mottee, 2002, Human Rights and Inclusivity in the Curriculum – A resource book for educators p69)

The approach to Human Rights, Inclusion and Social Justice in the Revised National Curriculum has been one of human rights infusion, together with the general principle which applies to the whole curriculum of integration. Infusion suggests that content, skills, values and attitudes be ‘poured’ into the curriculum to permeate and alter it in a way that impacts on all learners. This means that Human Rights, Inclusion and Social Justice outcomes are present in every aspect of the curriculum, across Phases and Learning Areas, including program and course outcomes, content specific areas, reading assignments and categories for assessment of outcomes.

This approach, combined with an integrated model, aims to co-ordinate specific Learning Area Statements with the rest of the curriculum. The result is a horizontal and vertical relationship between outcomes for Human Rights, Inclusion and Social Justice and the rest of the curriculum.



Looking at the Learning Area Statements

The idea of infusion into all the Learning Areas may be something that some educators find hard to imagine, or difficult to work with, in the context of their own Learning Area or area of specialization. For many, the links between Human Rights and Life Orientation or Social Sciences are clear. Without too much difficulty, we might even agree that we can see the relationship between Arts and Culture and Human Rights. But what has Mathematics or Science and Technology to do with Human Rights?

On examining the infusion into all the Learning Areas, Andre Keet of the South African Human Rights Commission suggested (GIED Seminar, 2003) that it might be easier to envisage infusion into certain of the Learning Areas than into other areas. He divided the Learning Areas into three groups, which he called low, medium and high tension. Although educators may experience 'tension' when working with these issues, the use of the word 'tension' in this way does not imply stress on the part of the educator; rather it is in reference to the ease with which Human Rights, Inclusion and Social Justice links can be located in that specific Learning Area.

When exploring infusion, educators should consider holistically the links between human rights and their Learning Area. Rather than focusing only on the 'content' of a Learning Area, its inherent skills or values and attitudes should also be considered. In addition, the context within which learning may be taking place, or the reasons and application for which children are acquiring this 'knowledge' and its relationship to Human Rights, Inclusion and Social Justice, should be considered.

The table on the following page suggests how the Learning Areas can be broken down into high, medium and low tension areas. It also offers some insight into how these outcomes could be addressed in each Learning Area, through content, methodology and intention. This table raises some of the possibilities. There are, of course, many others.

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

Principles for Human Rights Infusion

Here are some broad principles to bear in mind when working with Human Rights, Inclusion and Social Justice in the curriculum:

- **Recognise that ALL educators are educators for Human Rights and Inclusivity.**

There are many opportunities for the infusion of Human Rights and Inclusivity into all Learning Areas. These are made clear in the National Curriculum Statements. Making them real depends on how willing and open educators are to engage with them.

- **Acknowledge your status as a lifelong learner.**

This is an enormous ‘subject’ area, which has links to many disciplines – acknowledge to learners that you are still learning about human rights, that you don’t have all the answers and that many of the answers you do have may vary from those they believe to be real.

- **Each learning area should retain its integrity.**

The core issues of the Learning Area should remain intact and should not be compromised in any way by dealing with Human Rights and Inclusion issues, but should rather be enhanced and broadened.

- **Curriculum is not just about content.**

In working with Human Rights and Inclusivity, the process used for learning is as important as the ‘content’. Planning learning programmes and learning material should therefore always deal with the ‘how’ as well as the ‘what’.

- **Have clear selection criteria for LSM.**

Learning and teaching for, and about, Human Rights and Inclusivity should be supported by relevant and Human Rights-sensitive learning support materials. Educators should scrutinise materials before bringing them into the classroom. This does not mean that learners should not be exposed to a range of learning materials which reflect differing values, opinions and ideas. Most materials could be useful tools for learning and teaching provided they are used in a critical and engaging manner. For example, even learning materials developed for South African schools during Apartheid may be useful for teaching about racism and inequality.

- **Avoid being superficial - delve beneath the surface.**

Work only with what is obvious - you are not simply dealing with an 'add-on' to what already exists. Explore the connections beneath the obvious – dig down deep. Contextualise your engagement with Human Rights, Inclusivity, and Social Justice within the framework of the discipline or knowledge-area that is being explored. Choose topics which relate to the life of the learners and their communities.

- **Don't try to put a square peg into a round hole.**

Be real and realistic. You are not being asked to introduce something artificially that does not have a natural relationship to the knowledge, skills, values and attitudes already being worked with in the Learning Area. Only use and engage with what fits comfortably and 'naturally'.

- **Be willing to work with controversy.**

Much of the subject matter in human rights is controversial. Educators may be concerned about the way in which the school community and the learners will respond to the issues raised. Approach with caution! Be rational, know what the arguments are – be informed. Discussing 'hot topics' relatively calmly and rationally provides learners with a model of open mindedness, freedom of speech and democracy. But don't try to do it alone - work with parents and colleagues wherever possible.

- **Don't make assumptions - ask!**

Before engaging with issues, find out what members of your school community think, and especially the thoughts of the learners in your class. Draw on their personal experiences and knowledge as a starting point.

METHODOLOGY



Learning and Teaching about, for and in Human Rights, Inclusivity and Social Justice

Human Rights, Social Justice and Curriculum Enactment

Thus far, this resource has explored two critical issues:

- Firstly, by infusing issues of Human Rights and Inclusivity across the curriculum, the Revised National Curriculum Statements empower all educators across all Learning Areas and Phases to implement programmes for Human Rights Inclusion and Social Justice in their classrooms; and
- Secondly, the real power of the curriculum is in the hands of educators and the way in which they bring the curriculum to life in their own learning contexts. The actual power does not lie in written documents or policies.

If learners are to integrate these outcomes into their lives so that they truly become life skills or skills for life, the learners need to do more than just learn about Human Rights, Inclusivity and Social Justice. They need to experience them, to engage critically, draw conclusions, make judgements and modify their behaviour accordingly. Learners should be able to transfer their classroom experiences and learning about, through and for Human Rights, Inclusivity and Social Justice into their own knowledge, behaviour, relationships, problem solving strategies and life practices.

Endeavours to achieve the outcomes for Human Rights, Inclusivity and Social Justice through the curriculum should be holistic, recognising the importance of both affective and cognitive learning. A learning programme should therefore be holistic and include elements of:

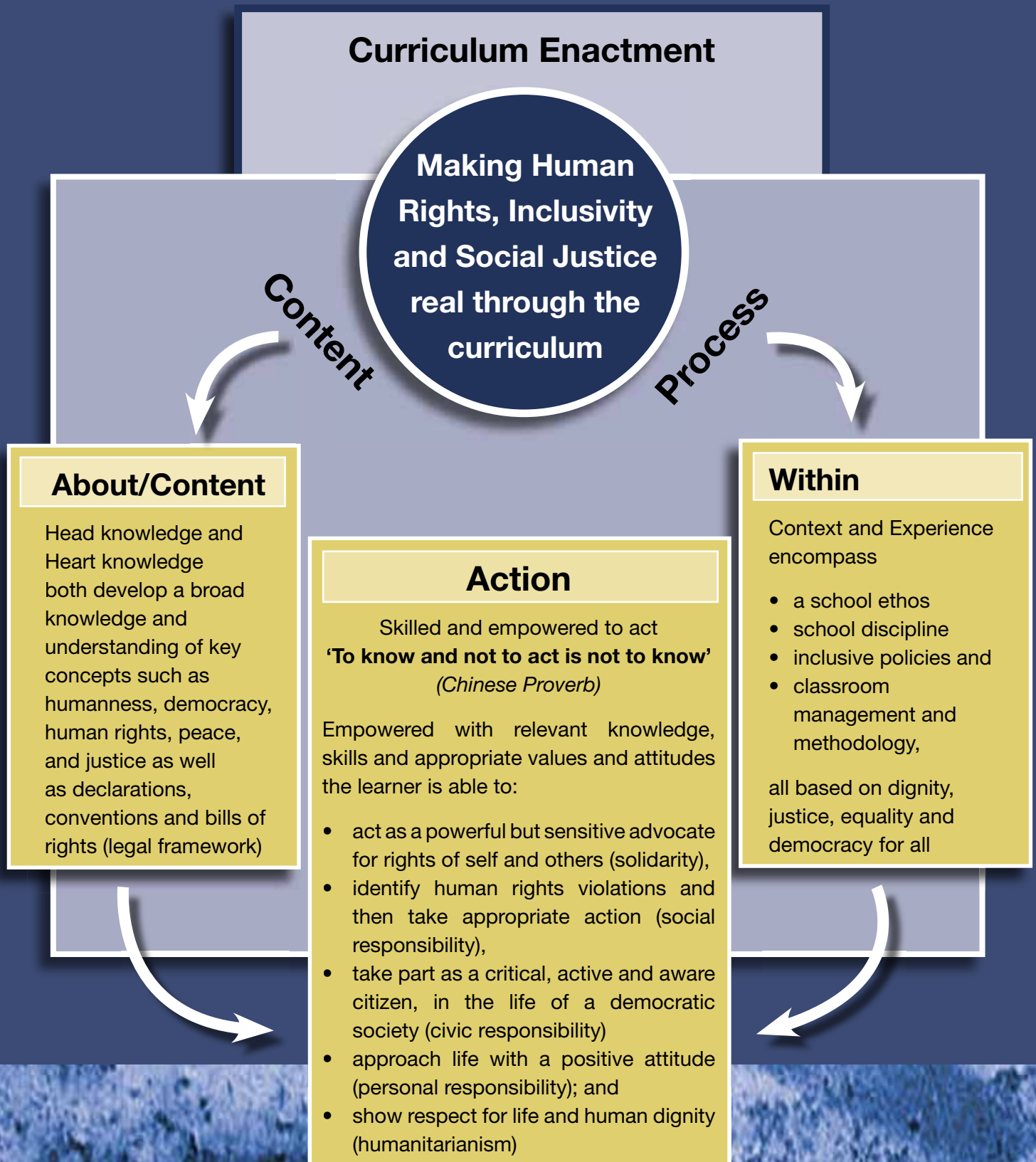
- head knowledge (*content*),
- heart knowledge (*feelings and emotions*); and
- skills knowledge (*empowerment to act*).

The practices of educators in the classroom can provide a human rights environment in which learners can build not only their knowledge and understanding of Human Rights, Inclusivity and Social Justice, but also may practice and experience these concepts. This enactment of curriculum via

- classroom management strategies,
- the established learning environment and context,
- interpersonal dynamics and relationships; and
- the strategies and approaches employed for learning and teaching

will ultimately make up the whole learning experience. This, in turn, will determine the extent to which learners achieve the related outcomes as established in the Critical Cross-field and Development outcomes, and infused into the Revised National Curriculum Statements.

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 enactment of the curriculum.



Creating a Whole Classroom Experience

As previously emphasized, the curriculum is about more than simply the learning outcomes or the learning content. The 'whole classroom experience' is part of the enactment of the curriculum:

formal + hidden + informal curriculum = curriculum enactment.

All of the parts that make up the whole of classroom life add up to a complete learning experience for Human Rights, Inclusion and Social Justice.

A human rights classroom:

- Provides a human rights environment
- Ensures that human rights and inclusion are practically provided for all
- Adheres to a class Code of Conduct that is aligned to human rights
- Administers punishment that is educative, not punitive
- Includes all learners, by considering their individual needs
- Displays posters and pictures that reflect diversity; and
- Is arranged to facilitate interaction



A human rights educator is:

- A life-long learner
- Democratic (rather than autocratic)
- Accountable
- Just, fair and respectful
- Transparent
- Open minded
- Socially and politically critical and responsible; and
- Able to be humourous and playful

A human rights learner

- A life long learner
- Respectful of life, others and the environment
- Able to work collaboratively
- Co-operative
- Able to share
- Aware of her/his own rights and the rights of others
- An active learner; and
- An active member of the class and the community



Exploring the Parts that make the Whole

The classroom is a learning community. Each aspect of the learning life of this classroom community is interdependent and interwoven with every other part. In this section, we will explore some of these component parts in more depth and examine how they can contribute towards effective learning for Human Rights, Inclusivity and Social Justice. The diagram below highlights some of these different parts, and shows how they fit together.



Discipline

The classroom should be managed in keeping with democratic and human rights values and principles e.g. use discipline not corporal punishment, hold class meetings in which learners and educators share responsibility for the management of the classroom, use democratic processes to choose leaders, etc.

Let us explore the issues of discipline as an example of how this can work in practice:

Discipline should:

- Be **corrective** and **educative**, rather than punitive and punishing
- **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**. This Code of Conduct must be supported by clearly stated processes and consequences that will result when the Code is contravened in any way. These rules must always be adhered to in a transparent manner.
- 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. The list of classroom rules in the Box below were set by a class of Grade 4's together with their educator:

Some ideas for ground rules:

- Listen to each other with respect
- Give each person in the class or group a chance to speak
- Allow each person to talk, one at a time
- Allow people to speak without interruption
- Speak for yourself – use 'I', and not 'we'
- Take responsibility for tidying up after yourself
- Agree to disagree
- Do not call people names
- Be caring towards each other
- Do your homework, and hand it in on time
- Always try your best

Learner Centred

The classroom should be managed as a learning community where all participants (including you, the educator and possibly parents and guardians as well) are learning together, so that dignity, equality and respect will be fostered and reinforced.

A learner-centred approach to learning should:

- **Start from the world of the learner**

Make use of real experiences, stories and case studies. Base learning programmes, materials and processes on the needs, interests, experiences and challenges **of the learners themselves.**

- **Construct knowledge collaboratively**

Active participation by the learners should be a central feature of your approach. Learning by building collective knowledge develops an understanding of a world of interdependency and change. Develop a shift from rote learning, and over-emphasis on the memorizing of facts and striving for correct answers towards problem solving, reflection, critical thinking, forming opinions, debating and so on.

- **Develop critical reflexive thinking**

Learners should develop a capacity to be critical, and to evaluate ideas, people and events. Human rights themselves should not be seen as being cast in stone - if they are to evolve and continue to be relevant in an ever-changing world, they, too, need to be critically evaluated.

- **Be holistic in your orientation**

Involve the whole person (cognitive and affective). Human Rights are not just about the mind (IQ) - they have a strong emotional affective component (EQ). Learning should therefore include the acquisition of knowledge and skills, and values and attitudes. Remember as well the broader values of knowledge, e.g. for everyday life, such as for improving social interactions and helping in normal daily routine.

- **Promote participation and self-discipline**

Learners can recognise that they are responsible for their own learning. In a group situation, they also need to be aware that they can contribute to the learning of their peers. The best way to foster this attitude is through two-way consultation, collaborative working and allowing the learners to participate in making decisions.

- **Recognise the inter-related nature of the world of knowledge**

Traditionally, knowledge was broken up into multiple, separate entities, often making it difficult to see how one area of learning (or discipline) related to another. It is vital now to focus on the benefits of teaching and learning from a far broader perspective, to increase interest and create a wider sense of general understanding.

Allow the learners to communicate with one another. This horizontal communication provides an excellent atmosphere, where much can be learnt when learners freely share their thoughts, feelings and emotions in an atmosphere of mutual trust. An Inclusive Orientation has specific challenges for a learner-centred approach. Inclusion ensures the right to education for all learners, regardless of their individual characteristics or difficulties, so that a more just society will be built. This would then ensure equal rights for all learners, especially those traditionally excluded from educational opportunities – like learners with special needs, different learning styles and disabilities, girl children, children from poverty-stricken communities, children with physical disabilities, and, or in addition, disadvantaged by any other issues (environmental, physical, emotional or developmental), which might impact on their ability to learn.

Inclusive

All learners must be included, irrespective of their learning styles, needs and identity, since inclusive classrooms could contribute significantly to the growth of an inclusive society. Educators could actively set up learning processes to remove some of the barriers to learning, thereby fostering inclusion. Possible ways to do this include modifying parts of the curriculum such as the:

- content of learning programmes,
- language and medium of learning and teaching,
- management and organisation of classrooms,
- teaching style and pace,
- length of time-frames allowed for completion of curricula,
- materials and equipment that are available; and
- assessment methods and techniques used.

The table on the following page on potential barriers to learning draws attention to some of these potential barriers, and how these could impact on learning and teaching.



Potential Barriers to Learning	Their Impact on Learning and Teaching
Language of Learning and Teaching	<ul style="list-style-type: none"> • Learners who are not first-language speakers in the tongue used by the educator, or learners who have language learning difficulties, should also be accommodated. They must be given sufficient time to work through concepts and ideas, to discuss these, and, if necessary, to learn the associated terminology. • Most Learning Areas are language-dependent and therefore present difficulties for, or disadvantage, learners who use sign language. Opportunities should be created for these learners to communicate as much as possible through an interpreter, or in a written form.
Bias and Prejudice	<ul style="list-style-type: none"> • When working with issues in different Learning Areas, educators will have to work with their own values and attitudes, and need to ensure that they always keep in line with the principles of equality, social justice and human dignity. • Many of the issues covered in different Learning Areas could be taught with a particular bias which could disadvantage, marginalise or exclude groups of learners. Educators must be especially careful to avoid such adverse results.
'Controversial', Sensitive Issues	<ul style="list-style-type: none"> • The use of learning materials and activities should be done with integrity, responsibility and awareness.
Visual Sources	<ul style="list-style-type: none"> • If a wide variety of visual sources (e.g. pictures, videos, maps and graphics) is used, this could present problems for learners who are blind or visually impaired.
Fieldwork and Excursion Type Activities	<ul style="list-style-type: none"> • Fieldwork activities, outings and school trips are an important part of effective learning – outdoor trips or excursions may present difficulties to learners who are in wheelchairs, or who have other physical disabilities. Venues should always be checked for accessibility
Poverty/Financial Constraints	<ul style="list-style-type: none"> • Cost of excursions and resources may also be a barrier to learners who do not have the financial resources to pay for anything extra. These considerations should always be borne in mind, and plans must be made to accommodate the needs of all learners with sensitivity. Learners should not be excluded because they do not have the necessary money.
Discrimination	<ul style="list-style-type: none"> • Most Learning Areas offer the opportunity to address imbalances and discrimination, either through the way in which they are implemented, or through the focus of the actual materials. As a matter of principle, educators should deal explicitly with issues of racism and discrimination. Failure to do this could entrench these destructive imbalances, thereby creating barriers to learning rather than contributing to transformation and change.

Anti-discriminatory policies

Anti-discriminatory policies and practices should support the needs and rights of diverse classroom communities. An approach to ensuring this support may include a school policy on discrimination, as well as specific 'rules' added to the classroom Code of Conduct. Learners and educators may be from different social classes, cultures, genders, sexual orientations, ages, abilities and disabilities, faiths and languages. As part of a learning community, they are mutually responsible for ensuring that any racism, xenophobia, sexism, or any other form of discrimination is handled explicitly and fairly. This means accommodating, and even making changes to, the classroom culture in order to meet the needs of learners, rather than expecting learners to be assimilated into a predetermined classroom or school 'culture'.

Affirm diversity

Affirm diversity rather than homogeneity. One way of building a classroom that is free of discrimination is through the development of a multilingual environment. Multilingualism in education is a constitutional obligation. In order to ensure that this obligation is met, the Department of Education developed the National Language in Education Policy (1997). The policy states, that '...being multilingual should be a defining characteristic of being South African'. The same consideration should be given to religious diversity within the classroom context, since state schools are secular institutions where no single religion can be favoured over another. The teaching of religion at schools should be oriented towards building knowledge and awareness, rather than only focusing on dogma, worship or an extension of a specific faith.

Resources

Resources used in the classroom should be relevant to the learners, in terms of each individual's age, gender, religion, language and culture. Both materials that are used in the classroom, and those that are omitted, impact strongly on learners. Books, posters, newspapers, television, radio, stories, music and games are essential tools to assist learners in developing values of diversity, human rights, understanding and respect for their own and different cultures, beliefs and worldviews. At the same time, materials should extend learners and enrich their knowledge of the world around them. These aids should enable learners to keep up in a changing world, whilst acknowledging the context within which they have to apply their learning.

Relationships at School

Relationships between educators and learners within the classroom community are an important part of learning for Human Rights, Inclusion and Social Justice. They should be based on mutual respect, and a basic recognition of the equality and dignity of all people. Bullying, favouritism, sexism, authoritarianism and other types of discrimination are a reflection of intolerance and injustice.

Approaches to learning and teaching

The methods and strategies for learning and teaching should bring together content and process, to make a complete learning experience. Methodologies used for Human Rights learning should also be human rights aligned. They should draw on a number of learning styles and preferences, in order to be as inclusive and participatory as possible.

Approaches to Learning and Teaching which Support Human Rights and Inclusion	Links With Human Rights Values and Inclusion
<ul style="list-style-type: none"> • Individual brainstorming • Brainstorming in groups • Studying actual cases • Creative problem-solving • Creative expression • Debates and negotiations • Discussion • Dramatizations • Role-play • Film, video and literature • Field trips • Games and simulation activities • Mock hearings, trials and tribunals • Interpretation of visual images • Interviews • Creating surveys of opinion and gathered information • Jigsaw activities • Journal writing • Using media • Presentations • Research projects • Ranking and defining exercises • Storytelling • Peer learning and co-operative learning • Constructing own learning • Discussions • Mediation of learning • Presentations • Reflections • Facilitating, support and monitoring • Dramatisation • Storytelling • Questioning • Use of different experiences • Drawing • Sharing 	<ul style="list-style-type: none"> • Uphold of human dignity • Respect for other opinions • Freedom of expression • Accountability • Responsibility e.g. for one's own learning • Tolerance • Compassion of Inclusivity • Build a learning community • Build self-worth and self-esteem • Affirmation of individuality • The promotion of personal enrichment, self-esteem and respect for the individual • Empower participants to clarify their interests and enable them to research their own requirements to nurture these interests and achieve their potential • Actively engage all participants in their own learning, with a minimum of passive listening • Encourage non-hierarchical, democratic, collaborative learning environments • Respect for the experience of the participants and recognition of a variety of points of view • Encourage reflection, analysis, and critical thinking • Engage subjective and emotional responses, as well as cognitive learning • Encourage behavioural and attitudinal change • Encourage risk-taking and using mistakes as a source of learning • Emphasis on skill building and practical application of learning • Recognise the importance of humour, fun and creative play in learning

Co-operative Learning

Much of the classroom work which supports learning for Human Rights, Inclusivity and Social Justice can be done through group work or collaborative learning. This learning strategy can be combined effectively with most of those listed on the table above. It provides educators and learners with an approach to learning and teaching which contributes towards the development of effective communication, creates the opportunity for knowledge construction, fosters the building of skills which are central to democracy, human rights and peace, and provides the opportunity to practice relevant values and attitudes in a real situation.

1. **Positive interdependence:**

The efforts of each individual benefit both the individual and the group as a whole, and thus maximise learning for all members. This creates a commitment to the success of others, as well as to oneself. Individuals recognise that, in working co-operatively, all members must work fully together, and that individually they can achieve more by working collaboratively.

2. **Individual and group accountability:**

The whole group is responsible for meeting its goals, and no one gets a free ride. All members of the group must clearly understand their common goal.

3. **Face to face interaction:**

When learners interact with one other, they promote one another's learning by explaining what they think and why, justifying an argument, arguing against a proposal, etc.

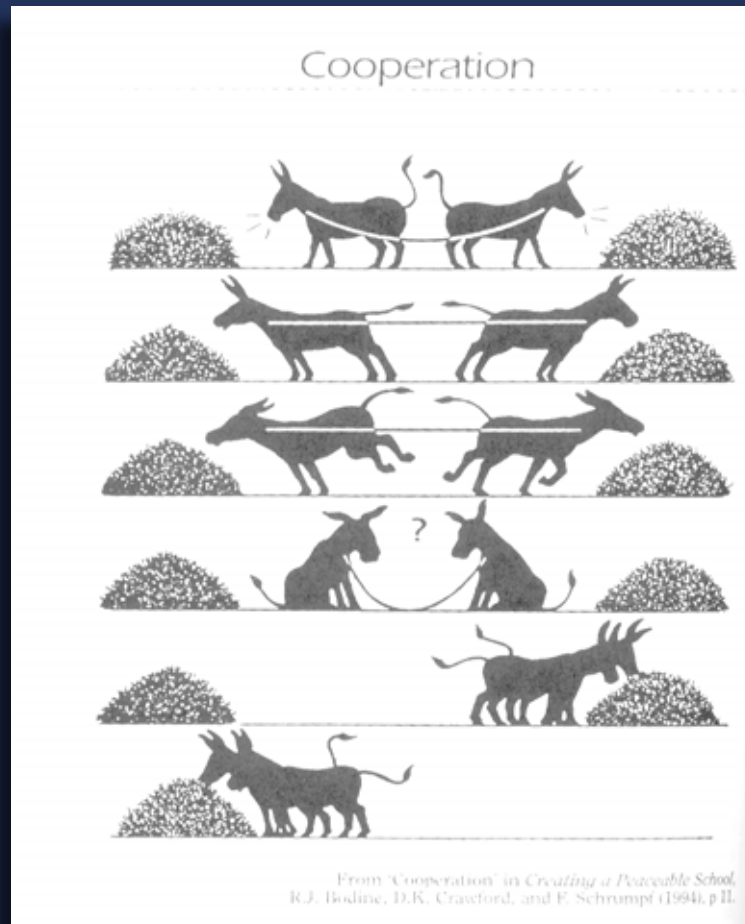
4. **Develop learners' interpersonal and small-group skills:**

Co-operative learning is more complex than normal class work. The learners are required to know the Learning Area 'content' and to develop skills to work effectively as part of a small group, which includes building trust, communicating effectively, managing conflict, developing leadership abilities, making decisions, and being motivated to learn all of these. Johnson et al (1994) suggests that group work skills need to be taught as clearly and thoroughly as academic skills.

5. **Group processing:**

All group work should have an evaluative component – the group needs to be able to track its work, reflect on their progress and decide if they have achieved the goals that they had set themselves, or that were set for them. This should include how well they were able to work together on an inter-personal level.

Working together is a skill – don't assume that children (or adults) automatically know how this is done. Learners must be systematically engaged in the acquisition of skills associated with co-operating, conflict management, consensus-building and problem-solving. For example, a picture story such as this co-operation cartoon below can be used across all the grades and ranges of Learning Areas to discuss the pros and cons of working together .

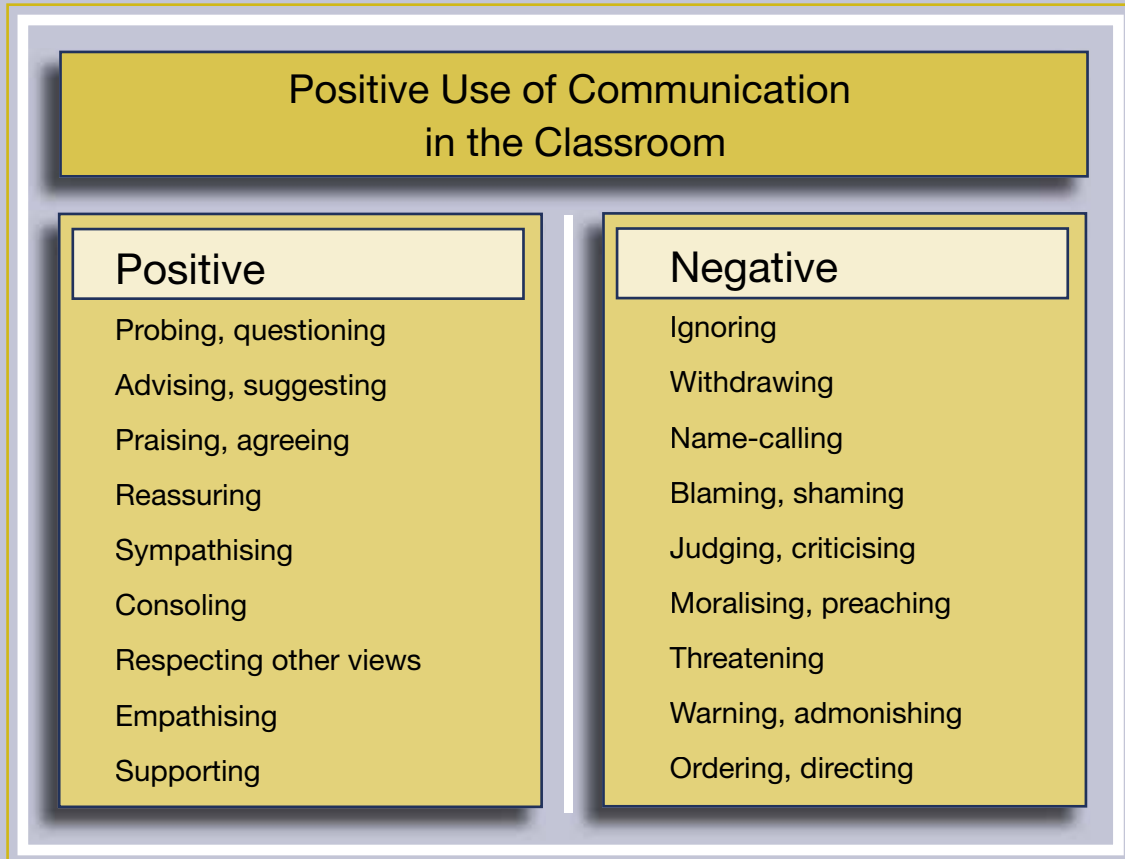


The Manifesto on Values, Education and Democracy (Department of Education, 2001) emphasises the need for the nurturing of a culture of communication and participation in schools. Educators are encouraged to ***“teach students that they have freedom of expression and freedom of speech, but that these freedoms come with certain responsibilities.”***

Nurturing a culture of communication and participation will enable young South Africans to become open, curious and empowered citizens. Communication and participation are the two mainstays of the democratic process, and no democratic society or institution can function without them – and without the accountability, responsibility and respect that accompanies them”. (p24 -26)

Communication

Communication is a powerful tool for enhancing learning. The diagram below highlights the use of positive communication in the classroom, and also demonstrates some of the ways in which it might be used negatively, and thus become a barrier to effective learning.



Developing your Lesson Plan

A lesson plan includes the how (methodology), and could range in duration from a single lesson to a term's teaching, learning and assessment. These are the steps to follow when planning for this level:

- Say how the Learning Outcomes will be assessed
- Use the Assessment Standards to indicate the level at which learning will be assessed
- Consider the context, resources needed and the diverse needs of learners; and
- Explain in detail how the different strategies will be used, integrated with teaching and learning, and recorded.

A lesson plan is a complete and coherent series of teaching, learning and assessment activities. When preparing your lesson plan, some of the broad issues to consider include:

- Learning styles
- Teaching approach and methodology
- Barriers to learning
- Resources available to the school and class
- What learners already know; and
- School policies

When developing activities, consider:

- Multi-levels that can be used
- The duration of each activity
- Weighting
- Sequencing for activities must link with what came before and what will come next
- Where the learners are at that particular point i.e. consider base-line assessment, or prior learning.

When implementing a lesson plan, other issues might arise that could influence the outcome. Reflecting on the lesson, either together with your learners or alone, provides the opportunity for growth, and for you to take new ideas, changes and challenges into account when preparing for the next lesson.

Use the headings below to set up a template to be used when preparing a lesson plan.

Integrated Learning Outcomes and Assessment Standards

Learning Activities

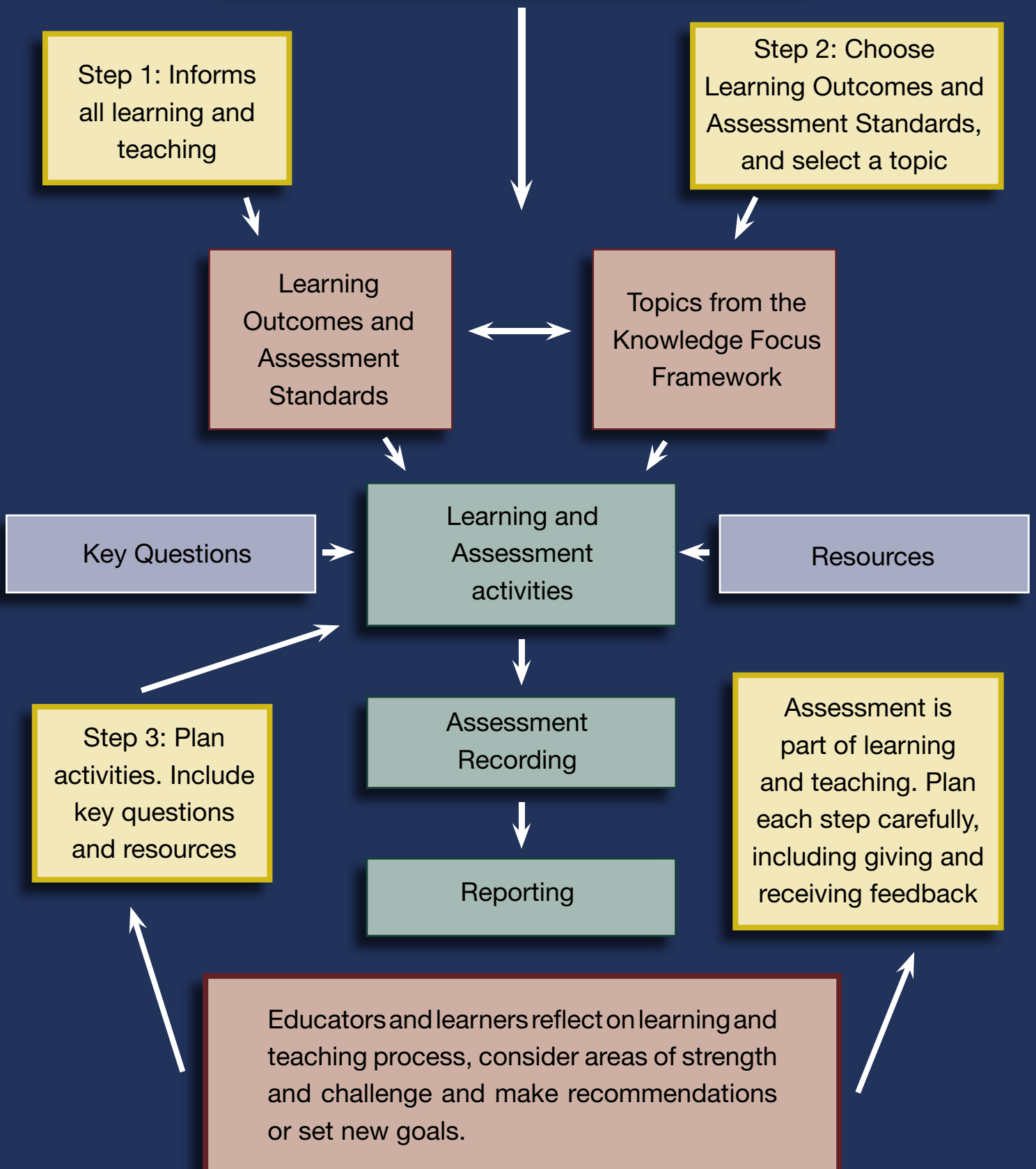
Resource Box

Details of Assessment

Barriers to Learning

A Step by Step Guide to Lesson Planning

Critical and Developmental Outcomes



PHASE BY PHASE



Introduction to the Phases.

Phase by Phase - The next sections of this Guide

The following section of this Guide is an exploration of each Phase, and how Human Rights, Inclusivity and Social Justice have been infused into each Learning Area. The introductory section to each Phase explores the needs and developmental levels of learners at that stage of their lives, in relation to Human Rights, Inclusion and Social Justice. This is followed by an exploration of links between Human Rights, Inclusion and Social Justice, and the Learning Area Statements and Assessment Standards.

The main focus of these Phase-by-Phase sections is to introduce educators to the materials in the Box, and to provide examples of how they can be used to develop lesson plans which integrate Human Resources, Inclusion and Social Justice Outcomes. The materials are used illustratively – it is envisaged that educators will be inspired to add their own ideas and resources to this material, thus fulfilling their obligation to teach for Human Rights, Inclusion and Social Justice with passion, commitment and skill.

The phase-by-phase guidelines which follow in this section are designed to help educators to think about ways in which they can infuse Human Rights, Social Justice and Inclusivity into the formal components of the curriculum i.e. the Learning Programmes, Learning Areas and the Specific Outcomes. It is a selection of ideas that are based on the materials in the box; the box is not finite or prescriptive, nor, of course, are any of the ideas in this guide. Educators can draw on the wealth of experiences from their own lives and ‘teaching moments’. As they use the resources and the guide, they should be mindful of their role as curriculum developers, and add to these ideas and the Box of materials to make their teaching for Human Rights alive, current and relevant to the learners in their classes.

We hope educators find the ideas stimulating, and help them to see possibilities to bring real life, debate, critical thinking and perhaps even controversy, into their classrooms. This section is divided into four sections:

- Section 1: Foundation Phase
- Section 2: Intermediate Phase
- Section 3: Senior Phase
- Section 4: FET Phase.

Each section discusses:

- Firstly, the learners and their levels of development in relation to Human Rights, Inclusion and Social Justice. This will assist educators to frame lessons that are at an appropriate level, and are challenging for learners in that phase.
- Secondly, the sections provide tabular forms of the relevant skills, knowledge, issues and human rights instruments that are appropriate to that phase of the curriculum.

- Thirdly, the sections show ways in which we can link the materials in the Box to Human Rights, Inclusivity and Social Justice in the Learning Areas, Learning Outcomes and Assessment Standards.

Profiles of Typical Learners

Part of human rights education means working with the learners' individual differences and different learning styles, to provide appropriate learning opportunities for all. The guidelines provided in this resource should be seen just as that – guidelines. Learners are not expected to fit exactly into the Block allocated to their age. There will probably be learners who, for various reasons, fall outside these frameworks. It remains the responsibility of the educator to maximise the learning potential of all learners. They should meet each child where he or she is - thereby being a truly inclusive educator.

Individual learners may also show different levels and rates of development in different tasks. The guide may help educators to find an appropriate challenge for each learner – be it asking one learner a more abstract question, or providing another learner with a concrete example to illustrate a concept more specifically. Even adult learners move between all the developmental levels when dealing with new cognitive challenges, emotional difficulties or moral challenges.

Skills, Knowledge, Issues and Human Rights Instruments

This guide gives general discussion of human rights skills, knowledge issues and instruments that are suitable for each phase of schooling. It is useful for both pedagogical and organisational reasons. Pedagogically, the issues presented should fit with the developmental level of learners as outlined above, and the human rights instruments etc are built on the learner's expanding knowledge of the world and increasing complexity of issues. Organisationally, it is helpful in ensuring that there is a development of content across phases without duplicating activities.

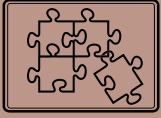
Using the Material to Meet the Curriculum Outcomes

This guide gives examples of ways in which Human Rights, Inclusion and Social Justice can be infused into, and across, the curriculum. It draws largely on materials in the Box, and suggests activities that can be used to meet the assessment standards in each learning area.

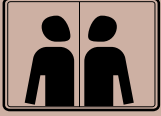
For easy reading, the guide uses three icons:



This is an idea that could be developed into a lesson, or lesson series. It is likely to meet more assessment standards in the learning outcome than just the one shown. Educators are encouraged to broaden the activity to cover as many of the assessment standards as they find appropriate. These ideas may draw on materials in the Box, or may require educators to draw on other materials.



These are similar to the ideas above. but the lesson idea may be suited to meeting learning outcomes and assessment outcomes from other learning areas too. These lessons may lend themselves to projects. Educators could develop a series of lessons that use time allocations from a variety of learning areas.



As human rights educators, teaching learners to be critical and reflective in their understanding of the world frequently requires us to be self critical as well. Much has changed, and at times, our own assumptions may need to be challenged. Educators may wish to reflect on these questions, to clarify their own views, or to debate them in staffrooms.

Drawing on current local, national and global concerns may make it easier to make issues of social justice, democracy, human rights and inclusion more real. There are always articles in the daily news that lend themselves to exciting class discussions, debates, analysis and problem solving activities. An important aspect of democracy is having informed critical citizens, and this begins in classrooms and continues into all stages of life. Educators and learners can daily engage with current events, and participate in the events of the world. The materials in the Box, although useful, need to be supplemented on a daily basis with your own materials and those things that happen in the world around you.

By way of example: A personal reflection from the writers of this material

We were very happy to hear the news that (quote):

BBC news UK edition

Friday, 8 October, 2004, 11:00 GMT 12:00 UK

Profile: Wangari Maathai

Wangari Maathai became famous fighting for those most easily marginalised in Africa - poor women. She is the first African woman to win the Nobel Peace Prize and has been called “a source of inspiration for everyone in Africa fighting for sustainable development, democracy and peace”.

Her career as an environmental campaigner began after she planted some trees in her back garden. This inspired her in 1977 to form an organisation - primarily of women - known as the Green Belt Movement aiming to curtail the devastating effects of deforestation and desertification.

Her desire was to produce sustainable wood for fuel use as well as combating soil erosion. Her campaign to mobilise poor women to plant some 30 million trees has been copied by other countries. She said her tree planting campaign was not at all popular when it first began. “It took me a lot of days and nights to convince people that women could improve their environment without much technology or without much financial resources.”

The Green Belt Movement went on to campaign on education, nutrition and other issues important to women.

Political role

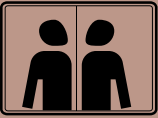
Mrs Maathai has been arrested several times for campaigning against deforestation in Africa. Maathai is a strong voice speaking for the best forces in Africa to promote peace and good living conditions on that continent. In the late 1980s, she became a prominent opponent of a skyscraper planned for the middle of the Kenyan capital’s main park - Uhuru Park.

Esteem

In elections in 2002, she was elected as MP with 98% of the votes as part of an opposition coalition which came to power. She was appointed as a deputy environment minister in 2003.

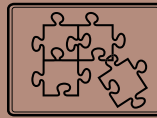
The Nobel Peace Prize committee praised her for taking “a holistic approach to sustainable development that embraces democracy, human rights and women’s rights in particular”. She thinks globally and acts locally, they said.

<http://news.bbc.co.uk/1/hi/world/africa/3726084.stm>



Questions for reflection:

- What is the connection between the environment and peace?
- Why is it so exciting that Wangari Maathai, a woman, received this award?
- Why is it significant that she is an African?
- How can I use this news in the classroom?



What teaching and learning can happen as a result of this event?

Social Science

- What is the Nobel Peace Prize? Who was Nobel? Who else has won this award?
- How many of the winners were women? How many of them were Africans?

Life Orientation

- What is peace?
- What is 'women's development'? Why is it important?
- What is the link between peace and development?

Natural Sciences

- What environmental issues does Kenya face?
- What role do trees play in the environment?
- How do trees help us?
- Why should we plant them?
- How do you plant a tree?



Lesson ideas:

- **What is peace?**
Brainstorm: When is our class peaceful? Do you ever have to make a stand for peace? Groups could write a play about this.
- **What is the Nobel 'Peace Prize'?**
Comprehension about Nobel Peace Prize
Time-line of winners, for groups to research.
In the past, what did people see as 'peace'?
- **Why is the environment so important?**
What is happening to the environment? How do trees help us?
Groups work on soil erosion, oxygen, deforestation, etc





FOUNDATION PHASE

Human Rights, Inclusivity and the Foundation Phase Learner

Learners, even as young as those coming into the Foundation Phase, bring their life experiences with them. Their feelings about themselves and each other will have been formed by the treatment they received at birth, the care they get from their care givers, and how their siblings and peers regard them. In order to optimize their learning, children need to have a sense of belonging and to feel safe. For some children, school may be the only safe place they know and thus the only space in which they may begin to explore, to develop trust in others and to find healing.

Being part of a school community gives children the opportunity to explore ideas like fairness and being treated the same as their equals. These ideas will form the basis for their understanding of justice. Children are also able come to an understanding of the concept of dignity when they themselves are treated with dignity, and see adults respecting the dignity of each other, and all learners.



Cognitive Development:

Some of the developmental issues that most learners are grappling with during their first years of schooling are described below. Use them to help you design lessons that will both affirm their current perceptions, and challenge them to deeper ways of engaging with their values, social issues and human rights.

Many learners are:

- developing their thinking from the concrete towards the more abstract
- beginning to judge situations and behaviour
- drawing conclusions
- making comparisons and analogies

Human rights education can help learners to:

- develop critical thinking by asking for their opinions and suggestions
- engage critically with the world around them through carefully selected activities that will encourage them to do this
- track causes and effects, as well as work out the relationships between ideas and events. Since children of this age have a natural affinity for systems, visual arrangement of concepts and ideas will help to foster this ability for tracking cause and effect



Social Emotional Development:

Many learners are:

- still working from within an egocentric world-view
- developing a sense of community, that extends beyond their immediate family to class or social groups
- appreciating the need for rules to facilitate operation and to create a safe environment

Human rights education can help learners by:

- extending their sense of community to broader communities, such as the neighbourhood, the country and the world
- allowing them to set classroom or group rules together
- addressing the possibility that not all rules are good ones, and that there may be times when it would be appropriate to disobey these

Moral Development:

Learners see 'right behaviour' as:

- satisfying one's personal needs and occasionally the needs of others
- meeting the expectations of family, group or nation
- actively maintaining and justifying the social order
- conforming

Human rights education can help learners to:

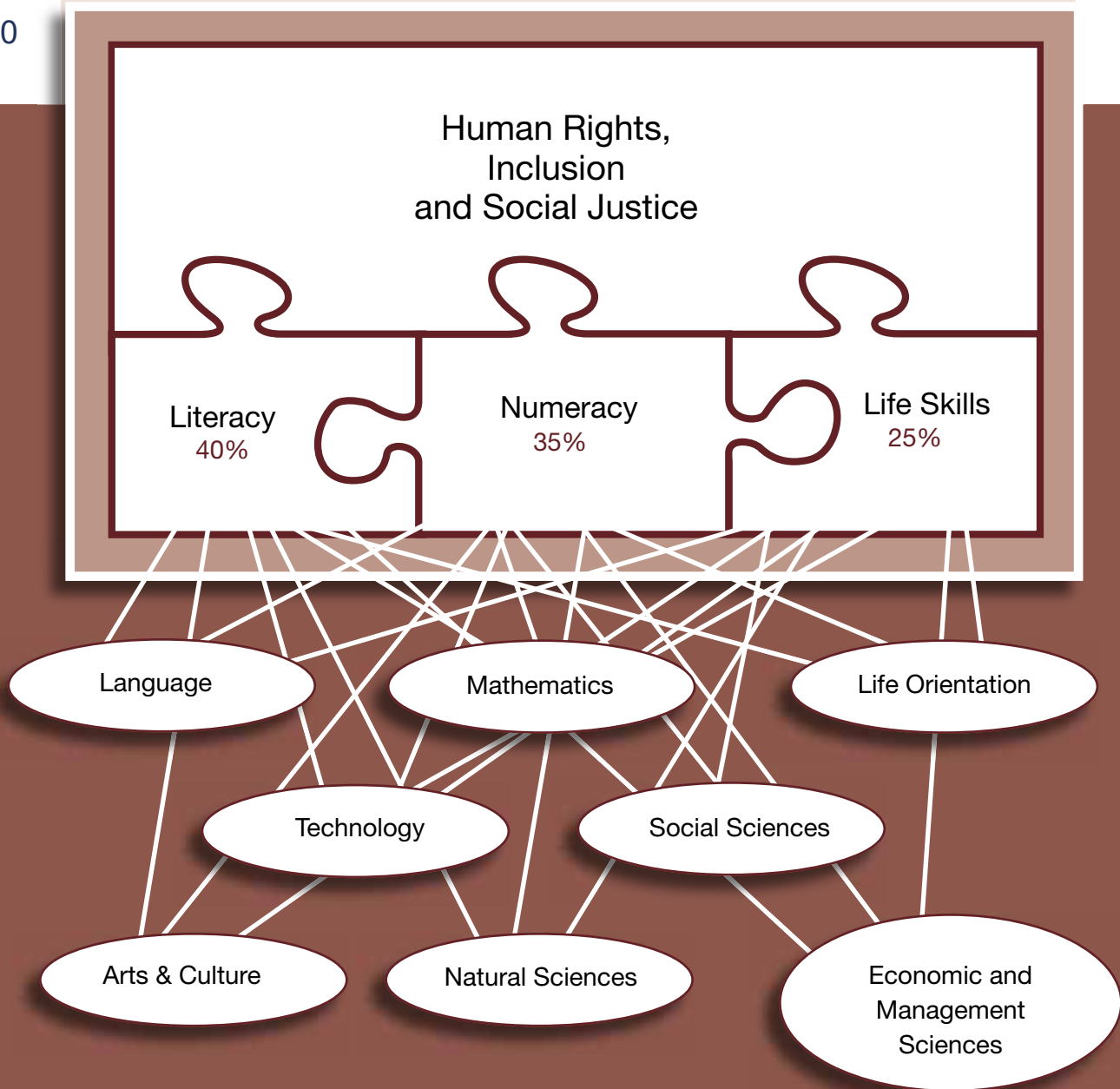
- build empathy, and a sense of belonging and of community, through one-on-one, and small group, activities
- address some social problems by using stories and enabling young children to face some of their daily challenges, by creating hope and healing

The following table integrates into the curriculum the life and developmental challenges faced by Foundation Phase learners and young children, with a particular focus on knowledge and skill areas.

Developmental Level	Core Knowledge Areas and Values	Core Skills	Issues and Problems	Relevant Human Rights Standards and Instruments
Early Childhood Foundation Phase Ages 5 - 8	Rules Order Respect Fairness Identity Difference Diversity Co-operation Personal responsibility Sharing Empathy Humanness Belonging	Making and keeping basic rules Co-operating and sharing Communicating skills - self-expression, listening, telling Working in small groups Problem-solving Understanding cause and effect Analysing reasons for acts ie. empathy Making and keeping friends Challenging unfairness Saying NO	Inequality Unfairness Harm Abuse Bullying Survival Poverty Fear Insecurity HIV and AIDS Disability Lack of stimulation/ experience/ exposure	Classroom rules Family life Friendship Community groups, such as religious groups, women's groups, sports teams, etc United Nations Declaration of the Rights of the Child Bill of Rights (section 21) Organizations working against child abuse (e.g. Childline) <i>(Adapted from - Betty Reardon - Educating for Human Dignity - A K-12 Teaching Resource, University of Pennsylvania Press, Philadelphia)</i>

Foundation Phase Curriculum

There are three Learning Programmes in the Foundation Phase - Literacy, Numeracy and Life Skills. Each Learning Programme integrates appropriate Learning Outcomes and Assessment Standards from the eight Learning Areas i.e. Language, Mathematics, Life Orientation, Social Sciences, Arts and Culture, Natural Sciences, Economics and Management Science, and Technology.



The following diagram illustrates that the outcomes of the three Learning Programmes are intergrated and incorporate the knowledge and skills of the eight Learning Areas. Human Rights, Social Justice and Inclusion are infused into all the Learning Areas in ways that prepare learners to live creatively in a democracy, while meeting the outcomes that are necessary for an holistic and sound education.

In this section of this Guide, we explore each of these Learning Programmes and their Outcomes and Assessment Standards, in relation to Human Rights, Inclusion and Social Justice.

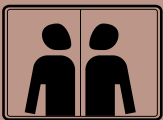
The materials in the box, together with the following suggestions, offer ways of 'getting started' in infusing human rights into the curriculum. They are merely suggestions: treat them as illustrations of ways in which social justice, democracy and inclusion can be an integral part of your teaching. You may find that you have other materials that are more suited to your class, or that you would use these materials differently.

Literacy Learning Programme

Language is the vehicle through which learners express themselves, are recognised and are heard. When the Constitution gave official status to 11 languages in the country, it recognised the dignity and equality of all people. Language is a means of communication and expression for learners, and it therefore promotes their sense of belonging, and enables them to participate in society. As a means of self expression, it helps learners to express themselves and to develop their sense of identity.



Celebrating Difference page 89.



Be aware of the role language plays in your classroom. Does it heal divisions and promote a sense of acceptance and belonging? Does it break down, rather than entrench, stereotypes and discrimination, such as racism and sexism?

Language gives access to power, and, as such, it is not neutral. Teaching within a human rights environment requires educators to recognize and appreciate the different languages of learners in the classroom. The practices of code switching, or encouraging peer support, for learners who struggle with language, help to deal with some of the inequities that result from using more than one language. This also provides a concrete experience of multi-lingualism for children, and empowers them to live in a multi-lingual country.

Create space in the classroom to talk

Talk about why we talk

Talk about how we talk

Talk about talking freely

Talk about talking responsibly

Talk about the role language plays in the lives of learners, and in society

LO1: Listening

Listening is a skill, but it is also an attitude. Listening is not just done with the ear; it involves the body, the mind and the heart. As part of learning to live together harmoniously, learners listen and show respect for the speaker, and take turns to speak. Learners listen to a range of oral texts (songs, rhymes, short poems, stories, etc) with enjoyment and an appreciation of cultures and languages that may be unfamiliar to them. Help learners to appreciate different contexts by discussing what they understand in the story. This provides an opportunity for learners to talk to each other and to develop a 'listening-to-understand' attitude. They learn to respond appropriately in different situations.



Zimkhitha



Ask what learners think is happening in each picture:

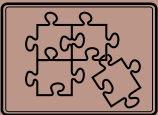
- *Who do you think is listening?*
- *What kind of things do you think they are listening to?*
- *How can we help people to understand us properly?*
- *What about people who cannot hear or see?*
- *How can we show people we are listening to them?*
- *How can we show respect when we are listening?*



Learners talk about real life events and develop a sense of the events in their communities and broader society. They also challenge stereotypes, and their own preconceived ideas. Learners enjoy the excitement and imagination of the stories, act them out, say how the story made them feel, summarise, draw pictures, recall events in the right sequence, etc. Listen and enjoy the funny situations in this storybook. Learners can predict endings and listen to each other's ideas about the story, and discuss different viewpoints.

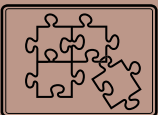


They Were Wrong!



Social Sciences

On which continent is the Democratic Republic of Congo? Can you find it on a map? Why do you think people called them 'Aliens'? If you went to another country, how would you want people to treat you? How does it feel to be called names because of your language, family, nationality or religion?



Life Orientation

Do people who move to other countries always want to move from their homes? What do you think makes people move? Have you ever moved to a new place where you didn't know anyone? How did people treat you? How did it make you feel? Make one 'rule' for the way we should treat people who come to our country from other places (foreigners).

LO 2: Speaking

All learners need to feel accepted, and experience a sense of belonging. Learners can talk about their own, and other people's, feelings and talk about their own personal experiences. By recognizing each other's joy and pain, they develop empathy and develop an understanding of the need for human rights and dignity for all people.

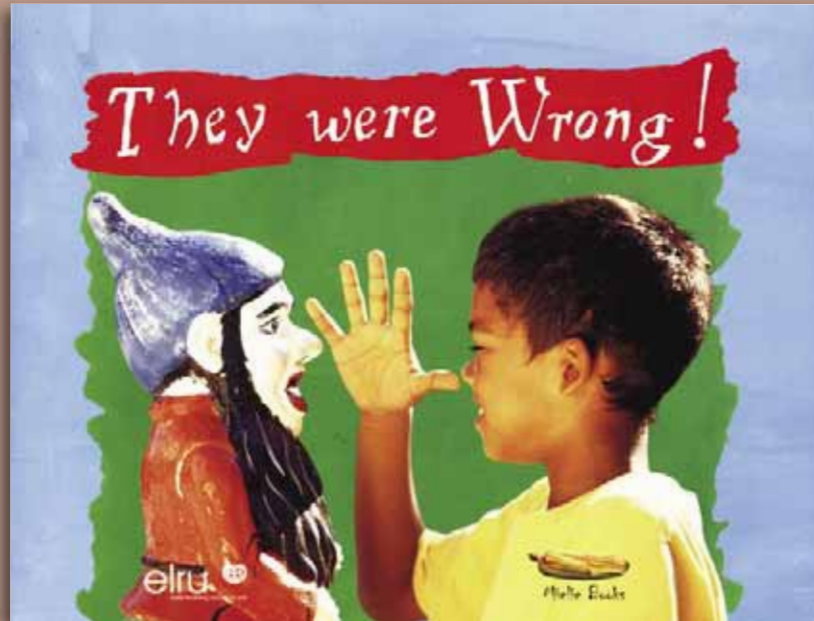
Learners ask questions to gain understanding and to develop critical thinking, so that they can communicate with confidence and develop fluency. They participate in a group, showing sensitivity and empathy towards others. Learners understand and respect differences in the languages and cultures of other people.



Antjie



Learners use role-play to explore different ways of greeting, showing respect, making requests, etc, within different cultures.



They Were Wrong!

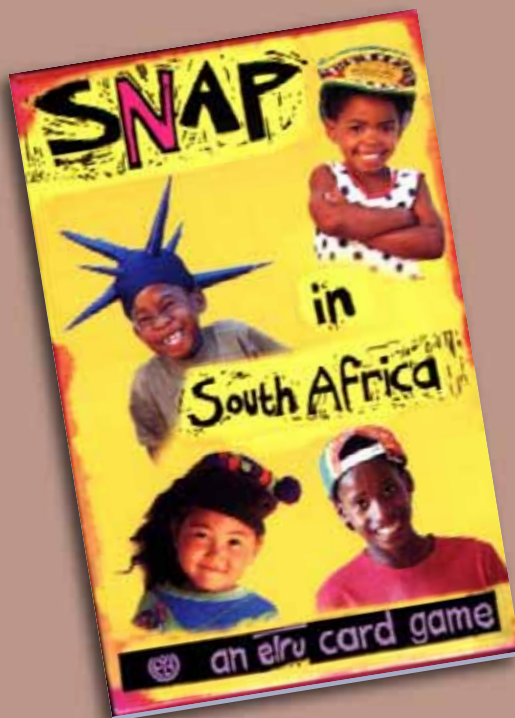


Learners can make up different endings for each situation in the book e.g.

How different could Shane Abbot's house have been?

What happened at the dentist?

Role-play the scenarios, and encourage learners to come up with their own endings to each of the scenes depicted. Discuss their endings, and draw out ways in which prejudice prevents us from seeing people as they really are.



Learners can use the cards to create their own stories and sequences of events. Pick one card, and talk about that child by describing looks and feelings, etc. Ask the children if we can tell much about people from how they look on the outside. Challenge some of the stereotypes that will probably be mentioned in a discussion such as this.

Snap in South Africa

LO 3: Reading and Viewing

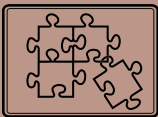
Literacy, like language more generally, gives learners access to worlds that take them beyond their own experiences, and empowers them to seek and build knowledge so that it becomes a critical skill for life-long learning. By selecting materials from different cultures and sources, educators acknowledge their learners' wide variety of identities and experiences. Lessons around a rich variety of stories will provide opportunities for learners to understand different aspects of culture, religion and identity.

Learners can use pictures and words to make meaning and read in a group. They compare their circumstances with characters in a story, and relate their own stories, both about other people or themselves, to the main ideas in the story they have been told. Learners relate with empathy to people from different circumstances, and can discuss issues of fairness and conflict in the context of the stories. They can relate the stories to their own lives, and draw simple morals for living from what they have heard.

Recognise that not all children come from the same kinds of families, or from the same circumstances. Some learners may come from single parent families; others may live with caregivers such as an aunty or a granny and others may live in a home for children. There may even be children who are cared for by siblings. Be open and non-judgemental about these issues, to encourage learners to be sensitive and caring towards each other.



Ikhaya Likhaya cards 2,3,6 and 10



Life Skills

Use pictures and simple stories to discuss topics, such as home. Learners make up role plays about the people represented in the pictures. Discuss the pictures in depth beforehand, to develop an understanding of the situations depicted if they are not familiar to your learners. Use this as an opportunity for learners to develop empathy for children in a variety of circumstances.

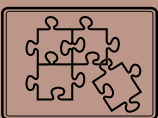
LO 4: Writing

Learners experiment with writing and drawing to convey a message that can be factual or imaginative. Learners write to make statements about their own identity, to write up the rules on which they have agreed, or about issues they see in their school, community or society e.g. littering, playing fair, welcoming new learners, etc.

Learners also write for their personal growth and to develop their sense of self. They may write about their feelings, families, faith communities, friendships, etc.



Album of SA Lullabies

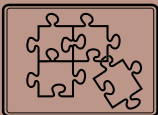


Life Skills

Learners can draw or write about their feelings while listening to the songs. They can write their own 'words' to the songs, and create their own stories, events and sequences of events around the songs.

How do people express happiness, and joy?

When celebrating special events, such as birthdays, naming ceremonies, weddings, national holidays, etc, what songs and dances do you use?



Arts and Culture

What ceremonies or celebrations do you have in your culture?

How do you celebrate these occasions?

Help learners to reflect on the things about people that are the same, and the things that are different. Consider in what ways they are the same, and different, from each other.

What things could you celebrate at school? How could you celebrate these things?

Make a song or a poster about something at school that you think should be celebrated.

LO 5: Thinking and Reasoning, and LO 6: Language Structure and Use

Language is the means through which learners express their thinking and reasoning. Encourage learners to express their opinions, and to make choices and justify them, as this will enable them to make and defend choices in their everyday lives. Learners make stands and demonstrate their critical thinking around social and environmental issues. Through speaking and writing in a variety of contexts, teachers can create a number of opportunities for learners to demonstrate their language and reasoning skills.

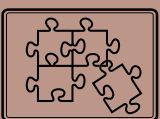
Learners can show their ability to use language structures correctly and responsibly in expressing opinions, debating, and participating actively in social and cultural contexts. By offering learners a wide variety of opportunities for expression, your classroom becomes more inclusive as you cater for a variety of learning styles. Learners use language to find out and explore by asking questions, predicting solutions and explaining their thoughts. Learners can use language structures like sounds and words to create and understand texts in a variety of cultural contexts.



Vroom vroom cards 1,2,4,5

Life Skills

Select pictures to: identify similarities and differences in the learners' own life experiences; build their understanding about concepts such as size, shape, direction, ability; show comparison of images like usefulness, etc; and discuss and find solutions to problems in the environment, like HIV/AIDS, poverty, etc.



Numeracy Learning Programme

Numeracy, like literacy, is a skill that enables people to function in today's society. Access to Mathematics is in itself a human right. Teachers have often believed mathematics is 'difficult', 'only for clever learners' or 'more important for boys'. As human rights educators, we need to challenge these beliefs and stereotypes because they deny equal access to all learners. In the Foundation Phase, all learners need to develop numeracy skills. By presenting numeracy in a variety of ways, and encouraging learners to find their own ways of dealing with problems, educators can accommodate learners with many different learning styles.

The classroom culture can enhance learning. Build a co-operative and supportive learning environment in which learners work collaboratively to develop numeracy skills. An intensely competitive classroom may hinder learners who are struggling, and cause them to opt out of Mathematics. Peer facilitation, group and individual work are effective ways of supporting learners in constructing their knowledge.

In a democracy, confidence with numbers and basic operations enables citizens to understand, question and challenge policies where necessary.

LO 1 Numbers, Operations and Relationships

Teach learners to count in as many local languages as possible. This provides a sound basis for place value work and creates access for a variety of learning styles. By selecting activities that lend themselves to a number of methods and approaches, teachers can create opportunities for more learners to succeed.

Learners can appreciate the role of numbers in working with issues of fairness and equity. A good number sense and understanding of basic operations enables learners to see the relevance of calculation work.

By selecting materials that represent the life experiences of all learners, educators can challenge stereotypes about mathematics e.g. that the older children, men or adults are not necessarily the only ones who use calculations.



Mhlanguli



Zimkhita



Antjie



Draw on the learners' real experiences of shopping and calculating. Use contexts and items that they actually buy. Also look for examples that challenge stereotypes about who does the shopping, what they buy, and what people of different races eat, or how much they have to spend.



Snap in South Africa



Sort the cards into different categories e.g. 'same hat', 'boy' and 'girl' piles, and count them. Also use other categories of piles such as 'happy', 'sad', 'silly', etc. Learners make up number sentences that represent their categories, and can talk about other differences they notice between the children on the cards. Challenge derogatory language and stereotypical assumptions as they arise. Opportunities to build empathy may arise naturally during this activity. Consider how many different categories could have been created. Use this to reflect on the different groups to which we belong e.g. male, female, black, white, old, young, happy, sad, green hat, blue hat, etc. Recognize how different people could belong to more than one group at the same time.

LO 2 Patterns, Functions and Algebra

Learners can appreciate patterns in social and cultural contexts. Keep a look out for 'indigenous maths' activities. Many of these show ways in which cultures other than European ones worked with mathematical patterns in their own art and culture. Some examples include basket weaving, hut patterns, sand drawings, Egyptian architecture, and musical rhythms that have mathematical patterns at their roots. Bringing this aspect into class, apart from giving access to learners who think more visually, affirms a wide variety of cultural practices and challenges the view of Mathematics being a Western phenomenon.



Zimkhita



Children bring in beadwork and copy the patterns onto graph paper. They work out how many beads of each colour are needed for each kind of pattern. Encourage learners to use accelerated counting and calculation where possible. Older learners could use number sequences to show how they counted.

Learners explore what would happen if they extended the patterns.

LO 3 Space and Shape

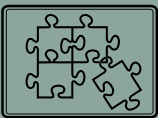
This aspect of the curriculum works with transformations of shapes and three dimensional shapes. It lends itself to working more concretely than in traditional two-dimensional geometry.

Draw on the learners' experiences of movement and shapes in their individual contexts to give this aspect of mathematics a concrete richness. Use cultural objects like drums, traditional fabric print, bowls, etc to explore repeated patterns, translations, rotations and reflections. This aspect of the curriculum is more easily accessible to learners who find the abstraction of number work difficult. It also affirms the knowledge that is in the communities, and challenges prejudices against rural practices.



Discuss the pictures on the wall in the art gallery. Let the learners look for symmetry and transformations. Learners can cut out shapes and make their own patterns.

Working with the spatial dimensions of traditional objects (like pots) allows learners to explore the complexities of three dimensional space and curves in a culturally rich context.



Life Orientation

Discuss the way in which different viewpoints affect one's perceptions, and the fact that one gets a better understanding of things if a number of perspectives are accommodated.

By working with perspective, learners can appreciate that there are many views of an object and that perspective affects one's perceptions.

LO 4 Measurement

This learning outcome exposes learners to units of measurement. Learners can use measurement to compare different quantities, and to establish fairness and justice. Measurement is frequently taught by comparing quantities and prices. This concept can be extended to social aspects, like income per household, distance to school, time for play and homework, etc. Be prepared to use real measurements, even though inequities will be exposed. Discuss them in a way that encourages learners to talk about the practical difficulties they may experience, and use it as an opportunity for the learners to develop empathy for each other, and to develop a supportive learning environment for everyone.

Measurement is usually assumed to be a Western phenomenon. By selecting materials that draw on more traditional forms of measurement (especially ways of measuring time), learners develop a richer concept of time, seasons, etc.



Vroom Vroom picture 7,9, and 10



Use pictures from the pack, and sequence them in order from slowest to fastest. Learners may have 'races' - walking, carrying water, riding a bike, pushing a trolley, etc. They could also measure and compare how much each vehicle can carry. Measure and estimate people's journeys, distance, time and the amount/volume of water carried.



Azhar



Learners write a diary of what Azhar did on each day of the week. They discuss what would have happened early in the day, and what would have happened later. They could also keep a diary of what they do during the week. Discuss differences and similarities between the learners' daily activities in a way that acknowledges the value of diversity.



Mhlanguli



Discuss the two ways of measuring time. Learners record what happens to shadows throughout the day. Extend the activity by talking about the time-table in school, a good time for bedtime, and how long it takes to get to and from school each day. Use this information to gain insight into the lives of individual children, and to match your teaching to their specific needs.

LO 5 Data Handling

This learning area offers rich potential for exploring issues of fairness and equity. By tabulating and graphing their findings, learners can explore issues of fairness. In collecting data, learners may need to work co-operatively and share work in a way that demonstrates the benefits of co-operation. In some cases, the data gathered by different learners illustrates the differences between the learners' circumstances. This information can be used to develop a sense of inclusion where individual differences are accommodated in your class, and to challenge the stereotypical assumptions of 'normal' that are frequently projected in the media.

Encourage the learners to be critical of the purposes for which data is used. Ask the learners questions such as if they would like people to know private information, like how well they are doing at school, etc. Also use data-gathering in the context of making choices and voting, and the importance in some instances of having secrecy in voting.



Collect data on:

*Which languages the learners in your class can understand and speak.
How learners get to and from school*



Vote on issues like:

- *Class rules.*
- *Classroom routines*
- *Appropriate consequences for misbehaviour*



Life Skills Learning Programme

The life skills component of the Foundation Phase prepares learners for the following learning areas in the Intermediate Phase:

- Natural Sciences
- Technology
- Arts and Culture
- Social Sciences
- Life Orientation
- Economic and Management Sciences

In working with this learning area, integrate your outcomes with each lesson to cover as many learning outcomes as possible. Some topics will lead to explorations of science concepts, while others may lend themselves to art or economic understanding. Similarly, some topics are easy to infuse with issues like democracy, social justice and human rights, while for others it may come less easily. (Remember the low, medium and high tension categories).

Use the guide below to assist you in getting a balance between all the outcomes and human rights issues, without fragmenting the content into individual outcomes or learning areas.

Life Orientation Outcomes

These outcomes are listed in the Life Orientation learning area:

- Health promotion
- Social development
- Personal development
- Physical development and movement

The right to health and safety is embodied in the Constitution but, like all rights, citizens are actively involved in accessing them at a personal level. This learning outcome assists Foundation learners to take responsibility and make choices at an appropriate level. They are encouraged to ensure personal safety, health and hygiene, along with the right to say 'no' to abuse, and how to get the support they need. Learners also learn about a healthy environment and their rights and responsibilities in creating it.

Learners explore their rights and responsibilities in the family, extended family, friendships, and in school and community relationships in their own and in different cultural contexts. They explore and identify moral values and practices from diverse South African cultures and faiths, and appreciate role models from different spheres of life. Discussing families creates a bridge between home and school in the Foundation Phase. It can help to make each and every child feel proud of his or her family, and to acknowledge different kinds of families.



Malapa cards



Reflect on what the word 'family' means to you. Has the way in which you consider your family changed at different phases of your life? Does your view of family imply marriage? Do you assume heterosexuality? Do you assume that the child knows his or her father? Are all your connotations with 'family' happy ones?

Accept that the learners' families and experiences of them may challenge your preconceived ideas, or bring up some areas that are not comfortable to talk about. Part of helping learners to feel a sense of acceptance and belonging may require you to deal with difficult issues in yourself and in your class.

A democracy is built on confident and competent citizens of all ages. Learners develop respect for themselves and their bodies. They express and describe their different interests, abilities and emotions, and extend their respect to others. They are also able to assert themselves in different situations and they learn to deal with anger and conflict situations. They learn skills to manage the school environment and group work. Being able to say 'no' to abuse is, in many ways, dependent on the children being self-confident and being allowed to make choices about their lives and their bodies.



Snap in South Africa

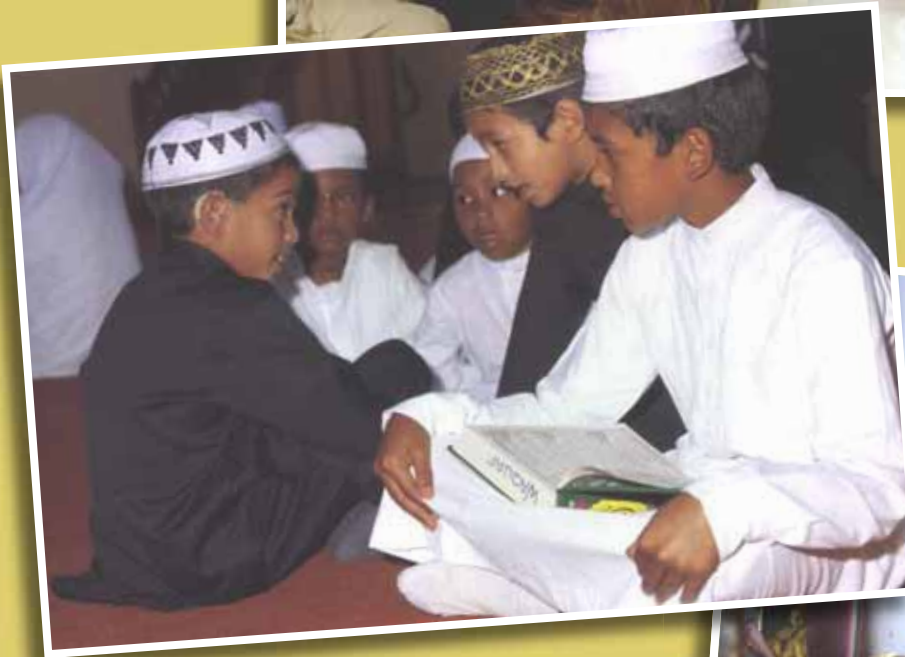


Play the 'What would you do game?', by creating names and problems for the children on the cards. Put learners into small groups, and ask them to dramatise the situation, showing how they would deal with the problem. Encourage them to explore a range of options and discuss their solutions and consider alternatives. Talk about where they could get help for different problems, such as:

- *Thando's nose is bleeding. What would you do?*
- *A stranger offers Bulelwa a sweet. What should she do?*
- *Vuyo broke John's block construction. What should he do?*
- *Sam says that only boys can play soccer. What would you do?*
- *A woman offers Jody a lift home. What would you do?*
- *A man asks Thandi to come and see his dog around the corner. What would you do?*
- *Billy's uncle touches him in a private place, and says that he shouldn't tell. What would you do?*
- *Kabelo is always calling Vusi names like 'nugget' and 'blackie'. What would you do?*
- *A friend of yours calls Kevin a '4 X 4'. What would you do?*



Zimkitha



Azhar



Antjie



Use a number of pictures from the Keteka books to introduce faith and culture. Help the learners to see culture as dynamic, and that they do not necessarily experience faith or culture in the same way - even within one group. Allow learners to reflect on their own experiences. They may write about events they attended, or about inviting a friend to an event, and telling them what to expect. Consider ways in which people express their beliefs. Think about how they impact on life at school e.g. if there is no Halaal or Kosher food in the tuck-shop.



Malapa picture 4



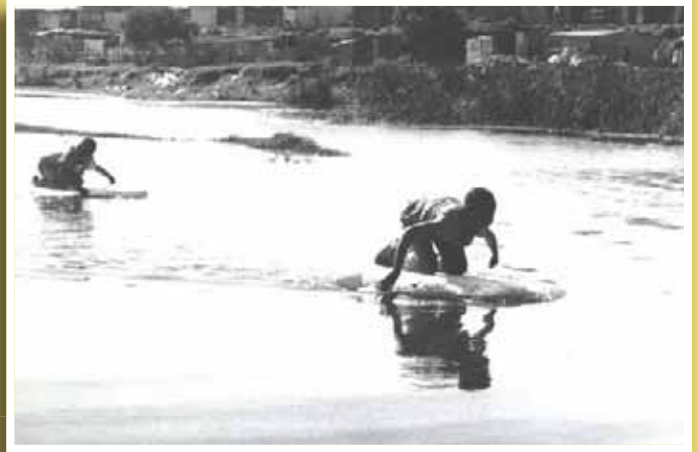
In the past, young children were usually excluded from customs and rituals surrounding death and burial. Some were not even told when, or why, someone had died. Learners need to be part of the customs and rituals surrounding death, especially with the prevalence of HIV/AIDS. Talk about what is going to happen. Who will be there? Will they see the body? Talk about grief, and how people might express it.



Mhlanguli



Learners can use movement and sport as a means of personal development, with a focus on pair, and team-work, in co-operative contexts. Learners participate in a variety of indigenous games.



Speel speel cards 9, 8, 5 and 7



Encourage groups of learners to think of, or find, a new game from their community or neighbourhood, and play this new game with the class. They may also make up games, or change the rules of games to accommodate learners with different abilities.



Draw a large AIDS symbol on the floor. Choose music to which learners move freely in their own space, standing still when the music stops, and, when the music starts again, they move to a place on the AIDS symbol and stand there and say together, 'We all stand together against AIDS'. This activity can be done at end-of-year concerts to ensure parental and community awareness of the school's AIDS policy.



Antjie



Ask learners to find out about some songs and dances that their parents know, or played, and teach these to the whole class. Try to get community members to talk about the cultural context of the dances, to develop a deeper appreciation of each dance.

Social Sciences

This learning area has two sections: History and Geography. Find opportunities to deal with historical and geographical concepts and skills as they arise in the normal run of teaching. The outcomes in this learning area may also integrate easily with outcomes from other learning areas in Life skills.

The History outcomes are:

- Historical Enquiry
- Historical Knowledge and Understanding
- Historical Interpretation

The Geography outcomes are:

- Geographical Enquiry
- Geographical Knowledge and Understanding
- Exploring issues

History

In the Foundation Phase, learners may have some anecdotal knowledge of apartheid and some understanding of the past. Build on this by interviewing older community members, and looking at artifacts from the past from a variety of sources. In your discussion of the past, focus on the experiences of people in different times, to build empathy and a sense of different perspectives that will lay the foundation for further history learning.



Help learners to track their own history, or that of their families. They may construct family trees or time-lines. Compare the different stories, and explain the role played by apartheid in some of the differences. Be sensitive to learners' feelings, refer to the racist laws of the country and point out that these have changed with the new Constitution. Talk about the significance of the change, rather than focusing on interpersonal divisions.



Discuss leadership and how leaders are chosen. Learners may elect class leaders or have a chance to be group leaders.

Tradition is likely to play a role in your learners' understanding of the past. It needs to be both respected, and approached with the view that cultures can also change. Learners can appreciate that things change, and that they also play a role in that change.



Discuss change with learners. Changes may be good or bad. Learners may have changed school, home, etc. They may look at how things change in their class or group, and can look back in their books for evidence of their own change and development in the current year.

What was difficult for you at the beginning of the year?

What sums were difficult?

How has your handwriting improved?

Learners list the things that have changed in their lives, from birth until the present.

Ask learners to find out, from their parents or older community members, about the things that have changed in their lifetimes.

Bring current events (such as elections, international visitors, or sport events) into the classroom, to lay the foundation for learners to become informed citizens.

Geography

Foundation Phase learners are fascinated by the natural and political world. Introduce learners to plans and maps at local and global levels.



Cindy



Learners look at the 'bird's eye' view and find the fountain in it. They can page through the book and talk about other pictures that have been taken from high up. This activity can be extended into a discussion about rural and urban lifestyles, and the different environmental problems in each.



Ask learners who have experiences of other African countries to talk about them and show them to their classmates on a map. Learners can draw and read maps that show environmental features.

By talking about learners' experiences of different places in town, or in the country, you can raise issues of fairness and equity in the classroom. Learners can draw on their own experiences of neighbourhoods, economic activity and the environment, to develop empathy for others. This is a helpful introduction to issues of justice, and social and economic rights.

Learners are 'citizens', even at this level, and should be enabled to appreciate and engage with social issues, if these are presented at an appropriate level. They are aware of difference and fairness, and can learn to challenge these. Issues you may want to discuss could include access to water and shelter, xenophobia, pollution, racism, and poverty.

Technology

Learners in the Foundation Phase are fascinated by making things that work, and finding out how they do work. Channel this interest by broadening the question of 'how things help us'. The learning outcomes of technology are:

- Technological Processes and Skills,
- Technological Knowledge and Understanding Technology, and
- Society and the Environment

This learning area require learners to integrate the knowledge that they have gained from this and other learning areas, especially natural and social sciences. It also requires physical skills in model making. Learners have opportunities to evaluate the success (or not) of their designs. In this way, a wide variety of learning styles and the different strengths of learners can be appreciated.

Communication and team-work are central to developing technologies. Learners develop an appreciation of the value of co-operative work, as well as some ways to overcome difficulties. They appreciate the role of communication in working to meet a joint goal.

Technology is often in tension with social and environmental concerns. It can enhance the delivery of social end economic rights (like water and housing) to communities by using more sustainable sources, but it can also lead to environmental degradation, by using natural resources such as land and water. Learners explore and appreciate the extent to which indigenous technologies are appropriate for their environment. This challenges the view that all technology is Eurocentric in origin and design.



Mhlanguli

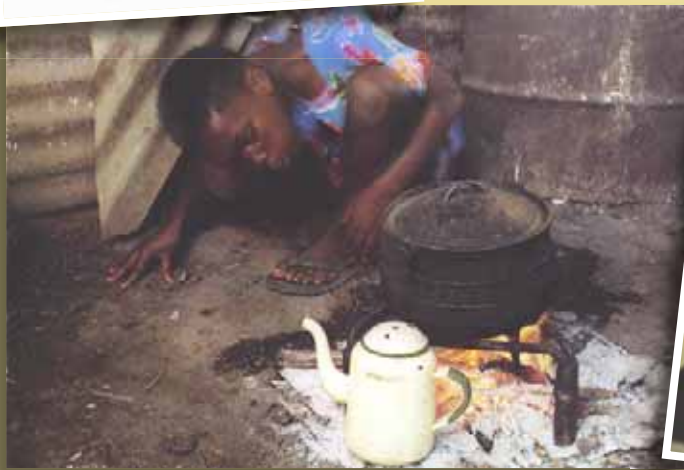


Vroom Vroom card 5



Discuss ways in which having a tap at home impacts on the lives of people.

Because technology impacts directly on the lives of people for better, or for worse, it is a human rights issue. Link your exploration of technology to include the ways in which it meets human needs. Discuss access to water as a social and economic right.



Zimkhitha



Azhar



Compare the two different ways of cooking, and their appropriateness to the environment in which they are used. What would make it difficult to cook over a fire in Azhar's house? What would make it difficult for Zimkhitha to use a stove?

This could lead to a discussion about development and the role of electricity in pollution and environmental damage, as well as the cost of living in an urban centre. Be aware of tendencies to label one as better than the other, and discuss the appropriateness to the circumstances of each way of cooking. This may lead to general discussions about sustainable development.

Natural Science

If one looks at the purposes for which natural science is used, its direct influence on the lives of people will be seen. Economic activities, such as farming and industry, are based on biology and natural phenomena, and science can be used to promote environmental, social and economic development as well as to hinder it. Teachers can alert learners to issues related to the scientific content they are learning about.

The Learning Outcomes of Natural Science are:

- Scientific Investigations
- Constructing Scientific Knowledge
- Science, Society and the Environment

Learners in the Foundation Phase enjoy doing experiments about natural processes like evaporation, the way flowers take up water, etc. Teach these experiments in the context of the impact of natural processes on people e.g. the effects of drought on livelihoods.



Make up easy group projects that will use the learners' scientific understanding in ways that have social and environmental impact.

e.g. growing vegetable gardens at school

Water-wise agricultural techniques, based on an understanding of evaporation

Recycling organic waste to enrich soils

Identifying and removing alien vegetation.

Economic and Management Sciences

Although creating economic opportunities and developing learners' entrepreneurial skills is seen as a means to alleviate poverty, it should be seen in context.

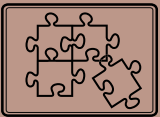
The learning outcomes of Economic and Management Sciences are:

- an awareness of the economic cycle
- an understanding of sustainable growth and development
- managerial, consumer and financial knowledge, and skills.

Learners can appreciate the role of employment in relation to social needs, as well as the children's rights in relation to labour.

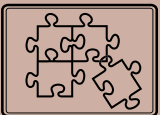
Citizens in a democracy are required to be critical, not only of government, but also of business. Talk about prices and profit. Help learners to develop a critical awareness of business, and see the ways in which people are exploited. Discuss the children's rights, and make the children aware that child labour is not allowed.

Learners at this level might be consumers of goods and services. They can discuss the choices they make in spending a limited amount of money. They could also discuss value for money, by comparing the different ways they could spend their money. To balance the discussion of spending, emphasize the importance of saving.



Mathematics

Give learners a list of items and their prices (within their mathematical number range). They can see that they will be able to buy more cheaper items, and fewer expensive ones.



Life orientation

Ask learners to bring advertisements aimed at children.

Sort the pictures according to whether they are healthy, or not healthy.

How many of the products are healthy? How many are very expensive?

Why do you think advertisers aim at children?



Arts and Culture

Arts and Culture is strongly aligned to issues of identity, self expression, healing and social comment.

The Learning Outcomes of Arts and Culture are:

- Creating, interpreting and presenting
- Reflecting
- Participating and collaborating
- Expressing and communicating

Learners can create, interpret and present dance, drama, music or art pieces from a variety of cultures. Art forms can be used to explore personal, social or environmental issues, and learners can appreciate traditional influences on a variety of cultural and art forms.



Learners can work collaboratively, showing mutual respect, problem-solving and appreciation of difference, as they work as a team towards a larger goal. Learners use art forms to deal with personal experiences and social and environmental issues.



Azhar



Do an art project where learners draw events from their daily lives. Encourage them to express aspects of their beliefs and culture. These are often reflected in food, dress, routines, places they visit, etc. Use these pictures to affirm the experiences and identities of all the learners in your class, as well as to create a discussion point around religion and culture. Use this as an opportunity to develop mutual understanding and respect among your learners.

Integrated LOs and ASs	LEARNING ACTIVITIES
<p>Literacy LO 1 listening</p> <p>LO 2 Speaking</p> <p>Mathematics LO 5 Data Handling AS: 1, 2, 3.</p> <p>Life Orientation LO: 2 Social development</p> <p>LO4: Physical development & movement</p> <p>Arts & culture LO: 1 Creating, interpreting & presenting LO: 2 Reflecting</p> <p>LO 3: Participating and collaborating</p> <p>LO 4: Expressing & communicating.</p>	<p>Grade 3</p> <p>Lesson 1 Learners discuss language and speaking. They find out how many languages the people in their group can speak. They also discuss ways of talking that are seen as polite or rude.</p> <p>They make up a play where people can't understand each other and confusion results</p> <p>Lesson 2 Learners graph their findings about the languages in their class.</p> <p>They use the graph to answer questions about language, fairness and suggest solutions to language problems.</p> <p>Lesson 3 Each group finds a traditional song in a language other than English to the rest of the group. The whole class sings the new songs.</p> <p>Lesson 4 & 5 Present the learners with examples of sign language and Braille. Ask them to sign each others names and write them in Braille by punching bumps on paper with their pens.</p> <p>Lesson 5 Learners read the Keteka books with different learners reading different languages.</p> <p>Lesson 6 Learners find the names of various classroom items in different languages. They make labels. Play a game where groups have a turn to read the labels made by other groups and stick them on the correct places.</p>

DETAILS OF ASSESSMENT	BARRIERS TO LEARNING	RESOURCES
<p>Group Assessment Does everyone in the group have a role? Does the play reflect an appreciation of the value of multilingualism? Do the presentation show empathy and present all players with dignity?</p> <p>Individual & Group assessment Are a range of communication styles & languages used?</p> <p>Individual & Group assessment Do learners show appreciation and enjoyment of language and song?</p> <p>Individual & Group assessment Are the graphs accurate? Do learners use to the data to answer questions correctly?</p> <p>Group Assessment Assess the extent to which learners are able to accept new or unfamiliar languages.</p> <p>Pair assessment Learners read each others messages and give feedback.</p> <p>Individual assessment Do the learners read with fluency and confidence?</p> <p>Group Assessment Do the groups draw on and affirm each others languages?</p>	<p>Lack of resources Draw on the experiences of the learners in your class.</p> <p>Visually impaired learners Refer to Braille and sign. Include them in the role play scenarios.</p> <p>Language the use of a variety of resources of varying levels of difficulty, group members assist learners who need language support.</p> <p>Diversity All learners should identify with these role models – suggest the plays include women, men, young, old, disabled and different ‘race’ groups.</p> <p>Diversity Encourage learners to use counters tallying or more abstract ways of collecting data to accommodate different learning styles.</p> <p>Diversity All learners should identify with some of the songs. Encourage as wide a range of songs as possible.</p> <p>Diversity Select books that affirm the variety of learner languages.</p> <p>Diversity Arrange the groups so that each groups have a range of languages represented.</p>	<p>Celebrating difference teachers resource book p 89</p> <p>Draw on the resources in the community and in learners own culture.</p> <p>Draw on the resources in the community and in learners own culture.</p> <p>Invite community members to assist. P 91 of Celebrating difference</p> <p>Some writing in Braille and a copy of the Braille alphabet.. P 91 of Celebrating difference - sign</p> <p>Azhar, Cindy, Zimkhita, Antjie & Mhlanguli.</p> <p>Blank cards for each group</p>

Reflection:

- What were the highlights of these lessons for you?
- What were the highlights of this lesson for the learners in your class?
- Was there anything particularly interesting, concerning, challenging or exciting that arose during the course of the lesson? (for you or for the learners)
- What do you think you can use again?
- What do you think you should change?



INTERMEDIATE PHASE

Human Rights, Inclusivity and the Intermediate Phase Learner

Understanding Intermediate Phase Learners

Any intermediate phase teacher will agree that it is difficult to draw a profile of the typical intermediate learner. In a country like ours, learners bring a wide variety of life experiences with them to school. Some are exposed to high levels of violence, abuse, inadequate resources and poverty, while others lead relatively sheltered lives with “enough” (stimulation, food, health care, etc). Addressing human rights at school at this level is firstly about access to teaching and learning and secondly about building on the foundation of literacy, numeracy and life-skills which they have developed in the foundation phase of their schooling.

Social Emotional Development Many Learners are:

- learning to master the more formal skills of life
- developing an understanding of rules
- developing rules for playing and social interactions
- grappling with the rules of Reading and arithmetic

Human rights education can help learners

Appreciate the role of inclusive rules



Cognitive development Many Learners are:

- thinking in a concrete way
- using symbols and logic in their thinking
- learning that actions are reversible
- going beyond egocentric thought

Moral development Learners see Right behaviour as

- what satisfies ones personal needs and occasionally the needs of others.
- Meeting the expectations of his/her family, group, or nation
- actively maintaining and justifying the social order
- conforming

The Curriculum

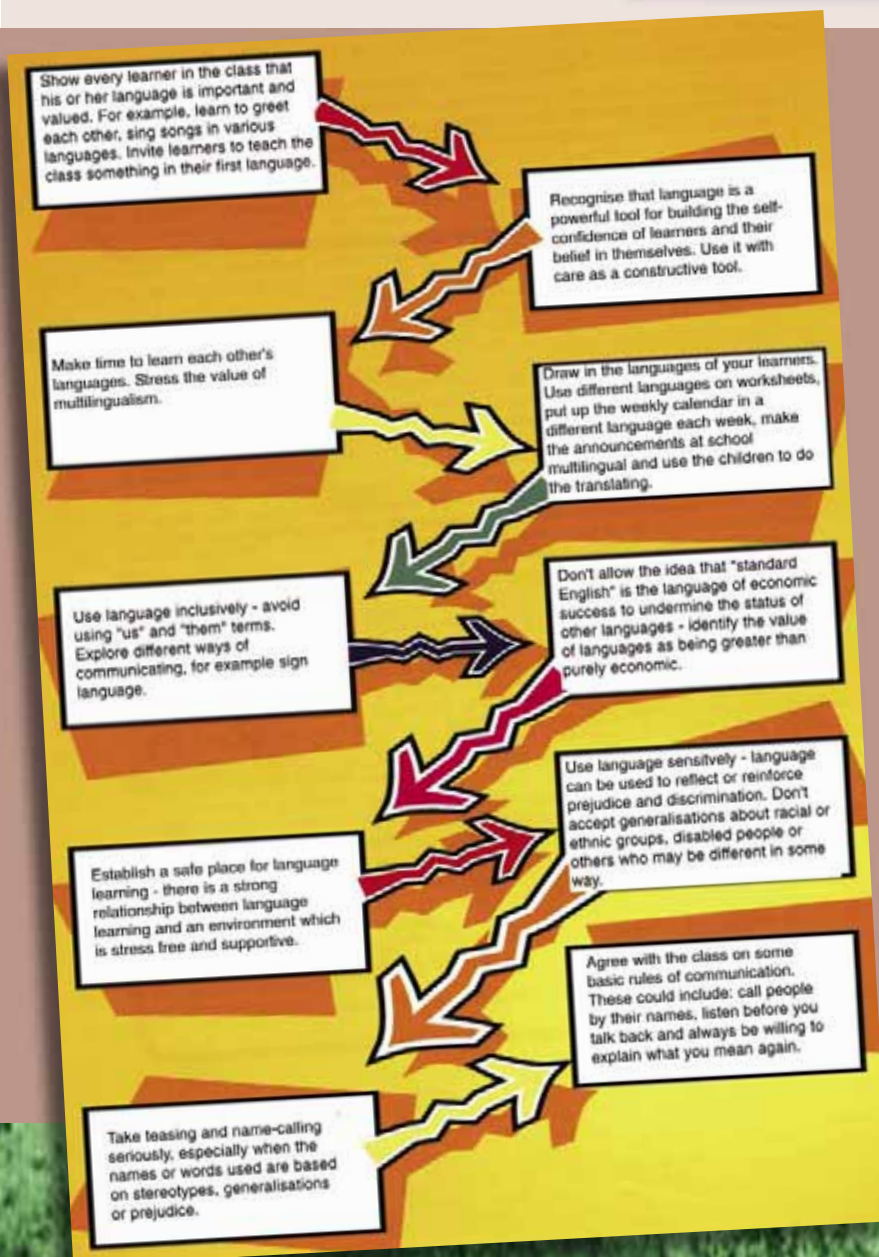
In this phase, learners begin applying their knowledge to the daily issues they face. Learners are able to deal with issues that affect their lives and those of their community in a tangible way. The sphere of their focus and thinking about issues is largely influenced by their direct experience, eg. In dealing with injustice, learners can be required to reflect on issues of fairness that they have experienced or observed in their communities or at school.

Developmental Level	Core Knowledge Areas and Values	Core Skills	Issues and Problems	Relevant Human Rights Standards and Instruments
Later Childhood Intermediate Phase Ages 9 - 11	Individual Rights Family and community Social responsibility Freedom Equality Law and government Leadership Citizenship and civic participation	Taking a position Defending a position Questioning to clarify information or a point of view Distinguishing between fact and opinion Managing personal conflict Discussing public affairs Performing school or community service	Prejudice Discrimination Poverty Injustice Selfishness Theft Breaking the law	Community standards Convention on the Rights of the Child The Universal Declaration of Human Rights The South African Constitution History of Human Rights nationally and internationally

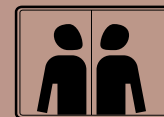
Languages

The learning area of language offers rich opportunities for teaching values and human rights, as well as developing skills that will enable learners to participate fully in a democratic environment, and benefit from living in a democracy. Language is primarily a means of communication and so, as learners communicate, they learn about each other, their differences and their sameness as people. They see each other as special in their own right and come to a deeper understanding of their surroundings and how these affect their lives.

Language also enables people to interact in their environment. By using and appreciating a wide range of media, learners learn about and participate in democratic society.



Celebrating Difference
page 88



Evaluate your teaching. How many of these are you doing? How can you change?

LO1: Listening

South Africa has 11 official languages, as well as sign language. If children feel comfortable in environments where more than one language is spoken, they are likely to find it easier to develop a sense of belonging. With exposure, they may pick up sufficient of the language not to feel excluded from the conversation and make their own contribution – even if it is in a different language. Sign is a special language, partly because it is very expressive and because it can be understood by people who have different home languages. Children of all ages enjoy trying to sign at a simple level. It also encourages a sensitivity towards learners with special needs.

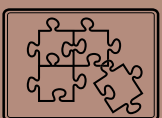
Equality does not mean a bland sameness. This is true of language as well. In South Africa, we have a rich variety of expressions, and local ways of speaking. Accepting the many ways in which learners express themselves in class will make them feel more free to contribute. At times, Standard English is required, especially in formal situations, and talking openly about this is empowering if there is no judgement against the language learners bring to class.

Listening also has therapeutic value. Within a human rights culture, 'listening-to-understand' is a first step towards dealing with conflict and difference. Children, as much as anyone, have things to say, and have points of view and opinions. Children develop valuable insights and attitudes by listening to, and appreciating viewpoints, other than their own.

Democracies are based on the people expressing their will and having their say. Children not only need to have a say, but need to be heard. Listening is a means of learning; as learners work together and listen to each other, they construct their own meaning and work towards developing sound language skills.



Celebrating Difference
page 91

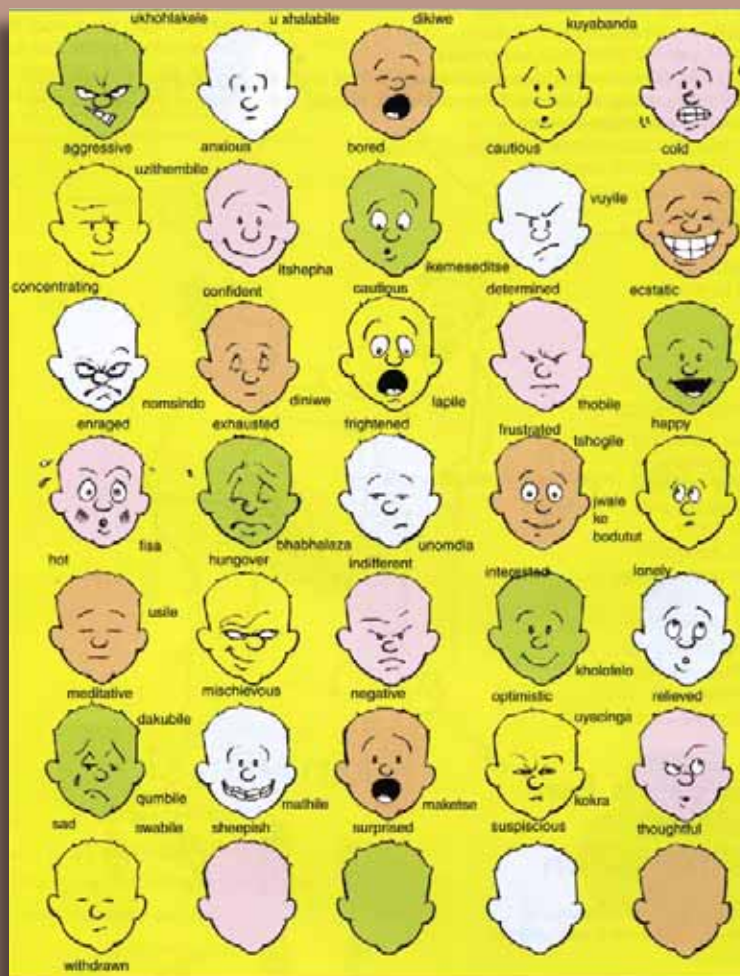


Life Orientation

Use this activity for learners to challenge stereotyping and build empathy for people who have barriers to learning.

LO 2: Speaking

The preamble of the Constitution talks of 'Healing the divisions of the past,' and it also recognises 11 official languages. By allowing learners to use more than one language, and code switch as necessary, we ensure that they are not silenced. Also acknowledge that not all contexts allow one to express oneself 'any old way', and that a more formal register may be appropriate in formal contexts. Understanding the power of language, and the role English plays, create opportunities for learners whose backgrounds do not use English.



Bring a variety of languages into your classroom by using posters and labels in many languages. Get learners to write up the labels.

*Celebrating Difference
page 92*

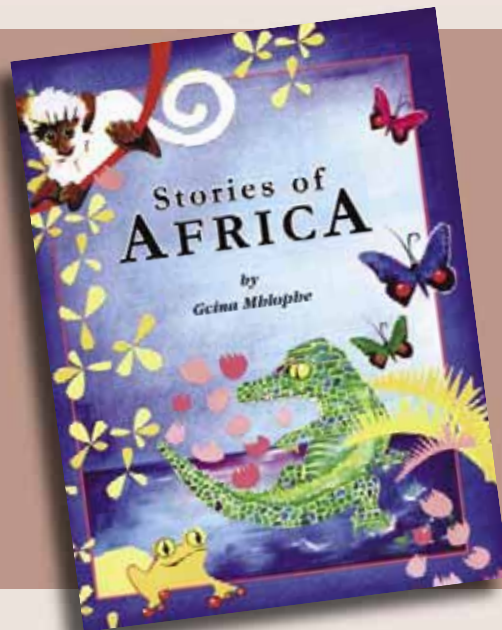
Name calling and derogatory language violate human rights, and result in treatment that shows neither respect nor dignity. Name calling is hurtful and usually based on ridiculing children who are different in some way. Similarly, stereotyping especially in terms of gender should be actively challenged. Children can be encouraged to speak about topics of social and environmental issues and to use structures of government in their role plays and problem solving scenarios. Current affairs and social issues lend themselves to discussion debate and problem solving tasks.

LO 3: Reading and Viewing

Use a wide variety of texts, video and images in the class. Both fiction and non fiction are valuable in helping learners to develop democratic values, skills and attitudes. Learners need to be taught to be critical of all texts, as these reflect different points of view and are written to achieve a purpose. An active, informed citizen will not accept all text as fact. Develop this awareness in your learners, by using a variety of texts and discussing them critically.

Stories and Fiction: Good stories that are appropriate to the learners' age are a powerful means through which learners can develop deep insight and understanding of others and themselves. Select materials (they may be books, magazines, video's and computer or internet resources) that reflect a variety of learners experiences: Collect stories of children that are similar to the learners in you class to affirm that they are okay as they are. Select stories that show children of different races, different family set ups, different lifestyles, disability and different standards of living. This helps learners develop a clearer sense of self. Children can recognize themselves in the characters of the stories. "These children are like me". Pictures of poverty may reflect the lives and experiences of some of your learners, and affirm that children from poor circumstances are also worth reading about. They may also lead more privileged children to think about their circumstances and issues of inequality.

Stories can also be used to take learners beyond their own experience. They can show people from different times, places or circumstances. They can also be nonsense or fantasy. Children can explore different worlds through fiction and at the same time discover aspects of themselves. Our children are indeed "global citizens" and stories are a fun way of exploring what belonging to the world may mean for them. Children can wrestle with global issues, identify with a whole world of people and solve a wide variety of problems through well chosen, enjoyable stories.

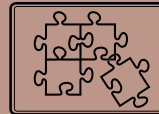
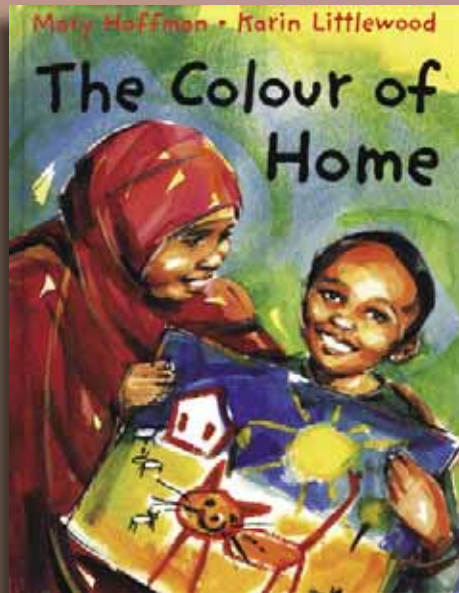


Use local tales and stories to affirm the cultures of all the learners in your class. Make a class book where learners contribute stories from their own traditions

Stories of Africa

At this age, much of the focus of reading is on vocabulary and decoding. These skills are important, as they give learners access to their rights. They cannot benefit fully from the rights afforded them in a democracy with low levels of literacy. While learners at this level are becoming independent readers, they still need extensive support and skill-building activities. These can be provided within a nurturing and

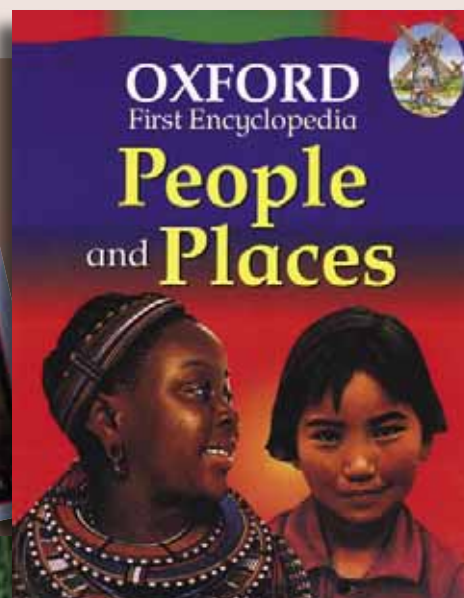
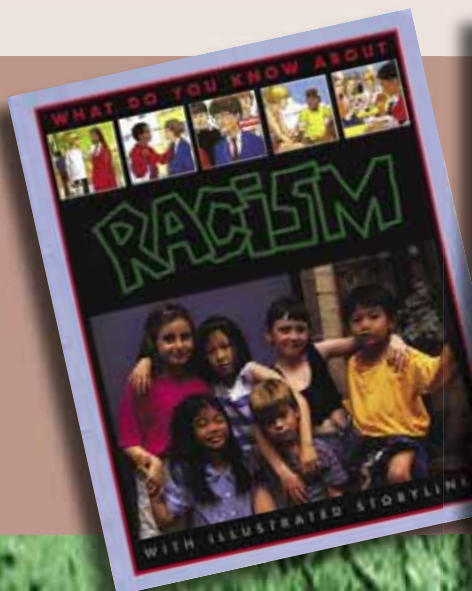
challenging environment with rich reading resources. Developing active participation in the communities can further be fostered by assisting learners to look after and share books, use libraries and take responsibility. A 'buddy reading system' where older learners read to younger learners or assist them in reading, also develops a community spirit (and focus on the value of reading).



Social Sciences

Look at countries in the world that experience conflict, talk about the experiences of children in those regions.

Non-fiction: Learners can read and understand non-fiction in a variety of forms: books, newspapers, pamphlets, packaging, advertisements, text books or school notes. Access to information is a human right and is important in helping people to participate and benefit from their democracy. Familiarity, as well as a critical approach to these texts is important in preparing our children for citizenship. Learners compare and evaluate resources and use them to understand the world in which they live. The information explosion and the advances in technology could deepen the inequalities in our society, where information gives more power and opportunity to some than to others. Teaching learners to use information in this way is their human right, in the same way as literacy and numeracy are.

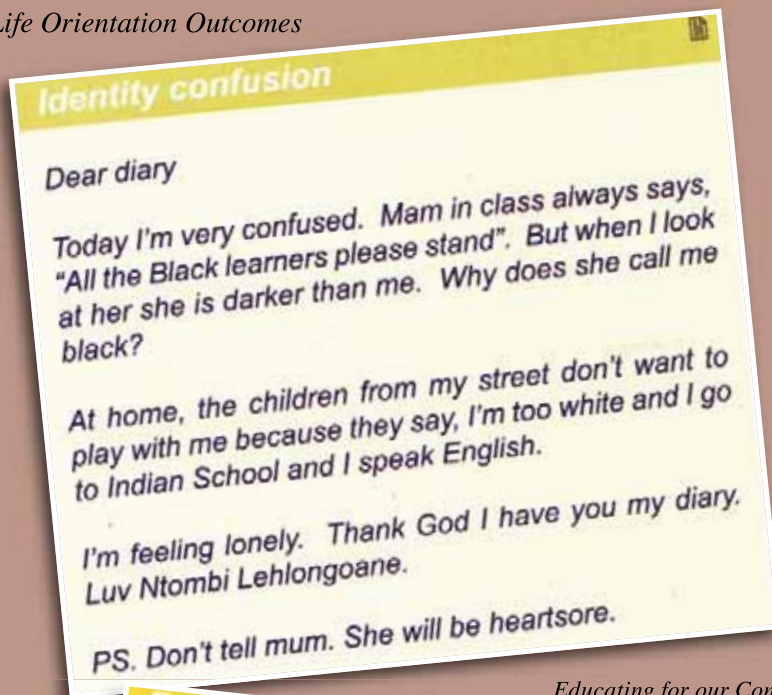


LO 4: Writing

Learners can use written language creatively to express and find acceptance of themselves. In this way, reflective and expressive writing plays a role in healing. This personal writing can also be used to help learners come to a deeper understanding of themselves and the world around them.

Writing is a means through which learners can participate in community and social life. They show they belong to communities through newsletters, invitations, posters etc. Learners can also participate in changing society by writing letters to the press, recording meetings and reporting on community events.

Link to Life Orientation Outcomes



Educating for our Common Future, page 34 and 36



LO 5: Thinking and Reasoning, and LO 6: Language Structure and Use

All of the outcomes above enable learners to demonstrate the extent to which they can express opinions, make choices and justify them, drawing from general knowledge and other learning areas. When learners engage in debate, they demonstrate their critical thinking around social issues. Through using speaking and writing in a variety of contexts, you can create a number of opportunities for learners to demonstrate these competencies.

Learners can show their ability to use language structures correctly in expressing opinions, debating and participating actively in social and cultural contexts. Again, by offering learners a wide variety of opportunities, you can cater for a variety of learning styles.

Situation 2

Siphong lives far away from South Africa in Thailand and he is 9 years old. Sport equipment companies use a work force that is cheap and efficient and they use him to sew their brand name on T-shirts from 8:00 to 18:00. Do you think that Siphong has the same right to equality as you?



25

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Valued Citizens Learners Manual, page 25



Learners solve problems and explain their reasons. As a class think of areas where learners are not equal in your school. What can the class do about them?

Social Sciences

History

The history of the world and South Africa, shows the damage done to society and individuals by discrimination and racism. There is clearly a need to have values that are respectful of all and that lead to peace, rather than conflict. History also offers learners the opportunity to appreciate themselves and their context, as well as processes that have influenced their lives.

LO 1 Historical Enquiry

Teachers can introduce learners to a variety of sources that show different perspectives and viewpoints. Learners come to understand their own histories, and appreciate that all histories are valid and worth studying. They are exposed to the use of photographs, letters and diaries as sources of historical information, as well as time lines, family trees, interviews etc. as tools for ordering, recording and documenting the past.

A human rights perspective is respectful of all histories and takes the histories of its learners seriously. By working with the learners' own contexts and using experiences that they can relate to, history can be about us all. History is usually written by the people or governments who are in power. By using histories from perspectives other than those of the people in power learners can learn to be critical of historical text, especially those that project some groups as 'good' and others as 'bad'.

At this level, learners are most able to appreciate history in a local and familiar context. Biographies and interviews of elderly people in the community provide an understanding that people make history themselves. This can lead learners to value the contributions to society made by people who are different to themselves.

LO 2 Historical Knowledge and Understanding.

Learners can appreciate historical events, and the context in which they occurred. They come to understand the role of leadership in determining the history of a society. The choice of leadership rests with the citizens, and an understanding of the role leaders have played in the past encourages informed choices.

Human rights education has two possibly contradictory approaches to tradition. On one hand, traditions are an intrinsic part of one's identity and therefore need to be respected and seen as valid, but, on the other hand, traditions are also part of a past which may not have been democratic or gender sensitive. In this way, a critical approach to tradition can be developed. A deep understanding of the purpose and function of traditional practices may be necessary to engage with them sensitively and respectfully.

The Constitution and democracy form the context from which we study the past. We need to understand the Constitution and its implications in order to understand what happened at other times and in other places. We also need to be aware that democracy in our country is also part of a historical process, open to change and development and should also be approached critically.

What is a constitution?



The Constitution is the highest law of a country. The constitution of a country is the system of laws, which formally states people's rights and duties. It tells you how government works and what government looks like.

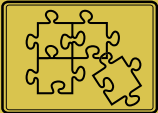
It also has a Bill of Rights (a document that clearly states the rights we have as citizens) to protect people's human rights. As it is the highest law, all other laws must agree with the Constitution. If any other laws go against the Constitution these laws are "unconstitutional", which means that they must be changed.

The Constitution and the Bill of Rights form the framework from which History is examined.

Siya Vota, page 12

LO 3 Historical Interpretation.

Human rights education encourages the development of critical thinking in learners, so that they become citizens who objectively assess the policies of government and are able to respond to injustice or abuses of power. Learners can be exposed to both current and historical political processes, and learn to distinguish fact from opinion. They can use this information to participate actively in school and society.

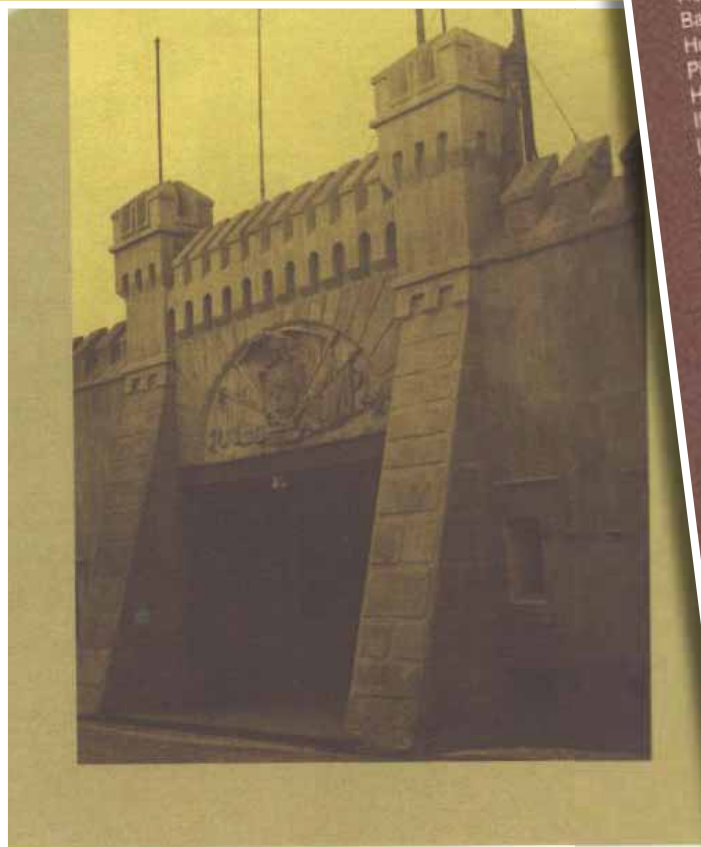


Life orientation

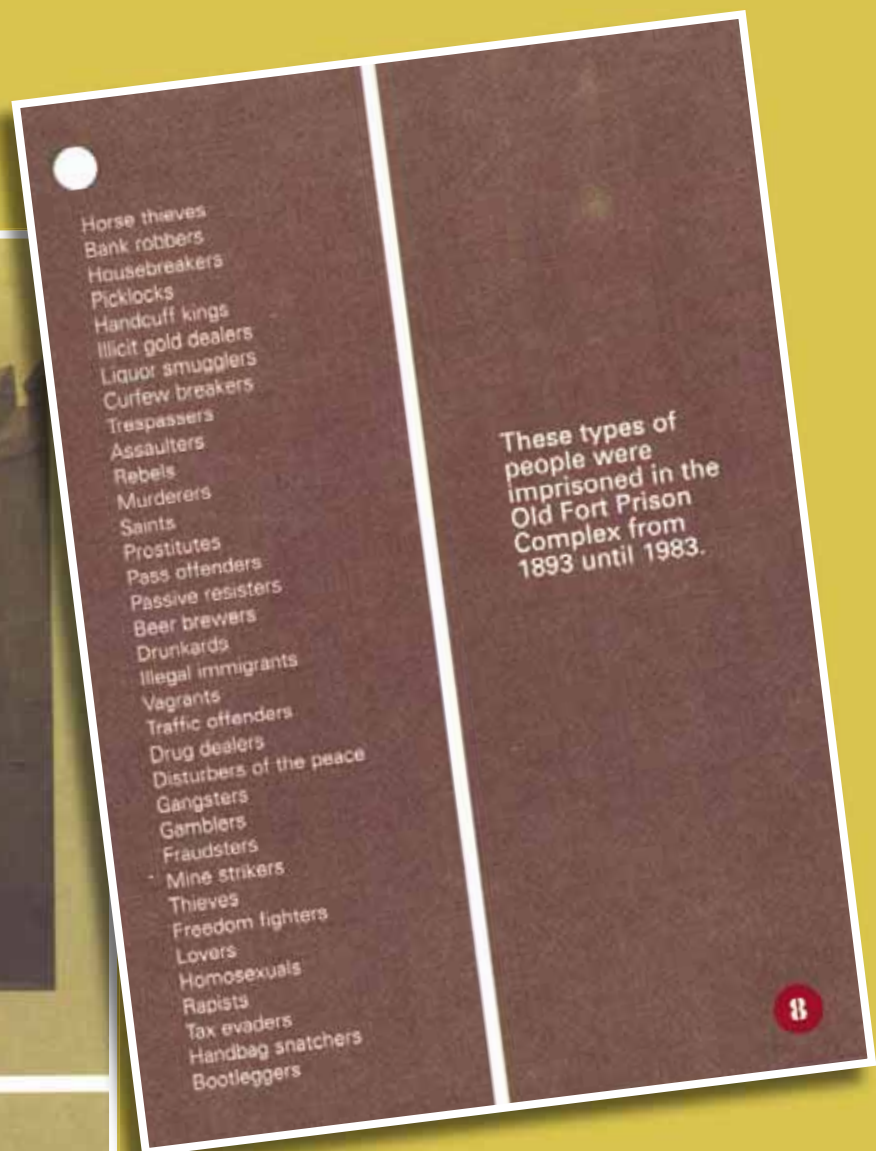
Encourage learners to be critical of rules.

Discuss: • What rules do you see in these pictures?

- Why do we need rules?
- What makes rules fair?
- Who makes rules?
- Are all rules good?



When the war ended, the ramparts functioned once again as prison walls. Until 1983, when the prison closed, they blocked off common and political prisoners from the rest of society.



A Journey through Constitution Hill

Geography

The social and economic world impacts directly on human rights. The World Summit on Sustainable Development demonstrated that issues of poverty and development also need to be balanced with environmental concerns. These understandings are a focus of this aspect of social sciences, and have a direct bearing on human rights and values.

LO 1 Geographical Enquiry

Learners can use physical and political maps to develop an understanding of the importance of each and learn that human needs and environmental concerns are often in conflict with each other. Working with local issues can also enable learners at this level to develop the inquiry skills for this learning area, by using mapwork, scale etc.

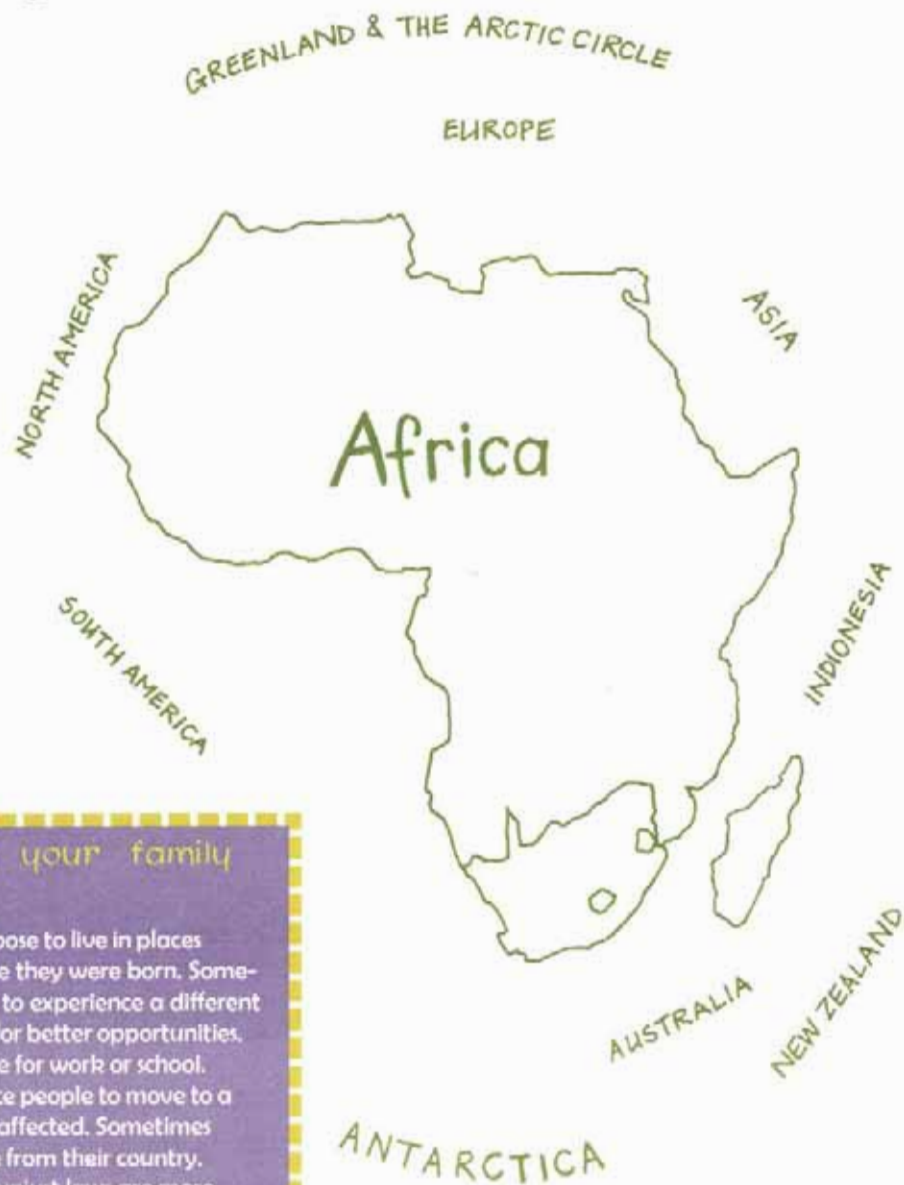
LO 2 Geographical Knowledge and Understanding

Working with geographical data can raise issues of fairness and equity in the classroom. At this level, children can draw on their own experiences of neighbourhoods, economic activity and the environment. They develop empathy for others. This is a helpful introduction to issues of justice, and social and economic rights.

Learners need knowledge of both physical and human geography. Learners appreciate the role of people in relation to the environment and especially ways in which this affects access to social and economic rights e.g. food, water and housing.

From a human rights perspective, learners need some knowledge and appreciation of countries in the region. This can be presented not simply as a list of countries and capitals, but can draw on the experiences of learners. If, for example, there are learners from other African countries, their stories can enrich the learning experiences of the whole class and enable them to make valuable contributions to the lesson. This kind of activity can be a good introduction to social issues.

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 are more reasons people leave their countries. People often move to be with people they love or marry.

7:2

Celebrating Difference

Languages.

Collect information about other countries from the learners in your class. Ask learners to talk about their countries, and find their countries on a map.

LO 3 Exploring Issues

Even at this level learners are citizens, and should be enabled to appreciate and engage with social issues especially if these are presented at a personal or local level, rather than at a global level. These issues can include xenophobia, pollution, racism, poverty and should be linked to an appropriate learning area content.

Learners appreciate the impact of development on poverty and environment. They work critically with issues.

Racism in the world

Here are some examples of how seriously racism and discrimination have affected the world. (Can you think of others?) As this map shows, racism has been a global problem for a long time. Its roots are very deep. Although getting rid of apartheid laws is a step in the right direction, it will not bring an end to racism. Only we can.

USA

Mass killings of indigenous people took place to clear the land for white settlers. A policy called the "Indian Removal" policy was put into place. Strategies like destroying food sources, exposing people to small pox were used to get rid of them. The murder of indigenous people also happened in other countries like Australia and South Africa.

USA

Although slavery ended in 1865, many black Americans still lived under terrible conditions 90 years later. They had poor housing and education. In some states they were not allowed to vote. In many towns, they could not attend the same schools as white Americans; use the same transport, restaurants, bars and hotels. This policy was known as segregation.

Germany – Holocaust

The Nazis hated the millions of Jewish people who lived in Germany and other European countries. They blamed them for the problems in Germany. They set about turning people in the country against the Jewish community because of their race and religion. The Nazis planned to exterminate all the Jews in Europe. This mass murder of 6 million people is known as the Holocaust.

Rwanda

In 1994, 800 000 people were killed in Rwanda. There are two groups of people living in Rwanda, the Hutus and the Tutsis. The Tutsis, led by the military were responsible for the killing. Their aim was to rid Rwandan society of the Hutus. Even though people had once lived next door to each other, ordinary civilians also joined the killing.

South Africa – Apartheid

Black South Africans were denied their basic human rights by law. This system called apartheid created a small white elite with all the power. Black people could not choose where to live, what jobs to do, or where to go to school. They were not allowed to vote in their own country. Many people died in the struggle to bring an end to apartheid.

Bosnia-Herzegovina

This was an ethnically mixed country where in most cases, Roman Catholics (Croats), Orthodox Christians (Serbs) and Muslims lived together peacefully. When war broke out along the borders of former Yugoslavia, tension grew between people. Thousands of Muslims and Croats were killed as a result of ethnic cleansing.

Celebrating Difference, page 76



Set a task for learners to find out about the leaders and newsmakers in their country. Allow them to share their information in groups.

Extend the activity to include other countries in Africa and follow current events and sport in the world by collecting newspaper clipping or having a news time in your class. Refer to a map, to help learners to appreciate that they are part of a global community.

Life Orientation

The life orientation learning area offers rich opportunities for learners to come to terms with their identity, and an acceptance of themselves and others. They can also learn to take responsibility for their physical and emotional health, and develop social understanding and skills that could ultimately lead to a more peaceful co-existence.



Celebrating Difference, page 14



Games encourage learners to interact with each other and to find out more about their commonalities and differences. Learners could develop their own games to explore issues that they have identified in their school, friendships and in their communities.

LO 1 Health Promotion

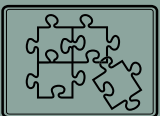
The right to health is a constitutional right. As with all rights, learners also need to appreciate and accept the responsibilities that are entailed. In this outcome the focus is on physical health and safety.

Issues of physical safety include awareness of HIV and Aids, violence, rape and physical abuse. The Rights of the Child include these rights and it is important that learners have a knowledge of these, as well as support in accessing them. A democratic approach to teaching requires teachers to be more learner-centered which will make the class a safer place for learners to deal with issues of personal safety.

A healthy and safe environment is also part of the Bill of Rights. Learners can learn about safety in their environment, but they could also be challenged to deal with issues of environmental safety at a community level e.g. by writing to a factory that pollutes the local river, or asking local industries to fence a park in the community.

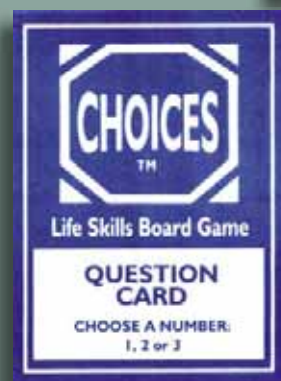


Choices - the Life Skills Board Game



Languages

Ask learners to role play a "talk show" on the radio and deal with some of the questions on the cards.



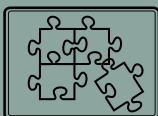
LO 2 Social Development

Ideally a democracy based on a culture of human rights requires citizens who are aware of their own value and worth, and respectful of the dignity and value of others. Learners are citizens, and as such need to belong and contribute positively to society. Learning materials that challenge stereo-typing, especially gender stereo-typing, can be used in class to develop an awareness of stereotyping, prejudice and racism.

Learners also develop skills and awareness that will enable them to make appropriate choices in relation to peers and peer pressure. This outcome provides an opportunity for reaching an understanding of shared values and social behaviour that develops healthy community life. This includes a tolerance and appreciation of cultural and religious values and practices. If you have children from a wide variety of backgrounds and faiths, you can tap from their knowledge and experience in class. Inviting people as speakers is another way to broaden the social understanding of the learners in your class.



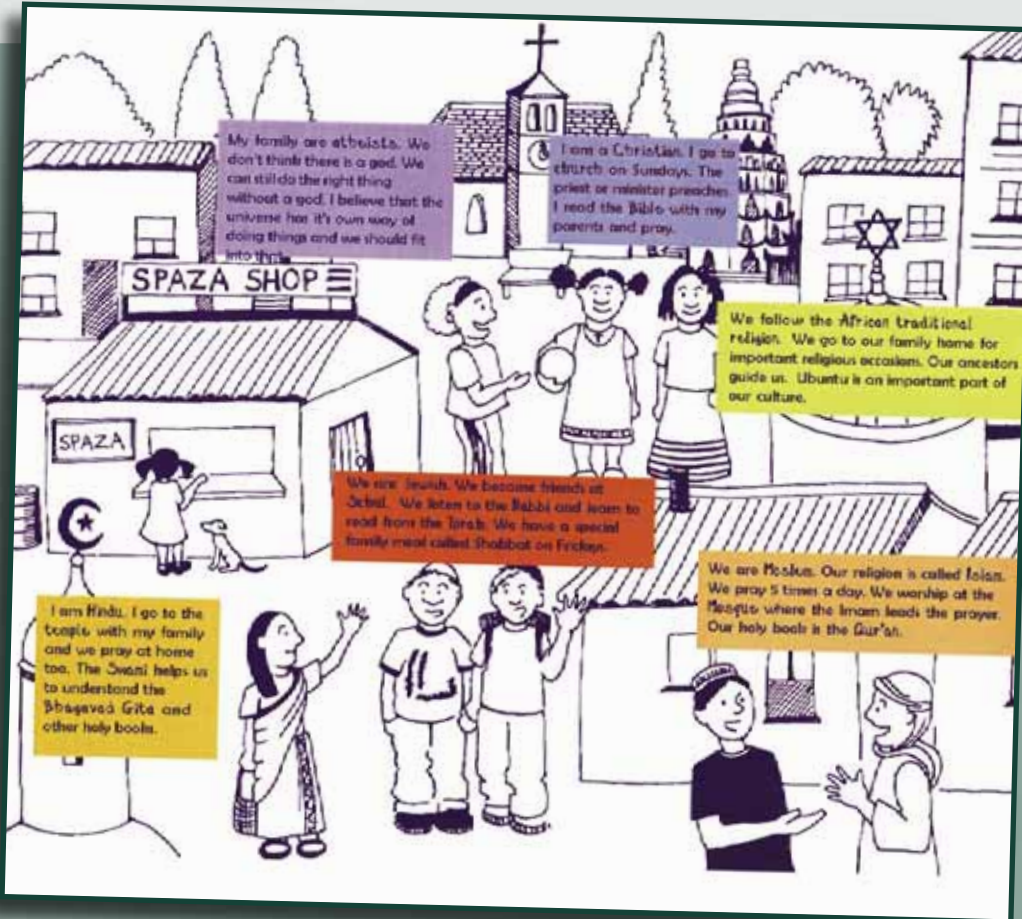
Celebrating Difference, page 99



Languages

Discuss the meaning of prejudice, generalization and stereotyping in class. Ask learners to act out scenarios that challenge these statements.

As a teacher, you may find that your own knowledge and preconceptions are also challenged. Be open to challenges that learners bring, and be willing to learn too from your rich environment. Be aware that the learners' experiences of their faiths and cultures may not fit with your preconceptions – allow learners to speak for themselves.



Celebrating Difference, page 84



Reflect

Do you make stereotypical assumptions about the learners in your class that are based on their religions? Do you create opportunities in class for learners to talk about their own beliefs and experiences? Do you provide vocabulary and activities that allow learners to understand each others' experiences?

LO 3 Personal Development

It is easier to engage with difference if one has a clear sense of oneself, and one's values and beliefs. This awareness need not be rigid, but if it is clear, one is less threatened by difference and more able to adapt if necessary. In meeting this outcome, learners develop a strong sense of self-esteem. Teachers can provide opportunities for learners to experience acceptance and affirmation. The Constitution talks of healing the injustices of the past, and part of personal development is providing opportunities for self expression and healing. Learners develop empathy and an appreciation of each other's value.

Many educational materials present a stereotypical view of the family. They assume that most parents are married, and live a middle class life in suburban settings. This is probably true of only a small percentage of your learners. By selecting and using a wide variety of family types and treating them all equally, you can affirm the experiences of all the learners in your class.



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 mother's 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.



Reflect

Think about your own family. Has it gone through changes? What would have helped you accept family changes as 'normal'?

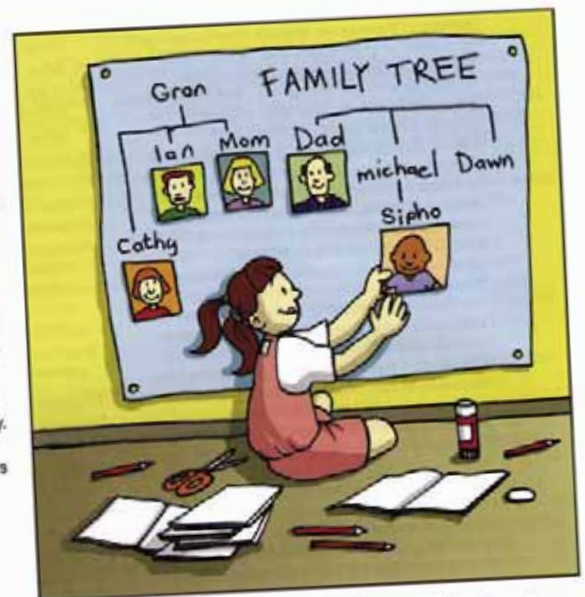
A new kind of family affair

Sherri Le Mottee

Our home has been in a flurry lately. My three daughters have all been engaged in an exploration of their family background. Elaborate family trees have been constructed. Many hours have been wiled away on the preparation of little speeches entitled "My family". The fact that they are all in different grades and not all at the same school has led me to believe that "My family" is a popular area of study at schools. This was confirmed for me when I visited a couple of schools recently. Posters, drawings and sayings about families were up on the walls and noticeboards of their classrooms.

Starting with the needs and experiences of the learners is undoubtedly good educational practice. Giving them the opportunity to tell their stories and to learn from each other is the direction in which we want learning to move. But perhaps we need to move beyond what may be nothing more than a superficial exploration of a complex aspect of life or, as some of my colleagues would say, we need to move beyond a "samoosa and sari culture".

How much preparation time for the "My family" theme was spent reflecting on the complexities and nuances of the post-modern family within a South African context? Did what eventually happened in the classrooms move children beyond convention and stereotype? Divorce has been with us for a long time, and by now most educators do have the message that not all families have a mother and father, a couple of children and a dog, but how many have stopped to consider that some families are not all the same colour or even that some families have two mothers or only a father, or perhaps even none at all? How much effort went into thinking about how to deal with the complexities with which learners are confronted?



Take for example my eight-year-old daughter, who came home from school and said her teacher says families are connected by blood. I was interested to know what her view was on this as she has a cousin who is adopted. I asked her what she thought. "I'm not sure, you know mommy, it just doesn't feel right but I don't know why," was her response. I then asked her if she had thought of her cousin. Was he also part of our family? Then the penny seemed to drop for her. The question of course is: how would her cousin have felt had he been in her class that day?

Another example is one of the classrooms I visited where all the pictures on the wall were of white stereotypical families with a mother, father, granny and grandpa. The learning community in that school come from a wide range of cultural, linguistic and religious backgrounds - let alone social experiences. In what way did those pictures reflect their life experience? Presenting learners with the stereotype as the norm has the potential to leave them feeling as if they are "not normal".

Celebrating Difference, page 93

Do you assume that the learners in your class come from nuclear families? Do you talk of nuclear families as 'stable' or 'normal'? Do you consciously look out for materials that reflect a wide variety of family structures?

Teachers can consciously teach learners about mediation, and peacemaking, problem solving and anger management. Good materials can be used to explore issues that arise in the school context and in broader society. By dealing with real issues while teaching towards the outcomes, teachers and learners become a means for social change and can acknowledge that such change begins from within.



Celebrating Difference, page 50



Teach problem solving strategies and use them yourself in class to resolve interpersonal difficulties as they arise. Identify issues in the school and use these strategies to find constructive ways of dealing with school problems. These skills can be transferred to life by teachers and learners alike.

LO 4 Physical Development and Movement

Exercise and movement also contribute to a strong self-image, and the health of learners. Team sports give learners an opportunity to appreciate each other's strengths while co-operative games develop an understanding of interdependence. However, as learners who are less able physically need to feel included in movement and physical activities, you should place more emphasis on participation and developing ones 'personal best' than competing with the group.



Mathematics

Mathematics has traditionally been seen as a 'hard science', and, as such, teachers assume that there is little room for debate. However, we need to acknowledge that Mathematics too is also a growing, changing field of study and that it too may change. In addition, we need to be aware of how mathematics is used in daily life. The arms industry and space travel are two areas that have sparked mathematical progress and development.

LO 1 Numbers, Operations and Relationships

In the past, too often, we assumed that numbers and mathematics are from Europe and that males are better with numbers than girls. As human rights educators, we need to challenge these stereotypes. Look out for materials that show the origins of number systems in the Middle East and also show that our base 10 system was also used in Ancient Egypt. By presenting mathematics within some historical context and integrating it into other learning areas where appropriate, we make it practical and relevant to a wider range of learners.

Human rights education aims to create access to education for all learners, and to cater for a range of learning styles. The traditional approach to mathematics is abstract and formulaic. By selecting activities that lend themselves to a number of methods and approaches, you create opportunities for more learners to succeed.

Mathematics can be used in social contexts to calculate what would be fair. A good number sense and understanding of basic operations enables learners to see the relevance of calculation work.

Word problems are frequently about people in gender specific roles e.g. mother works out how much material to buy and the shop keeper works out his stock. Select, or develop, materials that challenge these stereotypes.

Also keep the classroom culture co-operative and supportive, as intense competition does not help learners who are struggling, and may encourage them to opt out of Mathematics.

Mathematics is frequently used to exclude learners from professional and scientific careers. As many learners as possible from as wide a range of backgrounds are required to create equal access for all learners to higher education. In a democracy in which citizens are required to participate actively, confidence with numbers and basic mathematical operations is necessary for citizens to question and challenge policies where needed.

LO 2 Patterns, Functions and Algebra

Learners can appreciate patterns in social and cultural contexts. Keep a look out for 'indigenous maths' activities. Many of these show ways in which cultures other than European ones worked with mathematical patterns in their art and culture, and also that early economic systems were based on algebraic functions. Some examples include: basket weaving, hut patterns, sand drawings, Egyptian architecture and musical rhythms formulae in social, developmental and environmental contexts.

Children who find basic number work difficult, often find working with patterns rewarding since this pattern work appeals to learners with different learning styles from those who enjoy working with numbers. Since patterns are mathematical, they create access to mathematics to a wider range of learners.



Stories of Africa, page 17



Ask learners to bring cultural objects that have patterns on them. Make a display in the classroom. Set some tasks and activities that help learners to 'see' the mathematics in the patterns. Examples of ethno-mathematical objects include: baskets, pots, beadwork, drawings etc.

LO 3 Space and Shape

This aspect of the curriculum works with transformations of shapes, and with three dimensional shapes. This lends itself to working more concretely than traditional 2 dimensional geometry allowed. Draw on the learners' experiences of movement and shapes in their contexts to give this aspect of mathematics a concrete richness, and use cultural objects like drums, traditional fabric print, bowls, etc.

By working with perspective, learners can appreciate that there are many views and that perspective affects ones' perception. This can be linked to life orientation where other aspects of perception, and perspective, lead to conflict and prejudice.

LO 4 Measurement

This learning outcome exposes learners to units of measurement. Learners can use measurement to appreciate issues of social justice, development and environmental impact and they can compare different measures to establish fairness and justice. Measurement is frequently taught as comparing quantities and price, but this concept can be extended to social aspects like income per household, distance to school, time for play and homework, etc.

Measurement, too, is assumed to be a western phenomenon. By selecting materials that show the history of measurement, you can illustrate both the basic concepts of length and the need for standardization, while illustrating a range contexts for measurement.



Measurements

Here are the measurements that will accommodate wheelchair users.

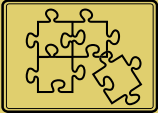
Doors, windows, lights & tables

- Doors should be at least 900 mm wide.
- Corridors up to 15 m long: 1100 mm wide
Corridors over 15 m: 1500 mm wide
- Windows should be 800 mm from the floor.
- Light switches should be approx 1000 mm from the floor
- Plugs should be 460 mm & 600 mm from the floor.
- Tables should be approximately 750mm - 800 mm from the floor. With a depth of 550mm and width of 1200 mm.

How wheelchair friendly is your school?

LO 5 Data Handling

This learning area offers rich potential for exploring issues of fairness and equity. By tabulating and graphing their findings, learners can show areas of injustice. For example a survey of family types may illustrate that a stereotypical family is not the norm. Learners can appreciate and be critical of the purposes for which data is collected e.g. to illustrate issues of social justice and equity.



Life Orientation

Link a survey to a lesson on issues of inclusivity. Groups can set up surveys to find out about their class, school or community. Questions could include many areas of inclusivity. e.g. language, ability, family type, hopes for the future, concerns, birth place, community needs, etc.

Languages	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English						
Afrikaans						
Sesotho						
Zulu						
Tswana						
Venda						
Zimwanga						
Sepedi						
Ndebele						
Siswati						
Sixhona						

5:2

Technology

In this learning area, learners are exposed to a broader range of technological processes by acknowledging indigenous technologies and the need for technology that is appropriate in a developing society. Because technology impacts directly on the lives of people for better or worse, it is a human rights issue. It can be used to improve the quality of life, but can also lead to job losses and to broaden the gap between rich and poor.

LO 1 Technological Processes and Skills

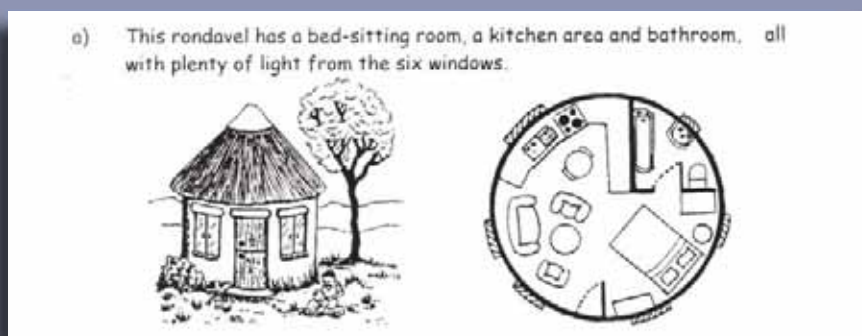
Technology's major purpose is to simplify the lives of people and assist them in meeting their needs. Part of the technological process is to identify needs, and if this is done with awareness of broader social issues, technology can be employed to deal with problems of providing access to basic human rights.

Communication and team work are central to developing technologies. Learners develop an appreciation of the value of co-operative work, as well as some ways of overcoming difficulties. They appreciate the role of communication in working to meet a joint goal.

LO 3 Technology, Society and the Environment

While technology has the potential to overcome environmental and health problems, e.g. by replacing coal and wood stoves with cleaner, more sustainable sources, it can also lead to environmental degradation, by using natural resources such as land and water. These issues can be explored by linking technology to natural and social science learning outcomes.

This learning outcome offers the opportunity for learners to explore and appreciate the extent to which indigenous technologies are appropriate for their environment. This challenges the view that all technology is Eurocentric in origin and design. Problems of simply transporting technologies from one context to another also reinforce the notion that, and solve problems within a context where, resources and their social contexts are unique.



Learners explore the extent to which indigenous technologies are appropriate for their environment.

Natural Science

At an initial glance natural science is often seen as hard fact and, as such, not related to human rights. However, if one looks in more depth at the purposes for which natural science is used, it has a direct influence on the lives of people. Economic activities like farming and industry are based on biology and natural phenomena. Science, like technology, can be used to promote environmental, social and economic development as well as to hinder it. Teachers can alert learners to issues related to the scientific content they are studying.

LO 1 Scientific Investigations

This outcome requires learners to plan and conduct scientific investigations. Although most investigations at this level are harmless, it is worth making learners aware of ethical issues around experimentation, e.g. experimentation involving animals, genetically modified foods, drug testing and toxic waste, etc.

LO 2 Constructing Science Knowledge

Scientific investigations can be tied to dealing with social and environmental issues in social science. Help your learners to approach science critically. Select materials that help them to see that science is not neutral. It has been used to meet the needs of business and the wealthy without sufficient consideration for its impact on the poorer sectors of society. Learners can approach scientific knowledge critically, and apply this knowledge to solving social and environmental problems.

LO 3 Science, Society and the Environment

Use materials that illustrate the contribution of various cultures to scientific progress. These materials should recognize and affirm local practices as scientific, even if these practices are not 'high tech' in their approach. This helps learners to evaluate science within the context in which it is used, and not to be overly impressed or intimidated by highly complex scientific methods.



Ask learners to devise a water harvesting system by using their understanding of the water cycle.

At this level, a range of projects that deal with social and environmental problems can be developed such as recycling organic waste to enrich soils, identifying alien vegetation and appreciating its environmental impact.

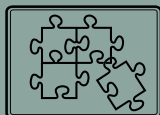
Economic and Management Sciences

Creating economic opportunities and developing learners' entrepreneurial skills are seen as a means of poverty alleviation. However, history has shown that not all people have equal access to such opportunities. This learning area can assist in creating access. However, issues of inequality arising out of the legacy of apartheid and rooted in economic systems can also be explored in this learning area.

LO 1 The Economic Cycle

The economic cycle examines the flow of money services and resources in the economy. Learners can appreciate the role of employment in relation to social needs as well as the potential for exploitation. Discuss the role of trade unions in the labour sector, as well as the children's rights in relation to labour.

Learners, even at this level, are consumers of goods and services, and can be challenged to be active consumers, who challenge exploitative advertising or prices.



Languages

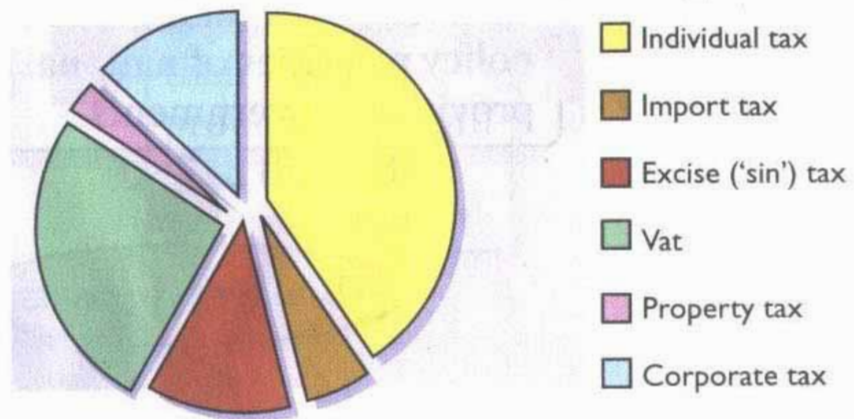
Ask learners to collect advertisements of products. Divide the advertisements into stereotypical views of the genders, and views that challenge stereotypes.

Learners plan an advertising campaign that challenges stereotypes.

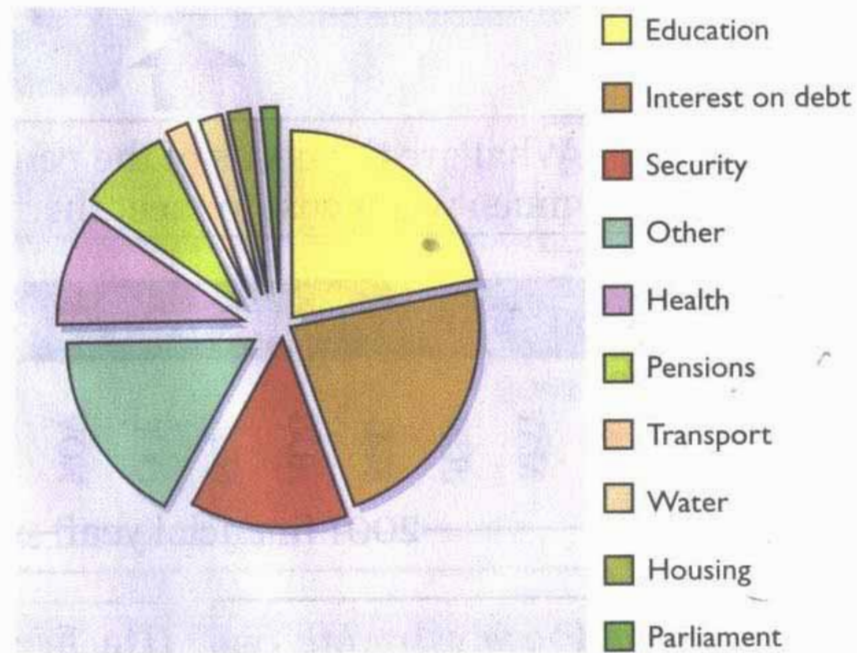
Learners also need to appreciate the role of government's use of taxes and the citizens' obligation to pay taxes. As tax payers citizens have access to information about government spending and have a responsibility to ensure that money is properly used. The role of government can be explored in creating equity and overcoming the inequities of the past.

Parliament and the Budget

interest must be paid on loans, meaning less money is available for other things.

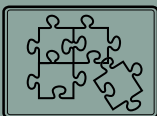


1999/2000 tax revenue: R193.9 billion



1999/2000 expenditure: R216.8 billion

Spotlight on Parliament Part 7



Mathematics

Collect statistics about government spending. Look at how the government spends tax payers' money. Discuss whether we should be paying tax. Discuss ways in which we can ensure that tax is spent wisely.

LO 2 Sustainable Growth and Development

Learners appreciate that the inequalities of the past, especially extremes of wealth and poverty, need to be addressed. Link issues for the technology and social sciences learning outcomes to explore the delicate balance between economic development, and health and environmental influences.

Encourage learners to participate in entrepreneurial days and events where one of the criteria for evaluation is sustainable development and socially responsible activities. Similarly, learners should feel confident to challenge irresponsible business initiatives in their communities e.g. by writing to local businesses and municipalities about whether a shebeen licence should be granted to a tavern located at the school gate, the local council about the location of a taxi rank next to a park where children would frequently play, etc.

LO 3 Managerial, Consumer and Financial Knowledge and Skills

Economic freedom is guaranteed in the Constitution. To make the most of this right, citizens need to be able to manage their time and resources appropriately and responsibly. Similarly, consumer skills enable learners to spend wisely. Assist learners by analyzing marketing messages critically, and discussing ways in which they can appreciate value. Youth are particularly likely to be trapped by advertising that exploits their need for approval, by offering images of success and wealth.

LO 4 Entrepreneurial Knowledge and Skills

By providing necessary services and employment, entrepreneurs can make a valuable contribution to society. Learners can develop entrepreneurial opportunities in communities to meet community developmental needs. They can facilitate pride in local communities and develop local skills and industries, thus developing communities at a local level.

This potential needs to be balanced against the potential for exploitation that keep communities trapped in poverty. Learners learn to be critical of economic activities.

Arts and Culture

Arts and culture is strongly aligned with issues of identity, self-expression, healing and social comment. All cultures express their identity through art and cultural expression. Culture is also dynamic and changing, and represents or comments on personal or social change.

LO 1 Creating, Interpreting and Presenting

Freedom of expression is one of the rights in the Bill of Rights. This allows citizens to express themselves freely on anything about which they feel strongly, provided it does not infringe on the rights of others. Expression, through any of the art forms referred to in this Learning Area can be healing. Learners may be encouraged to express their feelings about issues of identity, or painful experiences of discrimination or abuse. Because this Learning area uses a variety of modes of expression, it caters for a variety of learning styles. Learners who struggle to express themselves in words may find healing outlets in less verbal activities, such as dance or art.



Appreciating each other's cultural experiences can build friendships across social groups.

The use of cultural expression from a variety of cultures or social settings can develop the understanding and insight of the whole group into experiences other than their own. This offers an opportunity for learners to engage in an open and mutually respectful dialogue. The fact that artistic expression does not, have only one right way, also allows for interpretation.

Learners can also use the art forms in this learning area to express their feelings about social issues. These can include racism, xenophobia, poverty, pollution, war, the desire for peace, crime, drugs, etc. This aspect of art and culture can be linked to social sciences and life orientation, to deepen and personalize the learner's understanding of social issues.



Learners can use art to make a statement about social issues.

LO 2 Reflecting

Learners can explore and reflect on a variety of music, stories and art forms in different cultural contexts, both past-present.



Reference: manifesto on values, education and democracy



*Learners can research traditional and modern music that reflect their cultural heritage.
Encourage learners to appreciate a variety of cultures and music styles.*

LO 3 Participating and Collaborating

Learners can work collaboratively, showing mutual respect, problem solving and appreciation of differences. They can work as a team towards a larger goal.



Valued Citizens Educators Guide, page 46

Some art projects require learners to work collaboratively

LO 4 Expressing and Communicating

Learners can exercise freedom of expression creatively and responsibly. They can use art forms to deal with personal experiences, and social and environmental issues. They can affirm their dignity and inherent worth.



Reference: Educating for our Common future



Learners use a variety of art forms, including collage and multi media forms, to reflect their feelings and to make statements about their personal response to experiences.

Integrated LOs and ASs	LEARNING ACTIVITIES
<p>Grade 6</p> <p>Language LO 1 Listening AS: 2, 5</p> <p>LO 2 Speaking AS: 1, 2, 3</p> <p>LO 3 Reading and Viewing AS 2, 4.</p> <p>LO 4 Writing AS 1, 2</p> <p>Mathematics LO 5 Data Handling AS: 1, 2, 3.</p> <p>Geography LO 1 Geographical Enquiry AS: 1</p> <p>History LO 1 Historical Enquiry AS: 1, 2, 3</p> <p>LO 2 Historical Knowledge and understanding AS: 1, 2, 3</p> <p>Life Orientation LO: 2 AS: 2</p>	<p>Preparation Where are we from? Learners find out where their families originated from. They collect the names of places, the approximate dates of moving and the reasons for moving.</p> <p>Lesson 1 In groups, learners tell the stories of their families moving. Each group records the places and names on a work card, or map. Each group collects the information on why people moved on a work card. They then collect the data from the other groups.</p> <p>Lesson 2 Each learner constructs a bar graph, showing the reasons for moving.</p> <p>Lesson 3 Learners develop a time line showing when families in the group moved. They talk about events that were happening at the time and record them on the time line</p> <p>Lesson 4 and 5 The group chooses one of the stories of moving home to dramatise. They talk about some of the feelings associated with having to make friends. Encourage them to use languages and gestures from different cultures where possible. You may need to talk about racism, and xenophobia in introducing this activity.</p> <p>Lesson 6 Learners read a poem about diversity, and discuss the advantages and difficulties associated with diversity in their groups. In pairs learners write their own poems about diversity</p> <p>Extension: Ask learners to look out for articles in the news about places in the world where there is drought, war or poverty at the moment. Find the places on the maps of the world & talk about the kinds of experiences the people have as a result.</p>

DETAILS OF ASSESSMENT	BARRIERS TO LEARNING	RESOURCES
<p>Assessment activities</p> <p>Peer Assessment: Learners evaluate the quality of the information: Does it include place names and dates?</p> <p>Group Assessment Do learners listen and respect each other's stories? Is the information accurately recorded?</p> <p>Group Assessment Is the information recorded systematically and accurately?</p> <p>Individual Assessment Is the graph accurate, and the scale and axes correct?</p> <p>Individual/ group Assessment Are the dates correctly recorded? Does the learner reflect a sense of the time and events at the time?</p> <p>Individual and Group assessment Are the presentations well prepared? Do they display empathy? Are A range of communication styles & languages used?</p> <p>Pair assessment Do the poems reflect issues of diversity? Have the learners used poetry conversions?</p>	<p>Lack of resources This may be overcome by using the oral histories of people in your community.</p> <p>Contacting local newspapers and libraries, collecting material well in advance</p> <p>Using the resources in the Box. Different groups do different tasks if there are no photocopy facilities</p> <p>The problems caused to visually impaired learners Group members and the educator assist</p> <p>Language Use of a variety of resources of varying levels of difficulty. The whole group assists</p> <p>Insufficient diversity All learners should identify with these role models – select the stories about</p>	<p>Oral histories</p> <p>Celebrating difference work card 7.1 & 7.2</p> <p>Map of South Africa</p> <p>Celebrating difference work card 7.2</p> <p>Graph Paper if possible</p> <p>Long strips of paper</p> <p>Celebrating difference Work card 7.1. The crayon box that talked</p> <p>Newspapers Radio & Television</p>

Reflection:

- What were the highlights of these lessons for you?
- What were the highlights of this lesson for the learners in your class?
- Was there anything particularly interesting, concerning, challenging or exciting that arose during the course of the lesson? (for you or for the learners)
- What do you think you can use again?



SENIOR PHASE

Human Rights, Inclusivity, Social Justice and the Senior Phase Learner

Understanding Senior Phase Learners

When thinking about learners in this phase, we need to consider that, despite the many life experiences that learners bring to the learning situation, the goal of education is to provide access to opportunities to maximize the benefits of their experiences and explore the possibilities they present. On leaving school, learners are required to function as responsible adult citizens, parents and leaders in the community. Some learners will go into the Further Education Training (FET) phase of formal schooling, while others will follow any of a wide variety of options, or find informal ways of making their livings. With this in mind, we shall examine the developmental theories to find appropriate ways of developing adults who are:

'responsible, committed and caring planetary citizens, citizens with sufficiently informed problem awareness and adequately reflected value commitments to be contributors to a global society that honours human rights'.

*Reardon, B, 1994. Human Rights Education: an essential teacher preparation
Teacher Education Quarterly*



Social and Emotional Development:

Many learners are:

- dealing with issues of identity: 'Who am I?'
- developing a sexual identity
- wanting to make a difference
- developing a set of ideals
- rebelling and experimenting

Human rights education can help learners:

- to develop socially congruent and desirable ideals
- to challenge society constructively
- by supporting them in self-exploration



Cognitive Development

Many learners:

- are able to work with abstract concepts such as Human Rights, Justice and Equity
- can be helped by human rights education, which provides practical activities for them to develop their understanding of:
 - concepts such as justice and equity, and
 - moral development

Moral Development

Learners see 'Right Behaviour' as:

- maintaining social order
- doing one's duty
- respecting authority

Learners are developing:

- their own moral values and principles
- awareness of the relativism of personal values
- procedural rules for reaching consensus
- personal values and opinions
- an appreciation of laws for social utility

'Right' is defined by the decision of conscience in accordance with self-chosen ethical principles that appeal to logical comprehensiveness, universality and consistency. These principles are abstract and ethical. At heart, these are the universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons.

Developmental Level	Core Knowledge Areas and Values	Core Skills	Issues and Problems	Relevant Human Rights Standards and Instruments
Adolescence Ages 12 – 14 Senior Phase	Natural rights Rule of law Justice Equity Security Global responsibility International law Interaction among nation states	Understanding other points of view Making decisions and choices Agreeing to disagree Citing evidence in support of ideas or positions Using print and electronic sources to acquire and share information Questioning public officials, experts and others Gathering information from officials and agencies	Ethnocentrism Xenophobia Racism and sexism Ignorance Authoritarianism Cynicism Powerlessness Hunger Colonialism Aftermath of colonialism	Regional Human Rights Conventions (African Charter on Human and Peoples Rights) UN Conventions and covenants Civil and Political Rights Economic, Social and Cultural Rights; Elimination of Racism and Discrimination

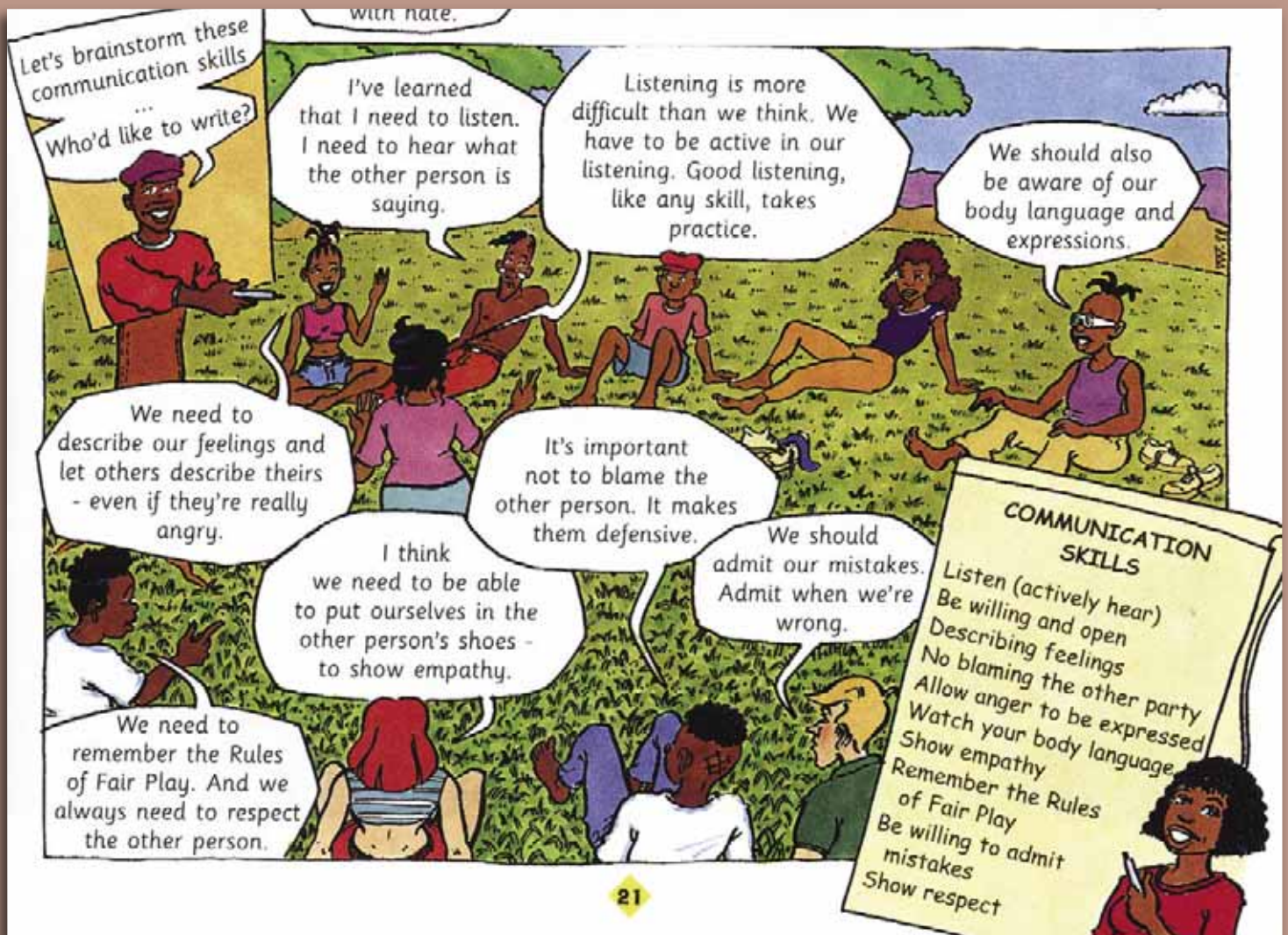
The Curriculum

By keeping the ideals of society and personal values in mind, Human Rights, Inclusivity and Social Justice can be infused into the curriculum. Issues of human rights are best included in the curriculum in places where they fit naturally into the knowledge and skills in existing learning areas, so that the integrity of the content and the skills remains intact. In many cases, infusing social issues into learning materials brings meaning and vitality into these learning areas.

The following discussion illustrates ways in which the criteria of each learning and assessment area can be used to integrate Human Rights, Inclusivity and Social Justice into your lessons:

Learning Outcome 1: Listening

By using standard and non-standard forms of language, learners will develop a sense of appreciation for a variety of communication styles and languages, and will be helped to appreciate when it is necessary to use standard forms. By focusing on the non-verbal messages together with the verbal, they will also develop a 'listening-to-understand' attitude. By exposure to many viewpoints and experiences, learners negotiate meaning and comprehension as they reach a richer understanding of an issue, and learn to respond with empathy to the thoughts and emotions of others, and appreciate viewpoints other than their own.



Peace Camp, page 21



Learners write a dialogue, prepare a play, or draw a cartoon where a conflict is resolved through using active listening.

Learning Outcome 2: Speaking

In meeting this Outcome, learners can use more than one language, act in culturally appropriate ways and code-switch as necessary. They must resist name-calling or derogatory language and can challenge this if it occurs. By using a range of registers and language varieties, learners can communicate in different contexts and use standard forms of spoken language where appropriate. In interactions, learners express themselves in non-confrontational ways.

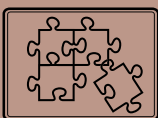
3 With a partner read the next scene.

The friend who is supposed to give you a ride home is drunk and you don't feel safe driving with him. He says that he is fine to drive.

4 Using the table of options as a guide, fill in your own assertive responses (in the third column).

What to do	What to say	Say it like this ...
Explain your feelings and the problem	I feel frustrated when... I feel unhappy when... It hurts me when... I don't like it when...	You say it like this...
Make your request	I would like it better if... Please don't... I wish you would...	You say it like this...
Ask the other person how he/she feels	How do you feel about that? What do you think? Is that alright with you?	You say it like this...
Listen to the answer	The other person responds. He/she may try to persuade you or get you off the topic.	Friend says this...
Refuse or delay	No. I really mean no! I'm leaving! I'd like to think about it. Maybe we can talk later.	Friend says this...

Justice for All, worksheets page 10

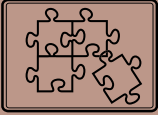


Life Orientation

Learners learn to express emotions clearly and assertively. They may act out talk shows, or consumer complaint situations. They could also role play situations of discrimination or conflict that occur in their literature, or at school.

Learning Outcome 3: Reading and Viewing

Learners are able to recognize and challenge stereotyping in film and literature. They appreciate linguistic features of a number of languages. They critically accept the existence of a variety of world views and representations of people in fiction and non-fiction. Learners respond with empathy to the thoughts and emotions of others.



Life Orientation

Watch the excerpts from the video with the class. Learners choose two characters, and write a diary extract for each.

1 Show the video and discuss the questions (10 minutes)



- Show video excerpt – we see Dudu talking to Sergeant Mkonza. Her child, Sello (11 years old), was abused by a neighbour, Thato. The sergeant says he does not have enough evidence to prosecute Thato. The police have investigated, but Sergeant Mkhonza tells Dudu that although they believe Sello when he says he was abused, they do not have enough evidence to prosecute Thato. It would be Sello's word against Thato's word. Sergeant Jake Mkonza really would like to see Thato convicted for rape, but he cannot arrest him without sufficient evidence.

Justice for All: Teachers's Manual, page 21

1 Watch the video (10 minutes)



- Show the learners the video excerpt. Lindiwe is a high school learner. She has been having a sexual relationship with one of her teachers, Frank. When he ends the relationship, she attacked his wife, Lerato. This excerpt shows the court scene where Lindiwe tells her story and is then sentenced.

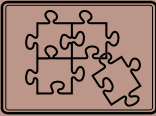
Justice for All: Teachers's Manual, page 34

e.g. Lindiwe:

Dear Diary,
I can't believe that Frank says he doesn't love me. He is lying! I know it is me he wants to be with ...

Learning Outcome 4: Writing

In writing, learners are able to express and find acceptance of themselves. They demonstrate an understanding of themselves and the world around them. When participating actively in community and social life, learners are able to use writing in ways that capture the expression and cultures, both those that they know, and those of others. Learners can write reflectively about the thoughts and emotions of others, and may also write about issues of social justice.



Life Orientation:

As part of a Life Orientation project, learners may write motivations, press articles, advertisements, etc, for community events, and social or environmental issues, etc.

You are a court reporter. You have been following Lindiwe's trial with interest and you are now going to write an article on the story for the newspaper. You interview Lindiwe and Frank as they come out of court.

- 1 In groups of four, each of you will act out one of these roles – reporter, Lindiwe, Frank and Ntsoaki.



You start with Frank and ask him these questions –

- What happened?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?



Next you interview Lindiwe –

- How do you feel about what has happened?
- What has been the hardest thing for you?
- What do you think are the main issues?



Then you go to the school and interview Ntsoaki, Lindiwe's friend –

- How do you feel about what has happened?
- Are relationships between learners and teachers common in your school?
- What other kinds of unacceptable sexual behaviour take place in your school?
- How are incidents like this handled by the school?

- 2 Using the information from the video and from your interviews, write an article for a newspaper. Think of a title for your article, and how you will present the different points of view.

- 3 Display your group's article in the class for everyone to read and discuss.

Dear Vanessa,

My boyfriend and I have been seeing each other for six months now. We have not had sex yet because we agreed that we are not ready. But I can't stop thinking about it.

We are going to a party at the end of term and I think maybe this will be a good time to do it.

Should I have sex with Khalil?

-Unsure

Dear Vanessa,

Since my boyfriend started hanging around with a gang that drinks and smokes dope, he's changed. He's started being rude to me. Sometimes he ignores me and other times he acts all jealous. One of the gang even gave me a present and asked me to go home with him.

I don't want to lose my guy, but can you help me with what to do?

-Worried and scared

Dear Vanessa,

I am 16 and I have not had sex yet. All my friends tease me and call me names. Now I have met a girl I really like and she has invited me to her house because her parents are away. What should I do?

-Confused

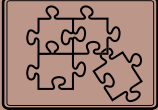
Justice for All, page 15



Ask learners to collect letters like these, or others from newspapers or magazines that relate to social issues. They then swap them and write responses.

Learning Outcome 5: Thinking and Reasoning

Learners can express their own opinions freely and clearly, and can make choices and justify them. Learners can also draw from general knowledge and other learning areas to explain the stands that they take on social and environmental issues.



Social Science, and Economic and Management Sciences

Learners debate issues related to society, justice or the environment, that have been dealt with in Social Science, or Economic and Management Sciences. Evaluate their ability to express logical and consistent thinking and reasoning.

Issues could include:

- **Child labour:** *If the families need the money, is it really so wrong?*
- **Pollution:** *If factories spend so much on pollution control, they may have to cut jobs.*
- **Xenophobia:** *Are foreigners causing the crime?*

Learning Outcome 6: Language Structure and Use

Learners use language structures correctly in expressing their opinions in spoken and written form. They participate in debates, and contribute actively in social and cultural contexts and are also able to adjust their register and style to suit the medium and purpose of their communication.

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.

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 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 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 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.

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.

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.

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.



Give learners scenarios and ask them to explain how they would deal with them.

Social Sciences

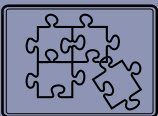
History

Learning Outcome 1: Historical Enquiry

Learners are able to use a variety of sources such as photographs, letters, diaries, laws, etc, to show different perspectives and viewpoints critically, so that they can appreciate their own histories, and those of others. To justify a particular viewpoint, learners use historical tools including time-lines, family trees, oral history, artifacts, interviews etc, as ways of ordering, recording and documenting the past.



Under the Same Tree, Leaners book, page 44



Languages

If you were black, how would these pictures make you feel? How would you feel if you were white?



Look at the times between 1652 and 1688:

What were the experiences of:

- Van Riebeeck's settlers?
- the slaves?
- the Khoi and San?
- the Huguenots?

Activity 8

How much do you know? Divide the class into four groups. Using whatever resources are available, match the list of South African historical events with the correct date on the timeline on the next page. The answers are in the appendix at the back of this book.

BC		1. Hunter-gatherers inhabit most of Southern Africa.
1 AD		2. Sheep, and later cattle, are introduced to Southern Africa. Herding of livestock creates settlements.
300 AD		3. Bantu-speaking crop farmers from Western Africa settle in Southern Africa
1488		4. Herders near Mossel Bay meet Portuguese explorers led by Bartholomew Dias, looking for fresh water for their ship.
1500		5. 4000 British settlers arrive in Algoa Bay.
1652		6. First democratic election in South Africa.
1658		7. South African War.
1688		8. Diamonds discovered near Kimberley.
1795		9. Khoisan establish themselves as a dominant group in the Cape.
1803		10. Slavery abolished.
1806		11. Gold discovered on the Witwatersrand, and Johannesburg founded.
1820		12. National Party comes to power.
1834		13. Second World War.
1835		14. First World War.
1836		15. Great Depression begins.
1860		16. Jan van Riebeeck arrives at the Cape.
1869		17. First British occupation of the Cape begins.
1879		18. Schoolchildren protest in Soweto.
1886		19. French Huguenot settlers arrive in Cape.
1899-1902		20. Zulu empire defeated at Battle of Ulundi.
1910		21. Establishment of the ANC.
1912		22. First indentured Indians arrive in Natal.
1914-1918		23. South Africa withdraws from the Commonwealth and becomes a Republic.
1929		24. First slaves imported to the Cape.
1930		25. Sharpeville protests. PAC and ANC banned.
1939-1945		26. Dutch resume rule of the Cape.
1948		27. Freedom Charter signed.
1956		28. Second British occupation of the Cape.
1960		29. White women get the vote.
1961		30. Durban founded.
1976		31. South Africa formed into a Union.
1994		32. Great Trek begins.

Under the Same Tree, Leaners book, page 11



Give each group a time period to study. They talk about how the events of that period affected different groups of people differently.

Learning Outcome 2: Historical Knowledge and Understanding

Learners appreciate historical events, and the context in which they occurred. They critically evaluate the role of leadership in determining the history of a society, and acknowledge their own role in society and politics.

Learners have a critical appreciation of tradition and the ways in which it is dynamic and develops within historical contexts. Learners engage with custom and tradition with sensitivity, respect and openness to understanding practices other than their own.

Learners appreciate the Constitution and democracy in the context of the past, and demonstrate a critical awareness of its role in changing society.

Learning Outcome 3: Historical Interpretation.

Learners develop informed and critical approaches to government and political structures. They are aware of social injustice and abuses of power, and appreciate current and historical political events. They also participate actively in their school governance and in broader society.

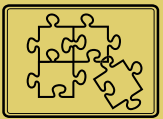


Over the year, collect from the news a number of articles that involve religious, ethnic or racial violence. Date the articles and group them according to the region. Talk about how situations change over time – some for the better, and others for the worse.

Geography

Learning Outcome 1: Geographical Enquiry

Learners appreciate that human needs and environmental concerns often conflict with each other. Learners can research an aspect of social, developmental and environmental issues in the region, to demonstrate a good general knowledge of the social, political and economic issues that are currently confronting Africa.



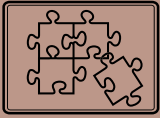
History

Groups of learners select an African country that is in the news at present. They collect news items about that country and prepare a short 'TV programme' that explains the issues in that country, using maps and giving the history of the current issue.

Learning Outcome 2: Geographical Knowledge and Understanding

Learners show a critical awareness of issues of fairness, equity and justice. They appreciate the importance of social and economic rights, and balance this with an understanding of the impact of human activity on the environment. They also develop an understanding of sustainable development to meet the needs of our society.

Economic and Management Science



Ask groups of learners to look at a development in your community. Draw up a list of the advantages and disadvantages of that development. Present your findings to the class.

After all the presentations have been given, examine these questions:

- How many of the advantages are in relation to people?
- How many of the disadvantages are environmental?
- What suggestions can you make about each development?

Learning Outcome 3: Exploring Issues

As citizens, learners engage around social issues at a national level - issues such as war, xenophobia, pollution, racism and poverty. They also acknowledge and appreciate the impact that development has on poverty and the environment.



Learners write about war and the extent to which it solves problems. Draw on recent examples to contextualize the discussions e.g. Iraq or Sudan.

Activity 41

Read the following selected myths carefully. Do you agree with him? Discuss your opinion in your group and write your conclusions in your workbook.

Myth #1: War can bring about peace.

Reality: Peace occurs when we feel no danger or threat to ourselves. This means having no enemies. As long as someone or some group somewhere in the world hates me, I cannot be at peace, even if I build high walls and have a gun for protection.

At the end of a war there is always at least one loser, and losers have long memories. Thus war never heals the division between enemies but rather seals in fear and hatred.

Myth #2: Defeat the enemy and they will change their minds to think the way you want them to think.

Reality: A defeated enemy may fear you but he will not like you. He will not admit that he was wrong and you were right, or willingly take on your view of the world – at least not freely and honestly. More likely, he will resent you for overpowering him. Defeating someone is a very good way to make the next generation of enemies.

Myth #3: War is the only way to resolve some disagreements.

Reality: If you really want a disagreement to end completely then there is only one route – you have to find a way to agree with one another. You can only stay at war if you concentrate on what you and the enemy disagree about. If you start to focus on what you and he or she agree about, you will find it very difficult to shoot him or her.

*Under the Same Tree,
Leaners book, page 57*

Life Orientation

Learning Outcome 1: Health Promotion

Learners accept responsibility for their own health, including nutrition, sexual health, HIV/AIDS awareness, violence, rape and physical abuse. This includes demonstrating practical knowledge about agencies that can assist and ways of dealing with the violation of their Rights. Learners demonstrate a critical awareness of environmental factors that affect their access to their right to health, and examine social factors, that contribute to substance abuse, such as peer pressure.

Has this ever happened to you or to someone you know?

All these pictures show sexual harassment. Sexual harassment is when a person does something that you do not want them to do related to sex. It is your right to say NO to sexual harassment!

1

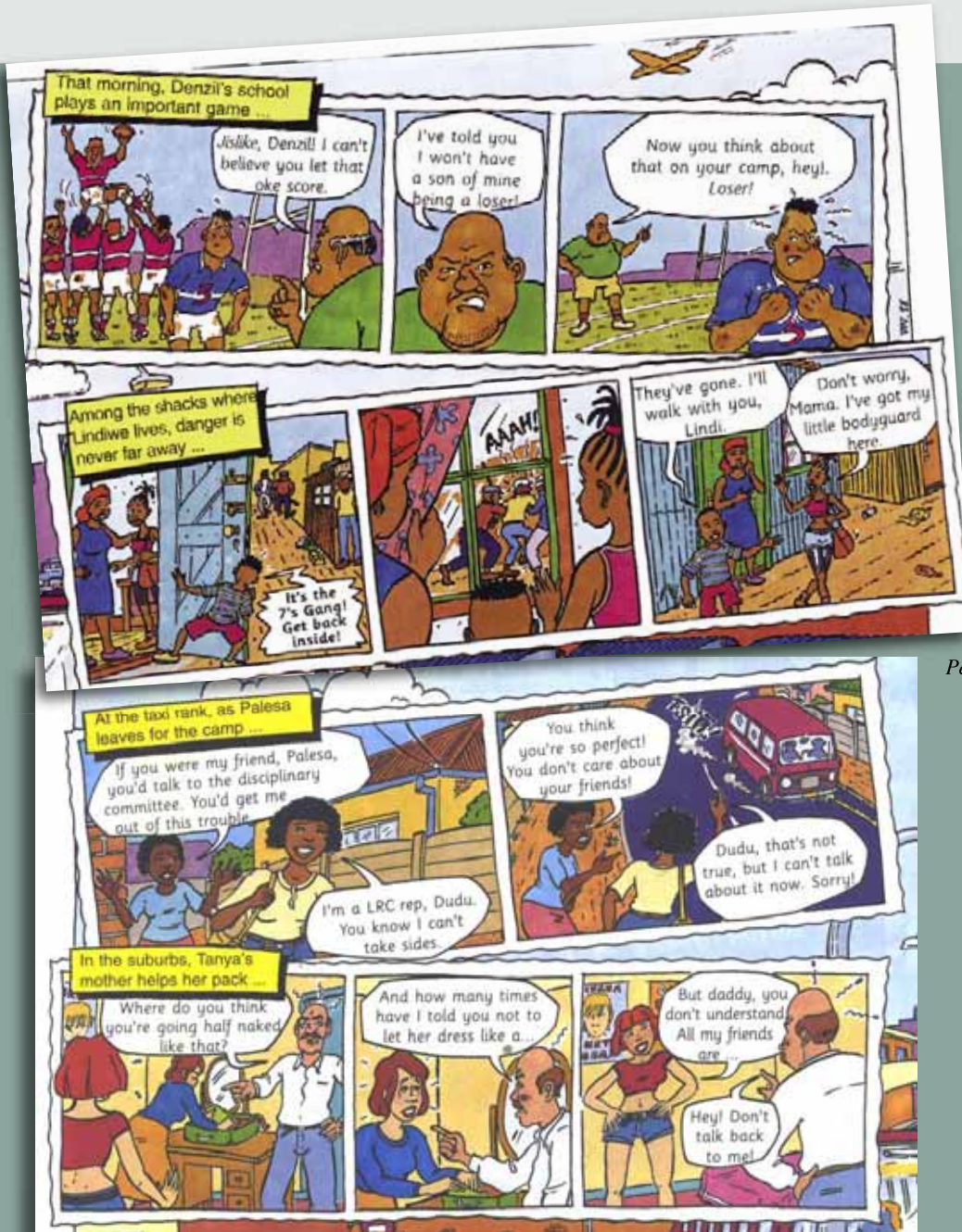
Stopping Sexual Harassment at School

The seriousness of harassment and rape is frequently obscured by the taboos, secrecy and joking around these issues. Keep the tone of class discussions open and light, but be sure to communicate clearly that it is unacceptable.

Learner Outcome 2: Social Development

Learners are aware of their own value and worth. They appreciate both their Constitutional rights and their responsibilities in realizing these rights for all, and demonstrate a respect for the dignity and value of diverse people.

Learners express a sense of belonging in society, and positively contribute to society through volunteerism, engaging with diversity and challenging stereotyping, prejudice and racism. Learners appreciate the value of faith and demonstrate an understanding and appreciation of a variety of religious practices.



Peace Camp, page 23



In your groups, pretend that you are Palesa, Denzil, Tanya or Lindiwe. Write a diary page for the day in the picture, saying how you feel, and then decide how you would deal with your problem.

Learner Outcome 3: Personal Development

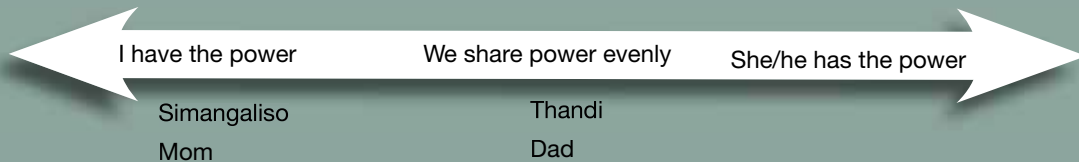
Learners develop a strong knowledge of self and are able to resist peer pressure. They are aware of the power of self knowledge and its role in personal and other relationships. Learners are aware of issues of justice and injustice in relationships and can clearly articulate their values. They use skills of problem solving, peace-keeping and mediation to deal with conflicts in their daily lives.

The preamble of the Constitution encourages all people to develop their potential, and learners learn to use study skills and methods to further their unique potential.



Explore abuse of power in relationships, and encourage learners to evaluate their friendships and relationships. Learners draw a continuum and choose some relationships in their lives. (If they wish, learners may choose to use fictitious names to remain anonymous.) They then reflect on what they have learned from the experience.

e.g.

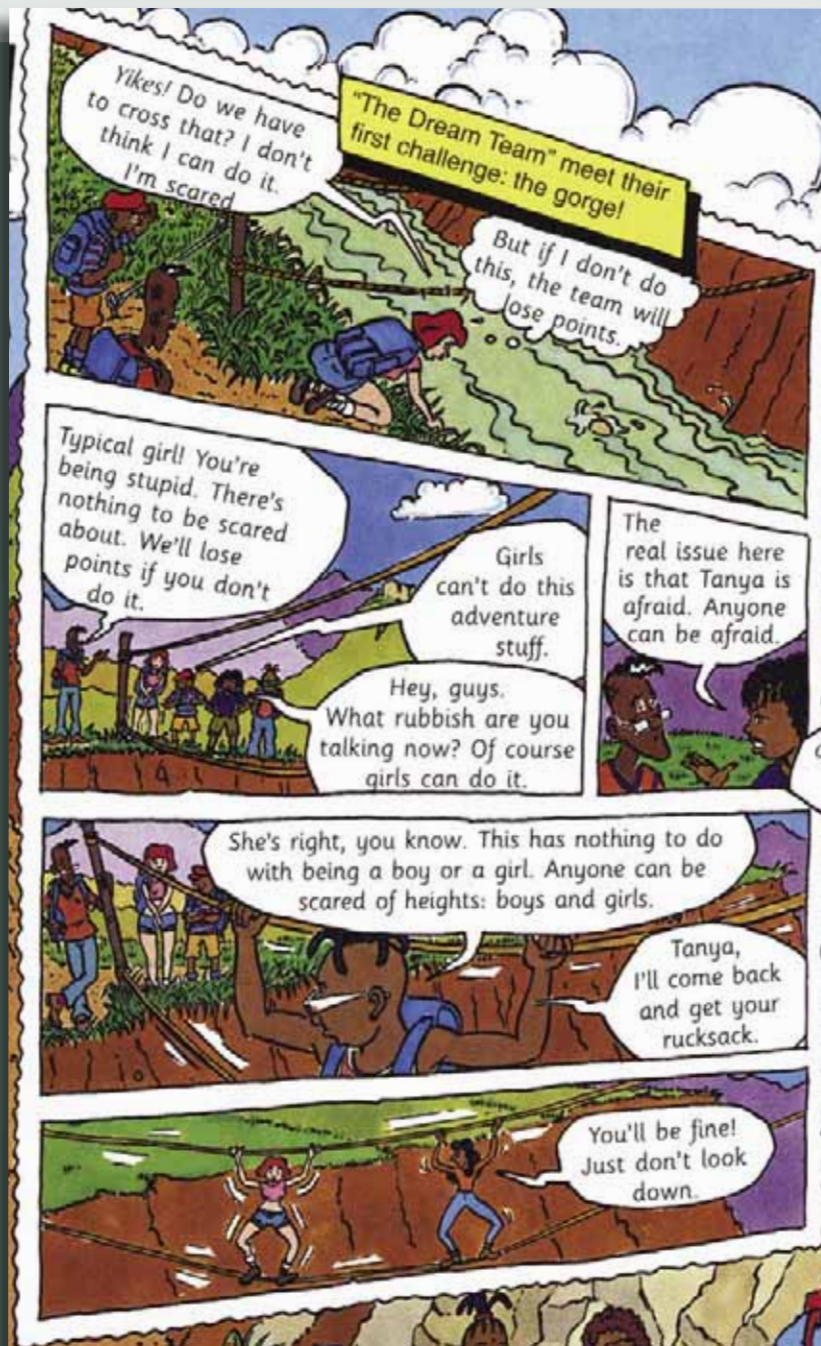


BEHAVIOURS

<p>Criticism</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> call you names (e.g. idiot, cow, freak)?</p> <p><input type="checkbox"/> make fun of you in public?</p> <p><input type="checkbox"/> belittle you?</p>	<p>Physical violence</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> throw things around?</p> <p><input type="checkbox"/> kick you?</p> <p><input type="checkbox"/> push you?</p> <p><input type="checkbox"/> slap or hit you?</p> <p><input type="checkbox"/> threaten you with a weapon?</p> <p><input type="checkbox"/> force you to have sex?</p>
<p>Mind games</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> act cruelly and then say you can't take a joke?</p> <p><input type="checkbox"/> tell you that you are crazy?</p>	<p>Jealousy</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> want you at home because he/she says they are worried about you?</p> <p><input type="checkbox"/> check up on you?</p> <p><input type="checkbox"/> tell you what to wear and what not to wear?</p> <p><input type="checkbox"/> go out, but never allow you to go out?</p>
<p>Decision making</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> make all the decisions?</p> <p><input type="checkbox"/> control all the money?</p> <p><input type="checkbox"/> tell you what to do?</p>	<p>Intimidation</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> block the door so you can't get out during an argument?</p> <p><input type="checkbox"/> stand close to you with clenched fists during a fight to scare you?</p> <p><input type="checkbox"/> drive recklessly just to scare you?</p> <p><input type="checkbox"/> destroy your clothes or possessions?</p> <p><input type="checkbox"/> refuse to leave if you ask him/her to go?</p>
<p>Moodiness and threats</p> <p><input type="checkbox"/> If you are 5 minutes late are you afraid this person will be angry?</p> <p><input type="checkbox"/> Do you walk around nervously because you don't know what will make this person cross?</p> <p><input checked="" type="checkbox"/> Does this person</p> <p><input type="checkbox"/> sulk in silence?</p> <p><input type="checkbox"/> make threats against you?</p>	

Learning Outcome 4: Physical Development and Movement

A democratic society is one in which citizens feel a sense of equality and belonging. Part of this requires the development of a healthy body image and a knowledge and appreciation of one's self. Learners can participate in adventure programmes or activities to achieve these goals, so that they can improve and maintain their personal fitness. Learners also learn to play and work fairly and ethically in team activities.

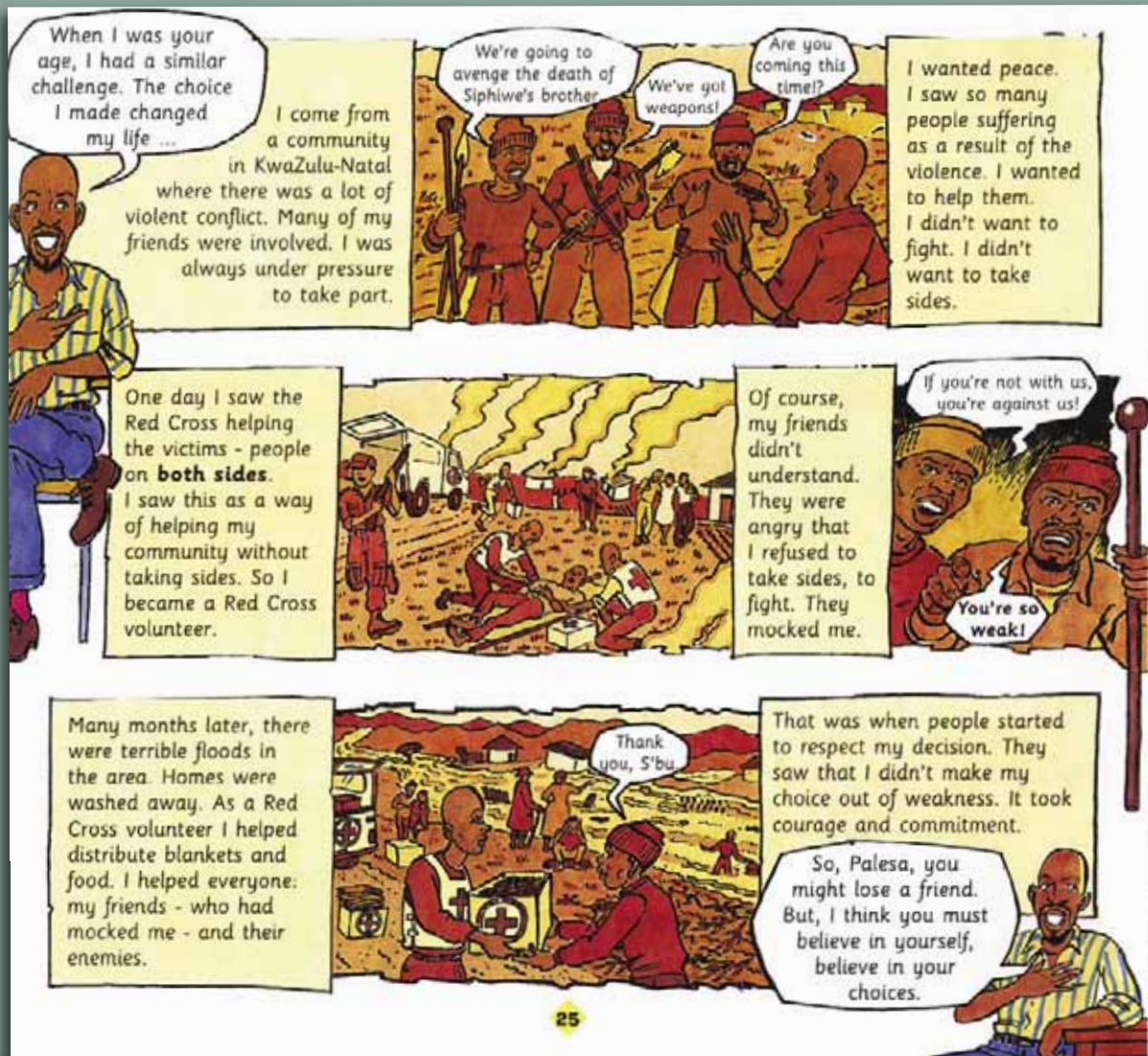


Peace Camp, page 10

Adventure programmes offer opportunities for learners to face personal challenges and work in a team, where they can all draw on their diverse strengths.

Learning Outcome 5: Orientation to the World of Work

As part of developing our full potential as individuals and citizens, learners explore career options, and prepare themselves for life-long learning. They find fulfillment in work and develop the skills necessary to enable them to work productively for life-long learning, e.g. in areas such as planning and time management.



Peace Camp, page 25



Give learners opportunities to explore their own values and interests. These form a helpful background to making decisions around career choice.

Think of a time you have made a stand for something in which you believed. Tell your group about this stand: What happened? How did it make you feel? Ask your group to mention career choices that reflect the values for which you stood.

Learners do not have to choose these particular careers, but should use this activity to reflect on their personal values as factors that would influence how much they would enjoy that particular career.

Mathematics

Learning Outcome 1: Numbers, Operations and Relationships

Learners can appreciate that African knowledge systems contributed to mathematical development, and thus challenge common perceptions that Mathematics is European in origin. They can also be given problems in contexts in which to challenge gender stereotyping that sees mathematics as a boy's domain. Learners are encouraged to work mathematically in a variety of practical and abstract contexts, which allows access to learners who might understand concepts more easily in different ways from the standard, stereo-typical methods. These contexts can be practical, creative and/or collaborative.

Learners can be encouraged to see mathematics as a means of addressing issues of fairness, equity and justice. In this way, learners will also develop a critical awareness of the role that mathematics plays in society.

Learning Outcome 2: Patterns, Functions and Algebra

Learners can appreciate patterns in social and cultural contexts, such as basket weaving, hut patterns, sand drawings, Egyptian architecture, musical rhythms, etc. Select and develop materials that provide a mathematical challenge that is appropriate to the curriculum content, to demonstrate a level of complexity that challenges assumptions that traditional societies are 'non mathematical'.

Learners use problems-solving and formulae in social, developmental and environmental contexts.

Learning Outcome 3: Space and Shape

Learners come to appreciate the mathematical elegance of cultural objects like drums, traditional fabric print, bowls, etc. They also work with perspective and optical illusions to illustrate that different viewpoints lead to different perceptions of the same shape.

Learning Outcome 4: Measurement

Learners measure physical, social and economic phenomena differences to inform their thinking about issues of equity and justice.



Here are the measurements that will accommodate wheelchair users.

Ramps

Vertical height of ramp	Maximum gradient
Less than 100 mm	1:10
Less than 250 mm	1:20
Less than 500 mm	1:16
Greater than 500 mm	1:20

Ramps may not be more than 12 m long without a landing.

How wheelchair friendly is your school?

Show how you would make your school accessible



Learners use these measurements to evaluate how “wheelchair friendly” their school is. They suggest ways of improving accessibility.

Learner Outcome 5: Data Handling

Learners use data to explore issues of fairness and equity. They collect this data and graph their findings to illustrate areas of injustice in society, or in the impact of human activities on the environment. They also develop a critical approach to surveys and opinion polls, as well as questioning how this information is used. They are encouraged to ask questions like:

Who wanted this data?

Which questions are not addressed by this research?



Show how 'proportional representation' and 'first past the post' would work if they were deciding what to have at the class party where learners decided what to bring. Each person can vote for one item from a list:

In the 'first past the post' system, each group counts up the most popular item, which that group will then bring to the party.

In the "proportional representation" system, all the votes are counted, and each item of food is bought in proportion to the number of votes it received.

Using graphs or pie charts, learners show what would be bought. Discuss the strengths and weaknesses of each approach.

Which one represents all the people most fairly?

In each case, who should do the buying and organising?

The electorate

Representation in Parliament is based on the outcome of elections.

The government of the day is the majority (The Red political party in this drawing). Yellow and Blue are the opposition. Yellow is the official opposition because it has more seats than Blue.

Constituency-based system

Constituency	Majority
A	RED
B	BLUE
C	BLUE
D	YELLOW

Representation in Parliament

The same area under proportional representation

A	6	0	1
B	1	3	1
C	1	2	0
D	1	1	3
No. of Votes	9	6	5

Representation in Parliament

Proportional representation results in a fairer allocation of seats in Parliament, but MPs are more accountable to their parties than the voters in a particular area.

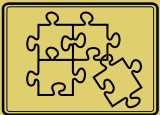
Technology

Learning Outcome 1: Technological Processes and Skills

Learners identify social, environmental and economic needs within their community and broader society. They also need to develop skills of communicating and working together in a team, to reach a goal to which all have agreed.

Learning Outcome 2: Technological Knowledge and Understanding

Learners evaluate the effectiveness of their designs against a number of criteria. Learners develop critical and evaluative skills that can be broadly applied to issues of social justice and environmental issues, and are frequently required to work in project teams that draw on the diverse skills of team members.



Social Sciences

Discuss ways in which the technology available to people at different times in history affected the amount of manual work they had to do. Look at the kinds of work people did. When would you say work becomes 'exploitation' ?

Activity 2

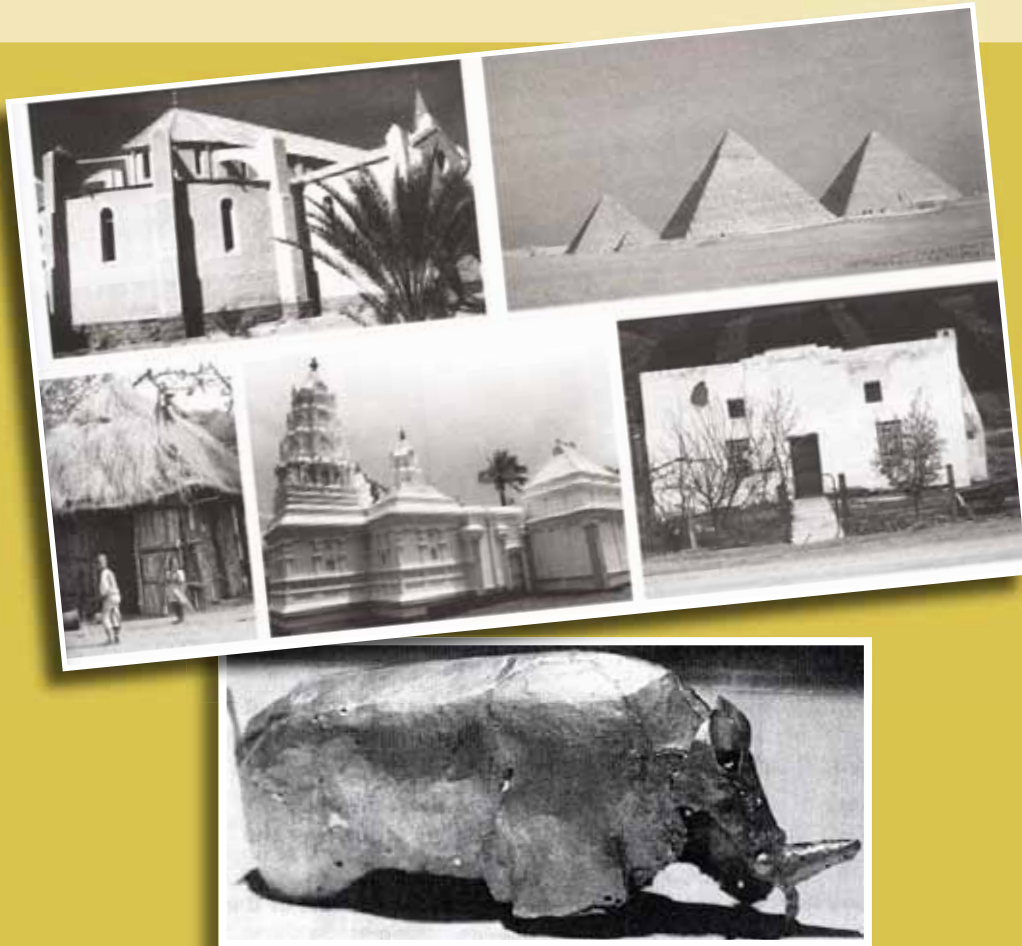
Imagine there has been a nuclear accident. Everything as we know it has been destroyed. You are one of twenty-five people who have survived the nuclear meltdown. You have survived by living in a nuclear shelter with stored supplies of food and water. Finally, plant life has begun to grow again. The few animals that survived have begun to breed again. Your group wants to be able to leave the nuclear shelter and to go and look for other survivors. Complete the following tasks in your workbook.

- a) Design a shelter made totally of plant or animal material. It must be portable, easy to put up and take down, and give enough shelter against rain, frost and excessive heat.
- b) Design equipment for hunting rhino, buck, rats, dassies and snakes. Draw a diagram showing how each piece of equipment works.
- c) Do you think it was easy for the San and Khoikhoi to design shelters, and to construct hunting equipment from natural materials? Do you think you would survive if you had to do the same now?

Under the Same Tree, Learners book, page 4

Learning Outcome 3: Technology, Society and the Environment

Learners critically evaluate the appropriateness of technology in relation to social and environmental issues. They appreciate indigenous technologies, especially in terms of their appropriateness within a social and environmental context.



Ancestors of the modern Nguni and Sotho-Tswana peoples had the skills to work with iron and other metals in about 1200. They were also able to mine copper, tin, haematite and iron.

Natural Science

Learning Outcome 1: Scientific Investigations

Learners develop an awareness of ethical issues around experimentation, including experimentation involving animals, cloning, genetically modified foods, drug testing, chemical warfare and toxic waste.



Languages

Collect pamphlets and newspaper articles and material that highlight ethical issues in science. Give an article to each group, to prepare a debate around the topic discussed. Discuss “is science neutral?”

Learning Outcome 2: Constructing Science Knowledge

Learners critically approach science and its uses. They apply their scientific knowledge to solving social and environmental problems. They may also become aware of scientific prejudice.



Under the Same Tree, Learners book, page 45

‘Scientific prejudice’ occurs when scientists strongly believe that there is only one correct way of looking at the world, and disregard knowledge from ‘non-scientific’ sources.

Learning Outcome 3: Science, Society and the Environment

Learners appreciate the contribution of various cultures to scientific progress. They recognize and affirm the local scientific practices from their own communities and those of others, and evaluate science within the context in which it is developed and practised.

Learners conduct scientific projects that will assist society in dealing with the social and environmental problems that they face.

Cooking without electricity

Many people in Africa rely on wood for cooking. In many places, there are very few trees that can be used for fuel, so people have to find other methods of cooking food. One method of saving fuel is the 'Wonder Box' invented by a South African woman, Anna Pearce. The Wonder Box is a box with two cushions in it. The cushions are filled with polystyrene balls. Food is heated in a pot on a fire until it starts to boil. The pot is then removed from the fire, closed with a lid and put into the Wonder Box. The box is closed up, the cushions keep the heat inside and the food continues to cook without any fuel.

- 4 The Wonder Box is a new version of an older idea called a Hay Box. Discuss how you think the Hay Box worked. Try to make your own wonder cooker. Use it to cook some maize, rice or potatoes.



For more information see:
<http://www.up.ac.za/academic/phys/sunstove/index.htm>

NS SO 4:1-5 SO 8:1-3 • T SO 5:1-3 • HSS SO 5:2



Collect inventions and information about alternative technologies e.g. solar heating, water harvesting, composting toilets, hydroponics, ventilation improved pit latrines, insulation, etc. Discuss ways in which these deal with the social, economic and environmental problems facing communities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

Learners appreciate the role of employment both as a way of addressing social needs, and as a way in which people's needs can lead to them being exploited. They demonstrate an awareness of their rights and responsibilities in relation to employment practices, including their rights to protest and to freedom from exploitative labour practices. They are aware of children's rights and how these influence labour practices.

Learners develop a critical approach to consumerism and marketing. This includes challenging exploitative, biased or stereotyped messages in advertising.

Learners understand and appreciate the role of taxation and government in relation to development, equity and justice. They also develop a critical awareness of globalization and its impact on business practice.

Learning Outcome 2: Sustainable Growth and Development

Learners appreciate the need to address the inequalities of the past, and mechanisms through which this can be achieved. They explore the delicate balance between the need for economic development and issues of health and the environment. They evaluate the sustainability of economic developments in relation to community and environmental pressures.

Learners may challenge irresponsible business initiatives in their communities.

Activity 23

Read these stories about Mandla and Michael, and write your responses in your workbook.

1. *Mandla has been working as a casual labourer in a factory, and has recently been retrenched. He is 20 years old, has a Grade 9 education, and lives in a room at the back of his sister's house. Apart from his clothing, TV and radio, he doesn't own any assets. He has always wanted to start his own business selling hot dogs outside the local taxi rank. But he needs RS 000 to buy the hot dog cart, gas and enough stock to last the first week. He has a good business plan, and everyone agrees he is a hard worker, and will make a success of his life. His family can't help him as they are also struggling.*
 - a) **Who else could Mandla approach for a loan? What would be a reasonable rate of interest for an organisation or an individual to ask him to pay on the loan?**
 - b) **You are a bank manager. Mandla has approached you for a loan. Write a letter telling him why you will not be able to lend him the money that he needs.**
 - c) **Design a short role-play in which Mandla and his sister discuss their feelings when he receives the letter from the bank.**

Under the Same Tree, Learners book, page 47

Learning Outcome 3: Managerial, Consumer and Financial Knowledge and Skills

Learners develop and appreciate democratic leadership styles. They also critically approach marketing and consumerism.

Learners understand the implications and limitations of the right to economic freedom which is guaranteed in the Constitution. They develop skills for responsible financial management and accountability, to enable them to develop their potential through appropriate management of resources.

Learning Outcome 4: Entrepreneurial Knowledge and Skills

Learners can identify and provide necessary services to their communities. They can appreciate the need for both employment opportunities and development within their community. They avoid exploitative practices, and challenge sexist or racist advertising and marketing.

2. *Michael is a 20-year-old University dropout. He lives in a wealthy area, and his family is well off. He thinks he will try to sell hot dogs outside the local sports stadium. He needs R5 000 to set up his business. Michael's father won't lend him the money, as he wants Michael to develop a more mature attitude towards money.*
- d) Discuss Michael's options. Do you think the bank will lend Michael money?**
- e) Discuss the bank's reactions to both Mandla and Michael, assuming the bank decided to lend Michael the money. Which person do YOU believe would be more likely to repay the loan? Why?**

Economic prejudice is defined as discrimination against the poor e.g. in being refused loans, etc. In fact, the Nations Trust that lends money to people who are refused by ordinary banks, has a 93% repayment rate.

Arts and Culture

Learning Outcome 1: Creating, Interpreting and Presenting

Learners can present art, drama or music to explore or make statements about issues of human rights. They demonstrate empathy for people in situations different from their own.

LO 2 Reflecting

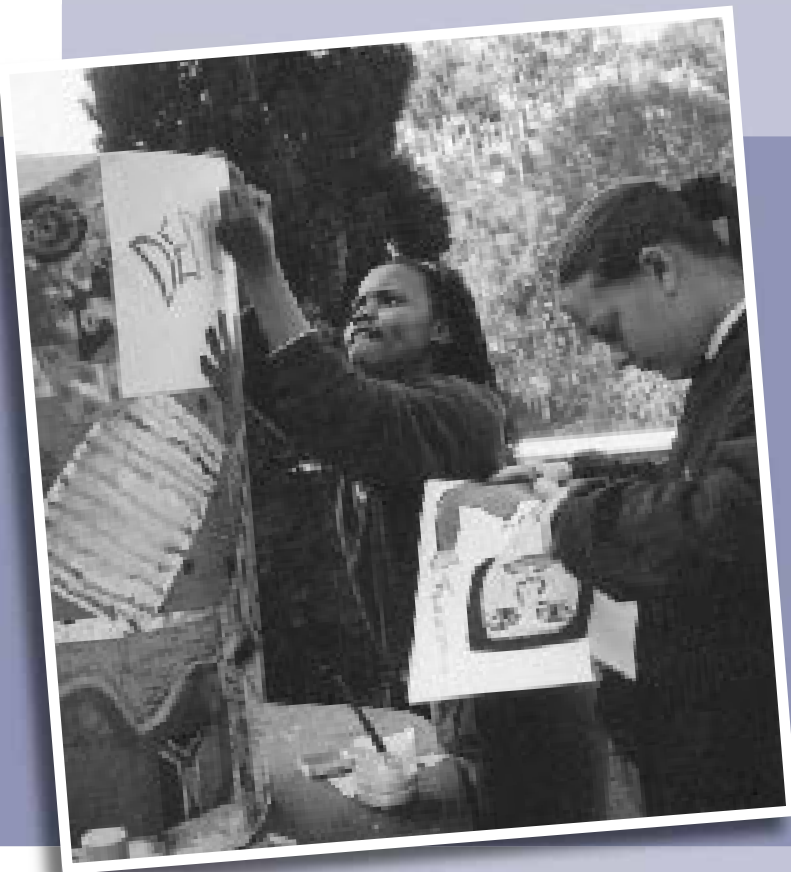
Learners can explore and reflect on a variety of music, stories and art forms in different cultural contexts, both past and present. They appreciate South Africa's diverse cultural heritage, and identify with some aspects of it in particular, or all of it more generally.



Appreciate South Africa's diverse cultural heritage

Learning Outcome 3: Participating and Collaborating

Learners work collaboratively, showing mutual respect, problem-solving skills and an appreciation of each other's differences, and the particular contributions each can make to a group project.



Group projects that draw on many individual perceptions and a diversity of views can be used to create a rich display of perspectives.

Learning Outcome 4: Expressing and Communicating

Learners exercise their freedom of expression creatively and responsibly. They use art forms to express themselves on a wide variety of topics, ranging from personal experiences to social and environmental issues. They affirm the dignity and inherent worth of all people.



Self expression can lead to inner-healing and a deeper acceptance of one's self and each other.

Integrated LOs And ASs	Learning Activities
Grade 9 Language LO 1 listening AS: 2, 4 LO 2 Speaking AS: 4, 6 LO 3 Reading & viewing AS 1, 3, 4, 5, 6 LO 4 Writing AS 1, 2, 3, 6, 7 LO 5 Thinking & reasoning AS 1,2,3 LO 6 Language structure & use History LO 1 Historical Enquiry AS: 3, 4, 5 LO 2 Historical Knowledge & understanding AS: 1, 2, 3 Life Orientation LO: 2 Social Development AS: 5 LO: 3 Personal development AS: 3, 6	Preparation What is Peace? Learners find examples of peace or conflict in newspapers and magazines. Lesson 1 In groups they make 2 posters using the articles: one poster talks about what peace is. The other explains what violence is. Discuss in groups: Are there more articles about peace or about violence? Why do you think this is so? Write your conclusions on your posters Lesson 2 & 3 In groups do the following: Each learner writes about a time they experienced conflict. They swap their Conflict stories with another member of the group. That person suggests a way the conflict could have been solved. Learners discuss their solutions in pairs. The first learner writes about their own chosen way of dealing with the conflict. Then the whole class discusses ways of handling conflict. Lesson 3 Each group maps the road to the constitution by sorting the cards into conflict and peace making. They prepare a Time line showing the road to the Democratic South Africa. Lesson 4 Learners refer back to the conflict posters they made in lesson 1. They identify social and economic issues that lead to conflict or that could threaten peace. Each learner writes an essay about one of the issues they have identified. Lesson 5 & 6 (&7) Divide the learners into groups according to the issues they have chosen to write about. The groups come up with 1 action they would like to do about their issue. Groups present their action plan to the class as a whole. After each groups presentation the rest of the class discussed their solution and support a realistic plan of action. The educator helps learners to find the appropriate channel to put their plans into practice.

Details Of Assessment	Barriers To Learning	Resources
<p>Assessment activities</p> <p>Peer Assessment:</p> <p>Did each member of the group participate?</p> <p>Do the articles reflect peace and conflict?</p> <p>Group Assessment</p> <p>Assess the range of conflict situations represented, and the Learners level of understanding about peace and conflict. Assess their evaluation of the role of the media.</p> <p>Individual Assessment</p> <p>Assess the writing in terms of language and problem solving skills. Be explicit about the AS and criteria for evaluation when you set the task.</p> <p>Formative / process Assessment</p> <p>Use this discussion as a formative assessment to establish the extent to which learners need support in working with conflict. Plan the following lessons accordingly.</p> <p>Individual or Group assessment</p> <p>Assess the correctness of the learners' time lines and the extent to which they see the process as one of conflict management.</p> <p>Individual assessment</p> <p>Evaluate learners' essays in terms of their understanding of violence and peace. Assess language outcomes 5 & 6 if you have specified them as part of the task.</p> <p>Group assessment</p> <p>Assess each group's presentation and the degree to which they put their plans into action.</p>	<p>Lack of resources</p> <p>Contact local newspapers and libraries, start collecting well in advance. Ask learners to collect newspapers for the class.</p> <p>Visually impaired learners</p> <p>Group members and the educator assist</p> <p>Language the use of a variety of resources of varying levels of difficulty, group assists</p> <p>Diversity</p> <p>All learners should identify with the types of conflict – ask the learners to select the stories about personal and social conflict. They women, men, young, old, disabled and different 'race' groups. They come from a variety of sources.</p>	<p>Magazines, newspapers, and other media</p> <p>Peace camp booklet Part 2</p> <p>Peace camp booklet Part 3, 4 & 5</p> <p>Constitution Hill cards</p> <p>Conflict & peace posters from lesson 1.</p> <p>Peace camp Part 7 & 8</p> <p>Make the resources in the box available to learners to help them plan their "activism."</p>

Reflection:

- What were the highlights of these lessons for you?
- What were the highlights of this lesson for the learners in your class?
- Was there anything particularly interesting, concerning, challenging or exciting that arose during the course of the lesson? (for you or for the learners)
- What do you think you can use again?
- What do you think you should change?



FURTHER EDUCATION AND TRAINING PHASE

Human Rights, Inclusivity, Social Justice and the FET (Further Education Training) Phase Learner

Young people in the FET phase are on the brink of moving into the next stage of their lives - adulthood. In this section, we:

- firstly, frame the curriculum and, more specifically, the ways in which human rights, democracy and inclusion are infused into it, including an understanding of the issues facing learners at this stage of their lives
- secondly, we look at the developmental challenges - moral, cognitive, social and emotional - that face adolescents and young adults, with which the learners will have to grapple
- thirdly, we show a summary, and table of curriculum knowledge and skills, to help in selecting and preparing materials that are challenging and relevant to your learners, and
- finally, we provide a range of possible lessons, with suggested content.

Learners in the FET Phase have, initially, to make subject choices that will equip them for their careers once they have left school. This is the culmination of their school careers – the point at which they should be prepared for facing the challenges of adult life. During this phase, they will probably be focused on preparing for a career and for life as an adult, with its challenges of maturing relationships, financial independence, responsibility and citizenship. In our context, it is important to recognize that not all learners have the privilege of remaining outside this adult world until they have finished High School.

It is a tumultuous time which they are confronted with having to make many decisions and choices which will have long-term implications for their futures. Many young people at this age are still grappling with issues of identity and their place in the world. They probably hang out in groups, speak in jargon and look at the world in a fairly egocentric way. In the Book 'Deal with It', the author explains this period of life by saying:

“Adolescence is by definition a time of transition, so changes to yourself and the people around you may seem particularly noticeable. Relationships with family, friends, love interests and the rest of the world can create a complicated landscape for you to navigate. Although it may have its fair share of conflict and confusion, the journey from childhood to adulthood is a pretty amazing time in which you will learn many things, including a lot about who you are and how you want to live your life.”

(Drill, E., Mc Donald, H. and Odes, R., 'Deal with it!' Roundtable Press, p.215)



Most learners leave school when they are eighteen or even older. This means that they are fully fledged citizens and able to exercise their right to vote. The FET phase of schooling is thus particularly significant in the political education of young citizens. They should recognize politics as bigger than an election, and should understand how to act democratically and to engage with the political world before, during and after an election. These skills could be learnt through being involved in school leadership, through Representative councils of learners (RCL's), school governing bodies and social groups, community initiatives and sports teams.

Many adolescents are already handling the responsibilities of an adult, such as caring for siblings or even heading up households as, for example, where parents have died of AIDS-related causes, or are working away from home. They may also themselves be HIV positive. There are also learners who have had experiences of crime and the legal system. Some may be caught up in the world of gangsters, and so they may be cynical about what life does, or does not, offer. They may also be hurt, afraid, poverty-stricken or may even use violence to solve problems. Many learners in this phase may begin, if they have not already done so, to experiment with alcohol, drugs and sex.

In our context, there is no guarantee that FET will automatically lead to employment. A narrow focus on career and financial independence may not prepare all learners for the world outside school. They also need to be prepared to seek employment or to create their own. Not all of their needs will be met by finding employment, so learners should be encouraged to involve themselves more broadly in their communities. On completion of the FET phase, volunteerism, community work, and active citizenship constitute a way for learners to meet their needs for meaning, a sense of industry and belonging. (Adapted from Betty Reardon, 'Educating for Human Dignity ' A K-12 Teaching Resource, University of Pennsylvania Press, Philadelphia).

In conjunction with an appreciation of the life circumstances outlined above, that may be relevant to the learners in your class, it is also helpful to consider some of the developmental features of adolescents and young adults.

The summary below, together with the table of curriculum knowledge and skills that follows it, may help in selecting and preparing materials that are challenging and relevant to your learners.

Social and Emotional Growth

Many learners are:

- exploring who they are, and where they belong - issues of identity, peer pressure, belonging, and self doubt may be prevalent
- still handling their personal concerns in an apparently egocentric way
- developing, exploring and affirming their sexual identity
- experiencing true intimacy (enduring friendships and meeting marriage partners)
- seeking role models, experimenting with their roles in society and wanting to make a difference
- developing a set of ideals - usually socially congruent and desirable
- learning to work productively and creatively

Some learners may be:

- rebelling and experimenting with delinquency
- experiencing a 'psycho-social moratorium', where they are not yet required to take full responsibility for their actions

Human rights education can help learners to:

- develop socially congruent and desirable ideals
 - establish a sense of self within a world of difference
 - appreciate diversity, and live inclusively
 - constructively challenge and change socio-economic issues, by enabling self-exploration and self-expression that will offer a range of lifestyle options
 - be provided with role models which are often alternatives to existing role models
- [Adapted from - www.childdevelopmentinfo.com/development/erickson.shtml]



Cognitive Development:

Abstract thoughts are a product of both maturation and a supportive learning environment, and:

- encourage learners to work in an abstract way with core concepts related to Human Rights, Inclusion, Justice and Equity
- enable learners to assess and critically engage with situations using Human Rights Standards and Instruments
- encourage learners to use and seek knowledge, in order to make informed choices, decisions and judgements about politics, social justice and ethical dilemmas
- enable learners to recognise and incorporate different perspectives, experiences and world views into their way of relating to the world around them

Moral Development:

Learners are developing:

- their own sense of identity, and their place in the world
- their own set of moral values, principles and opinions
- an ability to make moral judgements and decisions
- an awareness of the relativism of personal values
- procedural rules for building and reaching consensus
- an understanding of the concept of 'common good'
- an appreciation of laws for social utility
- the confidence to stand up and say 'no' when this is necessary
- the will to act for the good of society

Adapted from [www.xenodochy.org/ex/lists/moraldev.html]

Learners see 'ethical behaviour' as one, or many, of the following:

- maintaining social order by doing one's duty and respecting authority
- adhering to values and principles that have validity and application apart from the authority, society or group
- abiding in accordance with the individual rights that have been agreed upon by the whole society through processes of consensus.
- adhering to rational and socially useful norms that are binding, but may change to meet the needs of the situation. This is the view of morality embodied in the Constitution.
- a decision of conscience in accord with abstract, self-chosen ethical principles that are logically comprehensive, universal and consistent. These are the universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of people.

The following Table consolidates the information we have discussed. In order to see how this may be integrated to mesh with the life and developmental challenges facing adolescents and young adults, the table also suggests possible ways in which this may be incorporated into the knowledge and skill areas required in the curriculum.

Developmental Level	Core Knowledge Areas and Values	Core Skills	Issues and Problems	Relevant Human Rights, Standards and Instruments
Youth Secondary School FET Ages 15 – 18	Moral exclusion and inclusion Moral responsibility Ethics Civil society/role of volunteerism Global citizenship Ecological responsibility Global political demographics Environmental developments Non-violence Political literacy Rules and laws	Identifying and solving civic problems Identifying and solving community problems Participation in civic organisations, political parties, and interest groups Writing letters, petitions, speaking, debating, testifying, lobbying Sharing options and making judgements Fulfilling minimal civic responsibilities Participating in elections	Apathy, real and/or perceived Low self-esteem Political repression Lack of recognition Exclusion Civil disobedience Environmental abuse Genocide Torture Violence Gangsterism Sex Abuse of narcotics and alcohol Discrimination - racism, sexism, sexual orientation, xenophobia	African Charter for Human and People's Rights Nuremburg Principles UN Conventions: Prevention and Punishment of Genocide; Prevention and Elimination of Torture, both national and international Mechanisms for protection of human rights

The materials we have covered, together with the following suggestions, offer ways of 'getting started'. Treat them as a set of suggestions that may inspire you to think about other ways to infuse social justice, democracy and inclusion into your teaching. You may find that you already have other materials, or that you would use the suggested material in different ways, or even in meeting the outcomes of other areas.

The learning areas covered in this Guide are:

- History
- Visual Arts
- Life Orientation

However, the principles of infusing democracy, human rights and inclusion apply to all learning areas. Draw from the examples given below, to help you to think of ways in which you can infuse principles into the content and practice of your teaching.

History

According to the National curriculum statement the purpose of history is to contribute constructively to society and to advance democracy. There is an emphasis on the role of human agency in affecting the world and the fact that people can make conscious choices to change the world for the better.

The National Curriculum weaves historical skills together with content to provide learners with an overview of Historical knowledge. A human rights approach to history teaching brings personal experience, empathy and values into learning History. History is not simply a series of dates and events, but is integrally linked to the personal experiences of people over time. Developing an appreciation of historical context in learner helps them to understand the role historical events have played in creating the present. Many of the values and principles that inform our understanding of justice and human rights have their roots in the past. Exploring historical processes equips learners to play an active and critical role in society today. Human rights approaches to history present learners with dilemmas and requires them to make and defend choices and respond to the circumstances in which they find themselves. A clear sense of history as a product of human agency within historical contexts enables learners to experience History as relevant to their own lives and futures.

Educating learners to be active citizens enables them to participate critically and responsibly in post-apartheid South Africa, and the world. When reading History, the question " Whose history?" should always be asked. History is one area where the views of those in power can easily overpower the voices of others. All people and all communities have histories to tell; as a human rights educator, look for spaces for telling other histories, from local sources – community leaders, local groups and some elders in society.

LO 1: Historical Enquiry (Practical Competence)

In this Learning Outcome, learners are required to extract and organize evidence from a variety of historical sources of information (National Curriculum Statement).

Expose learners to materials that reflect a variety of perspectives and ideological positions

Educating learners for democracy involves developing a spirit of critical enquiry and a commitment to addressing issues of social injustice and abuse of power by governments. Being critical of the apartheid state is a useful tool for teaching critical skills, but learners need to be aware of other more subtle injustices that also need to be challenged.

The Biographies

Matthew Goniwe

Matthew Goniwe was born in Cradock in 1946. He matriculated at Healdtown College, a missionary school in Fort Beaufort. After studying a higher teaching diploma at Fort Hare University, he started teaching at a secondary school in Cradock in 1967.

Matthew came from a politically active family and he became involved in politics while teaching in a village school in the former Transkei. He was arrested and jailed for four years, during which time he studied for a B.A. Degree. After his release he returned to teach in Cradock in 1983.

In Cradock, Matthew established civic and youth organisations which became part of the UDF. He believed in developing the potential of people so that they could take on leadership roles in their organisations. Once again, he was dismissed from his teaching post for political activity and jailed for six months. During that time, the community boycotted the schools and violence escalated as the state tried to crush the resistance.

When Matthew was released he was treated like a hero by the community but he was considered an enemy of the state. He and his family were constantly threatened by the security police who wanted to get rid of him. In 1985 Matthew and three of his fellow activists were ambushed and brutally killed on the way back from a UDF meeting.



Matthew Goniwe (right) and Fort Calata

Lourens du Plessis

Lourens was born in 1934 into a working-class Afrikaner family. His father was a farmer and his mother was a housewife. At that time, all government schools were racially **segregated** and there was a strong emphasis on discipline and not questioning authority, particularly in schools in Afrikaner communities. There was also strong **indoctrination** of children in many of these communities: children were taught to believe in the God-given right of whites, particularly Afrikaners, to keep all the power and privilege.

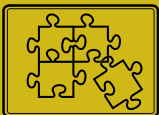
After Lourens matriculated, he was selected to join the citizen force which was part of the South African army. Citizen force members received two months training and had to attend a three-week training camp each year after that. During this time, Lourens worked on his father's farm until he joined the Permanent Force of the South African Army.

In 1974, Lourens' second son was born with a medical condition that required his family to be close to good medical facilities. At the same time, Lourens was instructed by his unit headquarters to transfer to the Northern Cape where there were few medical facilities. He requested a delay in his transfer explaining his personal situation and his desire to be with his wife to support her. When the army denied his request, he resigned and began farming.

After a few years, he moved into town to begin a business. However, his plans were interrupted by a call-up from the Army to do service in the former South West Africa, now Namibia. During that period of military service, old friends of Lourens' in the Permanent Force asked him to rejoin the Permanent Force. He did this, serving in Military Intelligence based in Port Elizabeth until he retired in 1992. He confirmed that he had given the signal that ordered the "permanent removal of Matthew and the others".

New word
segregated - separated along racial lines.
indoctrination - when ideas are forced on people.

Nyameka's Story. Learners book, page 20-21



Life Orientation

Ask learners to talk about the different family circumstances of Matthew Goniwe and Lourens du Plessis.

Look at the ways in which friends influenced the decisions made by Matthew Goniwe and Lourens du Plessis.

Discuss the role that family and friends play in the choices you make.

Be aware that conceptions of democracy are also open to debate. As societies and the world develop, our understandings of democracy may also shift. At present, South Africa's Constitution is considered one of the 'best' in the world – but it is also the most recent. Consider what it would mean to be open to it changing, for the better, as societies and concepts of democracy evolve.

Select activities that allow learners to evaluate the actions of governments and social movements, especially in terms of human rights, values and democracy. Which may be more subtle and which require a more critical approach to government, both our own and in the world more broadly.

In designing lessons, select materials that reflect a variety of perspectives and ideological positions. Set tasks that require learners to take a stand and to defend their point of view. Use the Assessment Standards in this Outcome to assist learners to approach all sources critically. Expose learners to materials that require them to appreciate and be critical of leaders, governments and ideologies. Assist learners to define their own values and to make and defend judgments about 'right' and 'wrong' in a variety of circumstances.

Exploring Humanitarian Law – ICRC 2002

Exploration 1A: What can bystanders do?

Resource 1
6 of 6

Villagers ease pain in camps

Batkovic, Bosnia-Herzegovina, 24 January 1993

All last summer, buses and trucks packed with Muslim and Croat prisoners trundled down the narrow farm road past Ilija Gajic's vegetable farm. The army never consulted the villagers when it set up the camp in the state grain-storage sheds. Gajic feared that the worst of Balkan history was repeating itself.

"Concentration camps never bring anything for anyone", said the 62-year-old Serb who presides over the village assembly in this village of 4,000. "I felt bad watching this happening."

As reports emerged of beatings and deaths, he and other leaders of the village decided to protest. His is one of the untold stories in this war of unrelenting cruelty – the story of Serbs who took a risk to improve conditions for their fellow citizens.

"We wanted to make a goodwill gesture. We wanted them to be treated as we would wish the other side to treat our prisoners", he said.

Early in September, Gajic led a delegation to the nearby army headquarters in Bijelina and demanded that guards who had been beating prisoners be replaced. "They were not from around here. They had had victims in their families and wanted to exact revenge", Gajic said. "So we asked the authorities to put in local people."

The military command at first refused even to say who was in charge of the camp, he recalled. The tone of the discussion sharpened. One of the delegation told the military commanders "We don't want a Jasenovac", a reference to the concentration camp set up by Croat fascists during World War II, where tens of thousands of Serbs, Jews and gypsies were put to death.

"Any good man would say that", said Gajic. "We didn't want to let the village be blamed for whatever happened. We wanted to save the reputation of the village."

In the presence of guards, prisoners were still reluctant to talk about the cruelty of the earlier period. But they confirmed the stories told by released detainees of beatings with two-by-fours,* rampant dysentery fed by terrible sanitary conditions and elaborate ruses devised to fool visiting delegations into thinking there was no one under 18 or over 60 in the camp.

According to detainees, at least 20 had died of beatings or maltreatment up to September, but conditions improved significantly after the intervention of the villagers.

The conditions remain primitive, but several hundred detainees now go to work six days a week in a nearby factory, where they have better meals, although no pay. The detainees compliment the guards, and the guards welcome the praise. "We feel we don't have to beat the prisoners", said Dragolic, one of the new local guards. "We talk to them." There is now even a television set in each of the sheds, and over the New Year, the guards brought the detainees bottles of slivovitz, a plum brandy.

"I think Serbs are not so bad as everyone wants to make them out to be", Gajic said. "There are probably other examples of that, not only in Batkovic."

Question: What choices and social pressures did bystanders have?

*Two-by-four", a thick piece of lumber

Source: Roy Gutman, A Witness at Genocide, Macmillan, London, 1993

Exploring Humanitarian Law,
page 20-21



Life Orientation

Use History materials in ways that challenge learners to take a stand, by drawing on their own values and those of the Constitution. Help learners to see the role played in history by those who made a personal stand. Not only 'famous' people make history - history is also influenced by the choices and stands made at critical times by ordinary people or groups.

LO 2 Historical Concepts (Foundational Competence).

In this Learning Outcome, learners work progressively towards acquiring an informed understanding of key historical concepts as a way of understanding the past (National Curriculum Statement)

In developing an understanding of the differences between people as the basis of tolerance and inclusion, learners are required to explain various interpretations and perspectives of historical events. Learners need to be able to draw their own conclusions about the actions or events. Values of democracy, social justice, equity and Ubuntu are some of the values on which learners can draw on informing and defending their own opinions. As a human rights educator, try to find materials that require learners to discuss their values and where a number of valid perspectives can be explored.



Examine each of these approaches in terms of power relationships, and whose interests are served by each of the approaches to history. You may ask groups to prepare a mini TV documentary where learners representing each approach are interviewed about a historical event. Apply this analysis to apartheid, as well as other topics such as responses to colonialism, the Russian revolution, or Uhuru.

How did apartheid come about?

The Apartheid Museum encourages visitors to ask the question: how did apartheid come about? The answer to this question is not simple, and has been the subject of heated debate amongst historians. The word apartheid means separation. The fact that the government of the day found it necessary to separate people, suggests that there was, at the time, a natural mixing of people. The decision to separate groups of people on the basis of race was deliberate; it was not something that occurred naturally. This series of supplements will explore why the apartheid government was determined to keep different races separate.

There are four broad interpretations or theories that attempt to explain apartheid:

1. The Afrikaner Nationalist approach

Afrikaner Nationalists believed in the superiority of the Afrikaner nation. They believed that their identity was God-given. They feared that the Afrikaner's very existence was threatened by the mass of Africans that confronted them in South Africa; that the Afrikaner nation would be swamped and overcome if there was any mixing of the races. Afrikaner Nationalist historians explain apartheid in 1948 as the consolidation of these beliefs through a range of laws that were passed to prevent the mixing of the races and to preserve this "God-given" Afrikaner identity.



Dr Hendrik Verwoerd was the prime minister of South Africa from 1958 - 1966 and is often given the title of the "Architect of Apartheid".

RACE AND APARTHEID

Although it is impossible for us to talk about apartheid without referring to race, it is important to note that race is not a scientific category of analysis. Race is something that is socially constructed in order to justify the superiority of one social group over another.



Big Business, which claimed to be liberal, benefited from segregation and apartheid policies that provided them with a source of cheap labour and greater profits. This cartoon shows the hypocrisy of Big Business. It portrays Big Business as a Pinocchio-like figure, whose nose grows longer with every lie he tells.

2. The Liberal approach

Liberals believe in a society which upholds human rights and the **fundamental freedoms** of the individual. In an economic sense, they believe in the freedom of the market with minimum state interference. In trying to explain why apartheid arose, they emphasise the importance of race and argue that the idea of white supremacy played the most important role.

Liberals are opposed to racial **discrimination** and condemn apartheid as a form of racial hatred which dates back to very early struggles over the land. They deny that there were any economic benefits to be gained from apartheid and place the blame for apartheid on the National Party which came into power in 1948.

3. The Radical approach

Radical historians tend to focus on the economic development of South Africa. They examine **class differences** and the struggles that took place between the different classes to explain why South African society emerged as it did. They view apartheid as a continuation of the **segregationist policies** that were developed as a result of the labour needs of the gold mines. These policies were established in order to create a large supply of cheap labour. To sustain this system of **exploitation**, radicals argue that the authorities could not allow black workers to become permanent residents in the city. Nor could black workers be granted citizenship or any other rights that would enable them to challenge the system.



© Getty Images

Activity 3: Understanding different schools of thought

⌚ 30 minutes

1. Identify the differences between these four approaches to understanding apartheid.
2. As you work through these supplements, see whether you can identify what interpretation/s of apartheid are being presented by the people who produced them.



ASSESSMENT EVIDENCE:

- Are learners able to understand that there are different approaches to interpreting the past?
- Can learners identify and explain each of the four approaches presented here?

4. The Social History approach

Social historians study the lives of ordinary people and the impact of their actions and thoughts on the course of history rather than the lives of the rich and the powerful. This is often referred to as history from below. Social historians make use of a range of different kinds of sources in order to reconstruct history, including oral interviews, fiction and poetry, songs and photographs, as well as more official sources. They see oral history as a particularly useful means of highlighting the voices of the ordinary people,

whose thoughts and ideas are usually not found in official sources, as they have generally not been documented by historians.

In explaining apartheid, social historians examine the role played by ordinary people in resisting the growing restrictions placed upon them. This resistance often led policy makers to make increasingly harsh laws in order to control them. It also shows how poorer people from all races initially mixed in the city and highlights the fact that racial mixing was more natural than racial separation.



An ordinary family affected by the Depression in the 1930s

New words

- fundamental freedoms** – the right to vote, the right to a fair trial, freedom of speech, religion and the press
- supremacy** – a belief that one group is superior to all others, the highest in authority
- discrimination** – treating one person or group worse than others (in this case, because of their race)
- class differences** – According to radical thinkers, society is divided into different

classes. The ruling class owns business and industry, and is therefore very powerful. The working class works for the ruling class and has little power. This imbalance of power often leads to conflict between these two classes

segregationist policies – policies that promoted the separation of people and specified different treatment on the basis of race

exploitation – the process whereby workers earn wages that are less than the value of their labour and the goods they produce

Learners also need to become aware of socio-economic and political power relations within a historical context. Select materials that illustrate the role economic pressure plays in policies and events that affect people's lives. Similarly, learners develop an appreciation of the ways in which political power and pressures determine events. If learners are to be actively involved in developing democracy in South Africa, a thorough understanding of power-relations will assist them in contributing to their futures.

I See You! A pictorial history of the ICU

The Industrial and Commercial Workers' Union (ICU) was first formed by African and 'coloured' dockworkers in Cape Town in 1919. It soon became a general union and started organising workers in other industries.

Courtesy UWC - Robben Island Museum

Our aim is to bring together all workers in one big union. Then we will be able to fight for decent wages and working conditions.

The ICU grew quickly under the leadership of Clements Kadalle and A W G Champion. By the mid-1920s, it had branches all over the country.

Left to right (standing) are Thomas Mbeki, Jimmy la Guma and John Gomas. Seated are Clements Kadalle and George Champion.

Although we supported the ICU, we didn't attend the meetings. We heard about them from the menfolk.

Because people had been thrown off the land, the ICU soon became more like a mass movement of those who had lost their land than a trade union.

Ester Sibenyoni and her daughter Rose Mtshumayane, labour tenants in Middelburg in the 1920s

... the ICU said people were entitled to take back their fields and their stock... The white man would not dare oppose you, whatever you did on the farms, so long as you had the ICU membership card.

Elijah Ngcobo worked on a farm in Bulwer, Natal, in the 1920s. He believed (like many other union

However, there were many divisions between the leaders of the ICU. Communist Party members attacked Clements Kadalle, accusing him of corruption and inefficiency. Kadalle responded by expelling them from the ICU. A further split developed between Kadalle and Champion. Champion broke away from the main organisation to form the ICU yase Natal.

General Hertzog, prime minister of South Africa, 1924-1939

The importance of the ICU is that it gave people a taste of freedom. In 1927 Jason Jingoes, a mineworker and writer, explained, "Although the initials stand for a fancy title, to us Bantu the ICU means basically; when you ill-treat the African people, I See You; if you kick them off the pavements and say they must go together with the car and the ox-carts, I See You ... I See You when you kick my brother, I See You."

Adapted from *All that Glitters* by E Potenza, Maskew Miller Longman, 1996

Champion outside the ICU offices in Durban

The question is whether we are prepared as a government to allow a native body like the ICU to come and tell us what wages should be paid to workers.

By 1928, thousands of members were leaving because they had lost faith in the ICU. Among other problems, officials were accused of stealing the union's money. Also the government used laws to restrict the movement and activities of ICU officials. By 1930, the ICU had collapsed.

The mighty Samson breaks his chains - the painting in the ICU Hall, Johannesburg in the 1930s

Apartheid Supplement 2, page 7



Learners trace the interplay of power in the rise and fall of social movements e.g. in the story of the Industrial and Commercial Workers' Union.

What gave the ICU power?

What gave the Government power?

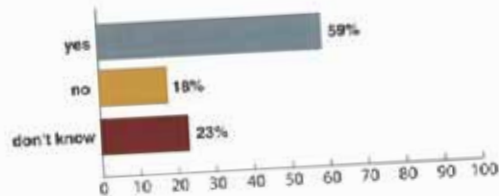
How could the ICU have been more effective?

LO 3: Knowledge Construction and Communication (Reflexive Competence)

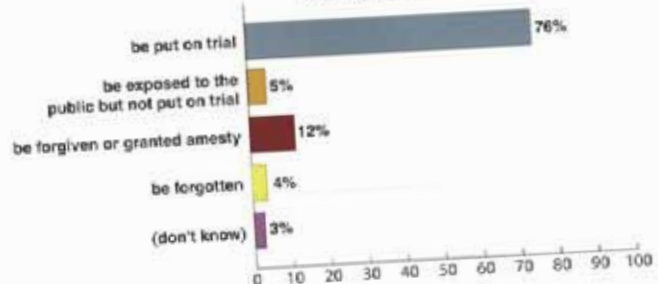
In this Learning Outcome, learners work with, and draw conclusions from, a variety of forms of data in order to sustain and defend an independent line of historical argument (National Curriculum Statement).

Opinions on punishing war crimes

Should people who commit war crimes be punished?



When the conflict is over, should people who have broken the rules ...?



In 1998-99, a survey was conducted in 16 countries (12 of which had recently experienced armed conflict). These graphs show the views of respondents.

Ensuring justice

Fact sheet: A look at truth commissions

Part I: Background

After particularly repressive or bloody events, some countries have set up truth commissions, which aim generally to establish the facts about violations of IHL, human rights and national law. Truth commissions are not tribunals; they are forums for inquiry to determine the facts regarding past violence and crimes. They generally publish reports and make recommendations about how the country's government should respond to the crimes and how to avoid widespread violations in the future.

Some truth commissions have been established by public authorities, others by private organizations.

They have been set up after a radical change in government (for example in Chile and South Africa), within the framework of a peace agreement ending a civil war (for example in Salvador and Guatemala) or during a transitional period from military to civilian rule (for example in Argentina and Uruguay).

Argentina established the first Truth Commission in 1983 to investigate and disclose the truth about the disappearance of thousands of people under

previous regimes. After recording statements from hundreds of witnesses, the Commission documented the existence of secret detention camps and the fact that at least 8900 individuals had 'disappeared'; it submitted cases for possible prosecutions. The Commission's 1984 book-length report of its findings, *Nunca Mas (Never Again)*, is a classic among human rights reports.

In **South Africa**, a Truth and Reconciliation Commission was created to investigate crimes that took place during the conflict to end apartheid, a system under which a white minority dominated the political and economic system of the country. Under apartheid, black Africans, as well as Asians and people of mixed ancestry, were denied many of the rights and benefits given to those of European ancestry. The Truth and Reconciliation Commission investigated crimes committed by the South African government and the supporters of apartheid as well as by groups, like the African National Congress (ANC), which were involved in armed rebellion against the apartheid government.

South Africa's Truth and Reconciliation Commission differs from earlier truth commissions in that it was established as part of the legal sys-

tem. Its goal, however, is not prosecution and punishment but personal and political reconciliation. The Truth and Reconciliation Commission provided an opportunity for violators to be legally forgiven for their crimes (a process called amnesty) if they testified truthfully and extensively about what they had done. People accused of crimes who did not testify truthfully and completely before the commission can still be prosecuted under national law.

Thousands of individuals applied to the Truth and Reconciliation Commission for amnesty. By the end of 1999, the Amnesty Committee of the Truth and Reconciliation Commission had granted amnesty to 568 individuals, refused it to 5,267, granted partial amnesty to 21, had 161 applications withdrawn, and had decisions outstanding on 272 cases, for a total of 6,309 cases.

More recently, truth commissions have begun work in Nigeria and Panama and are about to do so in Sierra Leone and East Timor. Discussions are under way about setting up such commissions in Mexico, Bosnia, Serbia and Ghana, and also in Canada, where that country's treatment of its native people is to be examined.

Ensuring justice



Learners research a current topic from the materials provided, newspapers, the internet or other sources with different perspectives. They present their findings, appropriately using many sources, such as cartoons and statistical data.

Provide learners with opportunities to gather and synthesize information from a variety of sources and in different forms: e.g. statistical data, personal accounts, newspaper articles, cartoons, etc. Similarly, they need to communicate their findings, knowledge and understanding by using a variety of forms.

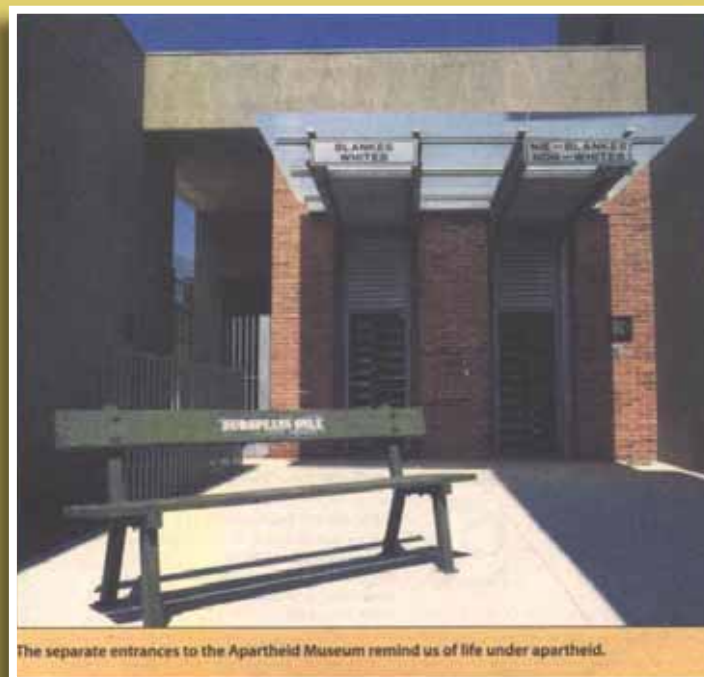
In constructing a balanced and fair argument, learners are required to use a variety of sources and opinions, and to draw and defend their own conclusions.

This learning outcome provides rich opportunities for learners to explore aspects of democracy and human rights in relation to issues facing South Africa, Africa and the world today. Some examples include: war, refugees, child soldiers, poverty and globalization,

LO 4 Heritage (Reflexive Competence)

In this Learning Outcome, learners work towards engaging with issues of heritage and public representations of the past (National Curriculum Statement).

Learners need to explain ideologies and debates around heritage days, sites monuments and museums.



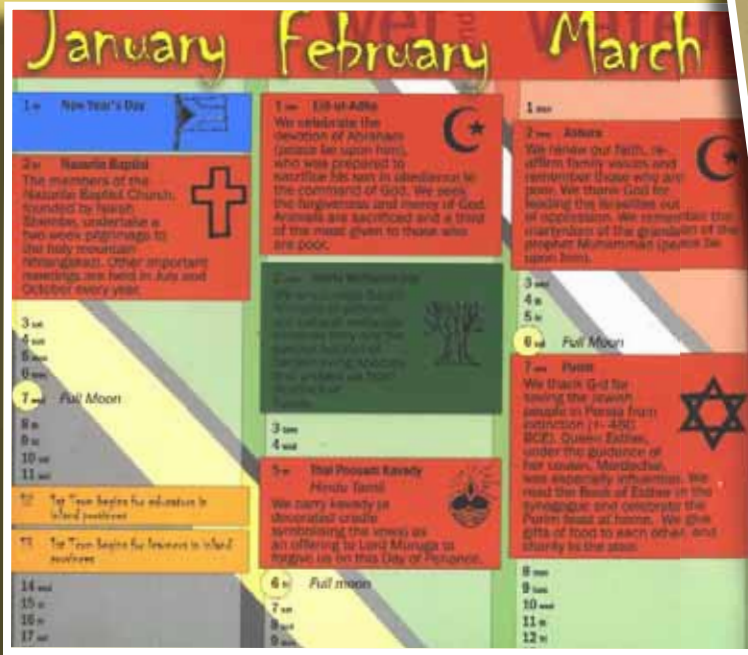
Apartheid Supplement 1, page 1



Give learners brochures or information about a variety of heritage sites. Ask them to sort these materials into groups, according to whose heritage is being presented.

Discuss the following questions:

- *Is it possible to separate our heritage from the heritages of other groups?*
- *Is it important to remember the past, or should we forget about it and move on?*
- *How do you think communities and people feel if their heritage is not valued? Why?*



GIED Calendar



A Journey through Constitution Hill: Card 7

Our heritage can educate us by deepening our understanding of history, and encourages us to empathise with the experiences of others. The South African Heritage Resources Agency (SAHRA) is an agency set up by government to identify and protects our national heritage.



In order to declare a place a heritage site, SAHRA evaluates:

- The place's importance in the community
- Whether the place possesses uncommon, rare or endangered aspects of South Africa's natural or cultural heritage
- The place's importance in exhibiting particular aesthetic characteristics valued by a community or cultural group
- Whether the place is a site of significance relating to the history of slavery in South Africa
- The place's strong or special association with a particular community or cultural group for social, cultural or spiritual reasons

Sample codes of warfare

20th century — China

Obey orders in all your actions. Don't take a needle or a piece of thread from the people. Turn in everything you capture. Speak politely. Pay fairly for what you buy. Return everything you borrow. Pay for any damage. Don't strike or swear at people. Don't damage the crops. Don't take liberties with women. Don't mistreat captives.

— ZHU-MAO "RULES FOR SOLDIERS", 1935



Limits in armed conflict

Sample codes of warfare

18th century — France

The object of the war being the destruction of the hostile State, the other side has a right to kill its defenders, while they are bearing arms; but as soon as they lay them down and surrender, they cease to be enemies, or instruments of the enemy, and become once more merely men, whose life no one has any right to take....

— ROUSSEAU'S SOCIAL CONTRACT, 1762

Oral tradition — Senegal

The ethics of war was taught to any young noble man for his future as a warrior. He was taught never to kill an enemy on the ground, because, having fallen, the enemy admitted his inferiority.

Oral tradition — Somalia

Biri-ma-peydo, the "spared from the spear" code, defined categories of people who should be cared for and assisted at all times and especially during armed conflict. The categories included, women, children, the aged, the sick, guests, men of religion and peace delegates.

Oral tradition — Mali, Upper Volta and countries of the Sabelina zone

No one would strike a disarmed enemy. The enemy would be captured.

Oral tradition — Niger

To attack a village where there are only women and children is not war; it is theft — we are not thieves.

18th century — Central Africa

Under the code of LAPIR, honour in battle meant never harming civilians or their food supplies.



Exploring Humanitarian Law,
page 109

Exploring Humanitarian Law,
page 106



Ask learners if they think it is true that 'all is fair in war'. Learners suggest what kinds of rules, if any, they would make for times of war.

Look at codes of war from many places and many times.

What do you notice?

How are they the same?

How are they different?

How do they compare with the list that you drew up?

Discuss ways in which different knowledge systems have different strengths, and are appropriate for different circumstances. What are the dangers of valuing some knowledge systems, and not others?

as a young Greek boy.

¶¶ As far as I can remember we were the only whites living with blacks – with 'coloureds' and blacks. We were sharing our rooms. In the front bedroom was a 'coloured' woman living there. The lounge was our bedroom, and the dining room was occupied by an African man and his wife. We were all well integrated, we all had very few problems with each other. There was a sense of community, a sense of belonging too.

This was our staple food – we had that and nothing else, just the bread. The Transvaal Helping Hand Society used to hand us food parcels, which my mother used to sell in order to clothe me. At school, they put me apart in class because I was covered in sores, and because the other mothers protested that their kids were sitting next to this child who had *vuisiekte*, which means filthy disease. ¶¶

Adapted from *Working Life* by I. Callinicos, Rowan Press, 1987, pp 234-236

No support from the government was given to African children during the Great Depression.

¶¶ I did most of the domestic work, because my sister and brother were still too small. I woke up at 4.30 in the morning to make a fire in a brazier made out of an old lavatory bucket. I washed and made breakfast for the family. Back from school I had to clean the house as Aunt Dora and grandmother did the white people's washing all day.

Because we were so many in the family, there was only one bedstead. The wooden floor of the room we slept in had two large holes. There was always a sharp draught coming up from underneath the floor. Coupled with this our heads were a playground for mice which also created havoc with our food and clothing. ¶¶

Adapted from *Down Second Avenue* E. Mphahlele; pp 23-24

Mupfane/CC

A soup kitchen for poor whites in the 1930s



Apartheid Supplements, page 7 issue 2



Ask learners to collect stories from other people who lived at the same time as each other i.e. older people who have experienced the same past events. How can working with different stories give a richer understanding of historical events?

Does this process of understanding the experiences of different people help you to gain a better understanding of today, as well as of the past? If so, how?

Learners identify the role of oral history, archaeology and palaeontology in contributing to our understanding of our heritage. Learners are challenged to draw on genetics and other information in developing their notions of race.

Iron Age peoples

Once people had discovered how to smelt iron and to mould it into shapes, their societies changed. They could make tools from the iron, which made growing and harvesting plants far easier. Once they had learnt to grow the plants they needed, there was no need to be nomadic, at least while the soil was still productive. They began to live in settled communities, to build more permanent shelters, and to trade.

But planting and growing crops requires land. As the population grew, or land became depleted, or the climate changed, people had to find new land.

Scientists believe that the Bantu-speaking peoples who moved into southern Africa originated in West Africa. As their numbers grew, they began to migrate to new land. Some of them moved southwards, and by the year 300 AD, the first groups of Bantu-speaking peoples had made settlements in southern Africa. They brought with them the skills of working with iron and other metals. These people were the ancestors of the modern Nguni and Sotho-Tswana peoples.



There are hundreds of Iron Age settlements in South Africa, centred around the interior highlands and southern Drakensberg. The most famous sites are Bambandyanalo and Mapungubwe near the present day Lydenburg. They flourished

The Golden Rhino of Mapungubwe



Discuss ways in which archaeological and palaeontological evidence can be used to challenge the conceptions of Africans usually held by those who colonized our continent.

Under the Same Tree, Learners book, page 4

THEME THREE

Spirit of Liberation

► Document 4

SPRIT OF LIBERATION: Document 4

Back Home: Hugh Masekela

In this excerpt from an interview with Nigel Williamson for The Rough Guide to World Music, Hugh Masekela talks about some of the difficulties with returning to South Africa after living in exile for thirty years.

After three decades in exile it took Hugh Masekela another five years to finally feel at home in a democratic South Africa. Following his return in 1992 and the initial euphoria of free elections, the trumpeter admits that he found life a struggle in the new rainbow nation. "I went back with such hope, and I was disappointed," he says. "I was angry about the past and impatient for a change. I was full of bitterness." His anger often erupted publicly, and when I interviewed him in *The Times* in January 1996, he painted a bleak view of the new South Africa, complaining bitterly that the record companies were still owned exclusively by whites, that there was a dearth of new talent, and the live scene was virtually non-existent because escalating violence meant that people were afraid to go out and visit clubs. He was irritable and frustrated—and there was some resentment in return on the part of those who had stayed and struggled throughout the apartheid years and who did not see why the returning exiles should be treated as conquering heroes.

South African Sound, page 67

Music and art is another aspect of our heritage. It is a rich resource through which learners can develop empathy for people in different times and circumstances. South African music has been used in expressing many aspects of our history, including creating a sense of the time and place, feelings of displacement, resistance to unjust laws and expressing a spirit of liberation.

Visual Arts

The visual arts have a critical role to play in South African society. Through visual arts, people can explore, reflect on, and comment on past and present social issues, articulating a new sense of individual and national identity. The visual arts also play an important role in the economy. Significant employment, revenue work and revenue is generated through Museums and National Galleries, and the field of public art (National Curriculum Statement).

In this field of study, learners have opportunities to work co-operatively and individually. Rich opportunities for learners to use and reflect on negotiation, problem solving, co-operation and dialogue about processes and meaning are present in this subject. By creating a supportive reflective environment in the art classroom, educators are able to expose learners to modes of working together and using diversity positively to build a culture of democracy in the everyday experiences of learners.

Within this learning area, learners are required to reflect on and document their personal development. This reflective approach to one's own growth and experiences helps learners to develop insight into themselves, society and the interplay between them. This enables visual artists to reflect meaning and messages to society that could contribute to its development.

LO 1 Conceptualising

In meeting this Outcome, learners engage with their own experiences of the world. This, reflection and articulation of individual and collective experiences is a basic reflection of human complexity and the wide variety of human experiences and acknowledges the inherent value of all people despite their differences. This process can contribute to the healing of divisions of the past as expressed in the preamble of the Constitution.

In meeting this Outcome, learners engage with, and represent, their own experiences of the world. Learners' personal experiences, together with an appreciation of the experiences of others, develop a rich, complex representation of our collective experience. The complexity and diversity of humanity can be explored in a context that values and appreciates the inherent value of all people, despite their differences.

The preamble of the Constitution states that one of its purposes is to:

Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights ...

The creative process of conceptualization can contribute to this healing.



Through the eyes of prisoners


I left my wife and daughter for five years and eight months. The results are many social and psychological complications. We both changed, but in opposite directions and a gap has opened between me and my daughter while I was in prison.

— a detainee, after ten years and a half in prison, released in 1998

The shock when you get out of prison is just the same as when you enter it; it's just as shocking. Now you are free but you don't know what to do with this freedom. How are you going to start your life all over again?

— a detainee who spent six years in prison, released in in 1997



Paintings by prisoners detained during armed conflict

Source: Facing freedom, ICRC, 2001

Responding to the consequences of armed conflict

Exploring Humanitarian Law, page 341

Learners engage with their own experiences of the world.

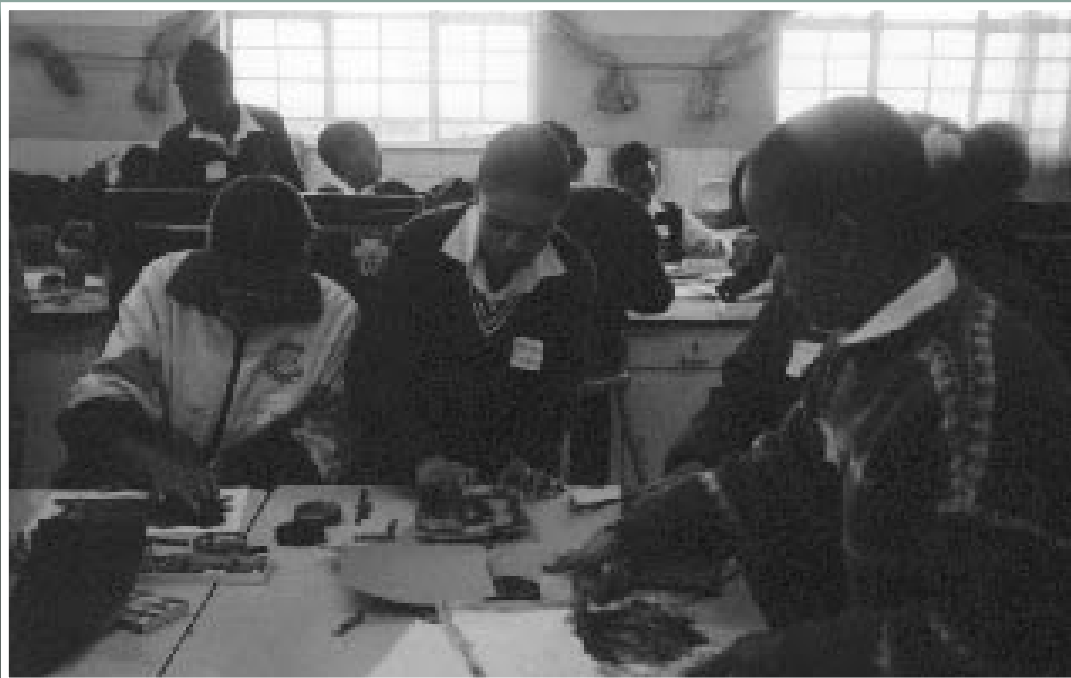
Learners also document and evaluate their own process of conceptual and personal development. This reflective approach to their work acknowledges the capacity for growth and change in all individuals, and in society as a whole. Learners' reflections can be both personal and social. Art is thus able to comment on society and the ways in which it is experienced.

LO 2 Making Art

The inequities of our society are reflected in the access learners have to materials for making art. Some learners are likely to be limited to using low cost materials and waste, while others may have access to expensive materials that are easier to work with.

The technologies employed may reflect either new or traditional technologies or a mixture of both. The approach to visual arts should give equal status to all art craft and design forms.

Traditional hierarchies of comparing Fine Art and Craft should be questioned and debated. Visual arts is promoted in the curriculum as being grounded in the lives of all learners and not as an elite subject accessible to only a few.



In discussing techniques and materials, encourage learners to be critically aware of factors that have contributed to the notion that art is an elitist activity. Explore the extent to which prejudice has led to the differentiation between art and craft.

Critically explore the materials and facilities that were available to African artists in the past.

LO 4 Visual Culture Studies

Learners are able to demonstrate the knowledge, skills, attitudes and values acquired through the study of the diverse roles and functions of the visual arts in contemporary life, and in different times and cultures (National Curriculum Statement).

They analyse works of art by identifying particular elements of art or principles of design, generated by or unique to the societies or cultural context that created them. Inherent in this process is an acknowledgement and appreciation of human diversity.

Our legacy has led to misunderstanding regarding many indigenous knowledge systems. Teachers may find that it is difficult to access information about these traditional knowledge systems. Be aware of misrepresenting indigenous knowledge, or using it in an overly simplistic or stereotyped way. Current methods of overcoming this problem are directly to involve communities, and especially the elders, in conceptualizing art projects, and by taking care that the meaning of symbols is accurately and sensitively incorporated into art.

Learners research and debate cultural bias, stereotypes and discrimination within cultural practices. The transformative role of the visual arts within society and the inter-relationship of art and society is studied to ensure a broad and holistic understanding of their interdependence.

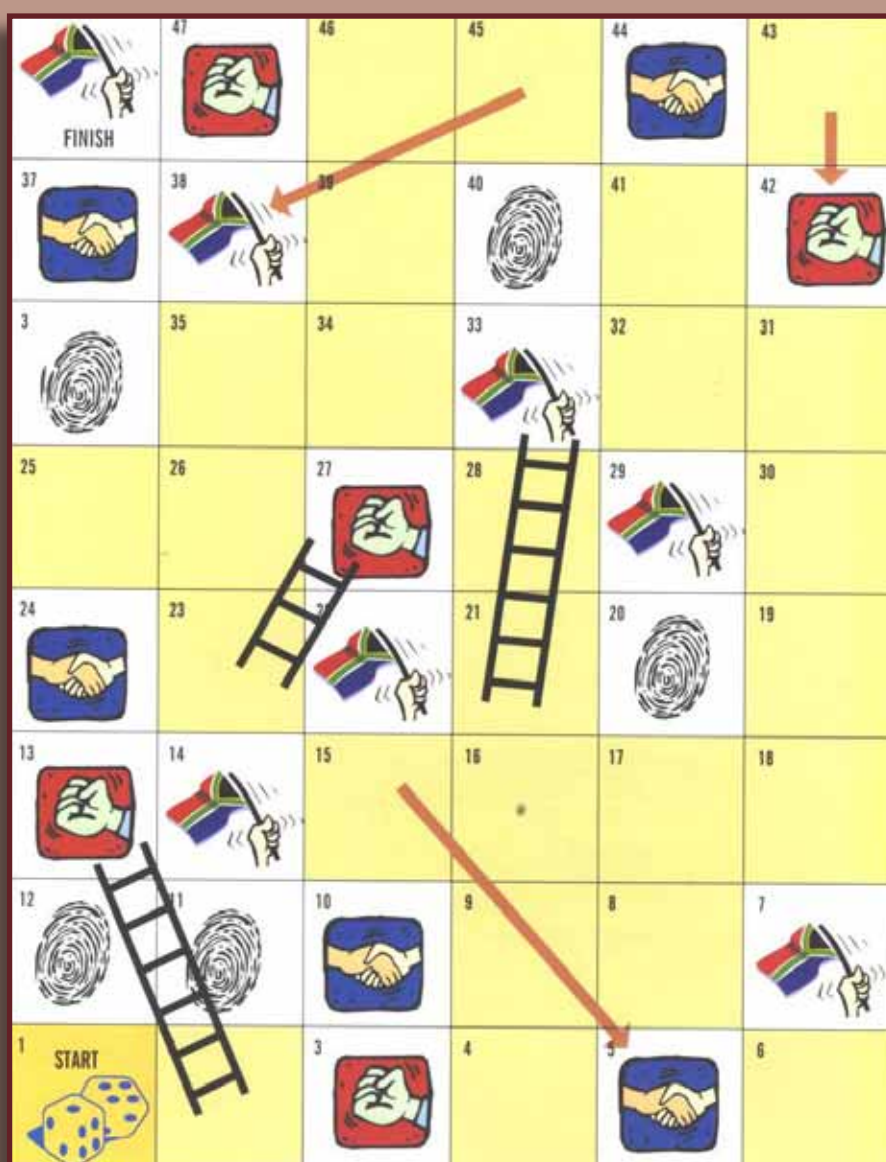
Learners recognise and celebrate Southern African indigenous knowledge systems. They explore ways in which knowledge systems change and reflect interaction between people and cultures.



When studying ceramics, collect information on traditional methods of pot making and the different methods of firing that were used. Learners can incorporate this knowledge, and an appreciation of the processes and effects, into their work.

Life Orientation

The life orientation learning area, offers rich opportunities for learners to come to terms with their identities, and an acceptance of themselves and others. They can also learn to take responsibility for their physical and emotional health and develop social understanding and skills that ultimately lead to a more peaceful co-existence. Choice, be it personal or political, is an important element in an open society. Enabling learners to recognize their own potential and to make appropriate choices is an important skill for citizens, as well as for the community as a whole.



ID @ Youth and Reconciliation, page 12

Give learners opportunities to explore and express their own views on various issues. Allow a variety of opinions to emerge, encourage debate and use research in helping learners to develop a deep understanding of issues such as identity, conflict, citizenship and reconciliation.

Who decides our destiny?

Our dreams, ambitions, our hopes, our goals: what decides what our lives will be like? In his rap, Nas tells us to watch the company we keep,*to give ourselves time to grow, read more, learn more and we'll change the globe. Let's consider some of the factors that influence our lives. Look at the list below:



Find a partner in the group to discuss these 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?

1 in a Million Take-outs, page 17



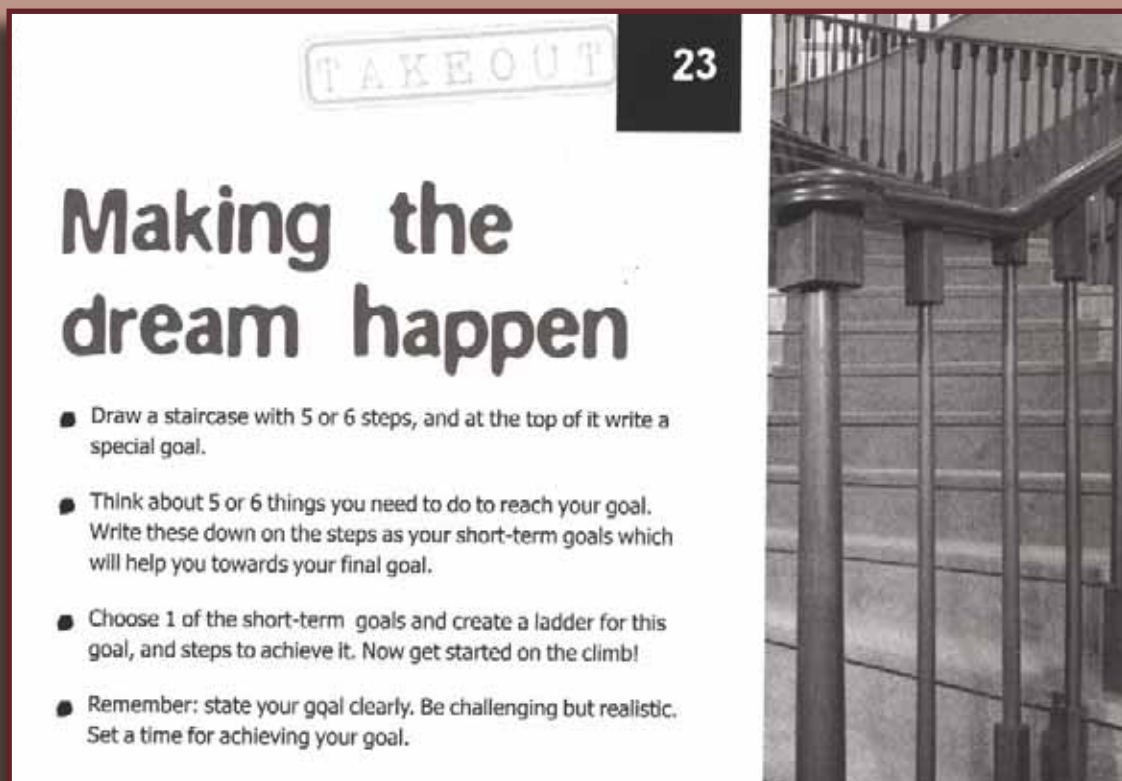
Encourage learners to reflect on what adolescence means to them. They come to appreciate that some of their experiences, values and difficulties are part of being a teenager, while some are what makes them unique.

LO 1: Personal Wellbeing

Learners at this level frequently experience social and personal challenges associated with lifestyle choices. This learning outcome seeks to help learners to deal with their emotions, peer pressure, relationships and leadership.

Learners have opportunities to develop their self-awareness and a positive self-esteem, together with an appreciation of others and the broader community. Learners are equipped to make choices around relationships and sexuality. Skills such as decision making, problem solving, assertiveness, communication and goal setting assist learners in dealing with their daily lives and prepares them for their futures.


Learners explore issues of power, especially in relation to race and gender. Abuse, violence and hate crimes are some of the areas that could assist in exploring power relations.



TAKEOUT 23

Making the dream happen

- Draw a staircase with 5 or 6 steps, and at the top of it write a special goal.
- Think about 5 or 6 things you need to do to reach your goal. Write these down on the steps as your short-term goals which will help you towards your final goal.
- Choose 1 of the short-term goals and create a ladder for this goal, and steps to achieve it. Now get started on the climb!
- Remember: state your goal clearly. Be challenging but realistic. Set a time for achieving your goal.



1 in a Million Take-outs, page 23

Help learners to be clear about their goals in life. A strong sense of purpose helps adolescents to resist peer pressure, and keeps them from seeking short-term gratification.

Where do these stereotypes come from?

Stereotypes are built through the images we see and hear in the media, as well as ideas passed on by parents, teachers, peers and other members of society. Think about how women and men are shown in most of the adverts and the soaps that you watch. Social scientists believe that children begin to learn stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of prejudice without really understanding their significance. Soon, they begin to form attachments to their own group (like their own race or own gender) and develop negative attitudes about other groups. Early in life you can already see young children behaving in a discriminatory way towards other groups.

What is discrimination?

Discrimination is behavior that treats people unequally because of their group membership. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.

What is a hate crime?

A hate crime is any action, word or attack that is motivated by hatred and prejudice. Hate crimes are directed at people because of their race, gender, sexuality, religion, age, disability, or HIV status. So the person responsible for the hate crime will target someone for being black, female, gay, Muslim, old, in a wheelchair or HIV+.

ID @ Youth and Reconciliation, page 13



Explore the meaning of the word 'hate', and discuss ways in which hate leads to socially destructive behaviour and crime.

Learners make a list of groups of people who are victims of abuse or hate crimes. Examine these in terms of power – do these victims have more power or less power than their abusers? Discuss.

LO 2 Citizenship Education

This outcome helps develop learners who are prepared to become active, responsible citizens, who are capable of participating constructively in community and civic life. This requires them to reflect on, and contribute to, a community or environmental project.

Solving community problems

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?

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.

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.

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:

Learners may choose to do a community project, or to join one in their communities, to alleviate a social or environmental problem, and also to examine ways of dealing with issues at a personal level.

1 in a Million Take-outs, page 83

Are you ready to be an activist?

	Become informed	Make choices	Take action
Unemployment	Do research into 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. Practice 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 getting drunk or stoned. 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.



ID @ Youth and Reconciliation,
page 20



Discuss some of the issues facing youth. Each group of learners can look at a particular issue in more depth. They develop problem-solving strategies and suggest approaches for dealing with the problems.

Read the short stories below and think about what right or rights are being protected or abused. Decide whose responsibility it is to guarantee this right.

- Story 1: Zanele has come to the city to look for work, but she cannot find anywhere to stay. She illegally builds a shack on an open area of land.
- Story 2: Neo cannot afford to pay his school fees and the school threatens to kick him out. He starts to sell dagga to make money to pay his school fees.
- Story 3: Solly is a Grade 11 learner. The school allows Solly to take time off for religious ceremonies, but sometimes Solly goes off saying he has a ceremony to attend but meets his friends to share a cigarette instead.
- Story 4: A school has a serious drug problem. Students are buying and selling drugs openly. The principal calls in the police with their sniffer dogs to check all learners' blazers and bags. If drugs are found the pupil will be expelled immediately.
- Story 5: Mpho is HIV+ and pregnant. She goes to the clinic to get antiretrovirals. They say they would give them to her but they are only hoping to get the drug next year. Perhaps she should buy them from a private doctor.
- Story 6: Workers at BlueCraft have asked for a cost of living increase, but management refuses to meet with them. They go on strike so management threatens to dismiss the strikers. In anger they vandalise the premises.
- Story 7: Lebo and Benedict were employed at the same time in the marketing department of a big company. They have similar qualifications and work experience so Lebo is shocked to learn that Benedict earns R1000 a month more than she does.



Refer to the Bill of Rights. Look for problems at a personal level, or use some from the materials, and talk about the problem in terms of human rights.

Discuss: What is the responsibility of ordinary citizens in terms of respecting and promoting Human Rights?

ID @ ZA Youth and Reconciliation, page 12

What are the basic rules of international humanitarian law?

1 Attacks must be limited to combatants and military targets.

- 1.1 Civilians may not be attacked.
- 1.2 Civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) may not be attacked.
- 1.3 Using civilians to shield military targets is prohibited.
- 1.4 It is prohibited for combatants to pose as civilians.
- 1.5 Starvation of civilians as a method of combat is prohibited.
- 1.6 It is prohibited to attack objects that are indispensable to the survival of the civilian population (foodstuffs, farming areas, drinking water installations, etc.).
- 1.7 It is prohibited to attack dams, dykes or nuclear power plants if such attack may cause severe losses among the civilian population.

2 Attacks or weapons which indiscriminately strike civilian and military objects and persons, and which cause excessive injury or suffering are prohibited.

- 2.1 Specific weapons are prohibited – chemical and biological weapons, blinding laser weapons, weapons that injure the body by fragments which escape detection by X-rays, poison, anti-personnel land mines, etc.
- 2.2 It is prohibited to order or to threaten that there shall be no survivors.

3 Civilians, wounded combatants, and prisoners should be spared, protected and treated humanely.

- 3.1 No one shall be subjected to physical or mental torture, corporal punishment or cruel or degrading treatment.
- 3.2 Sexual violence is prohibited.
- 3.3 Parties to the conflict must search for and care for enemy wounded and sick who are in their power.
- 3.4 It is prohibited to kill or wound an enemy who is surrendering or who is hors de combat.
- 3.5 Prisoners are entitled to respect and must be treated humanely.
- 3.6 Taking hostages is prohibited.
- 3.7 Forced displacement of the civilian population is prohibited. What is called "ethnic cleansing" is prohibited.
- 3.8 People in the hands of the enemy have the right to exchange news with their families and to receive humanitarian assistance (food, medical care, psychological support, etc.).
- 3.9 Vulnerable groups, such as pregnant women and nursing mothers, unaccompanied children, the elderly, etc. must be given special protection.
- 3.10 IHL prohibits recruitment and participation in hostilities of children below the age of 15 years.
- 3.11 Everyone is entitled to a fair trial (impartial tribunal, regular procedure, etc.). Collective punishment is prohibited.

The law in action

Exploring Humanitarian Law, page 187



Social Sciences

Extend the discussion to include international problems, and also discuss these in terms of Human Rights.

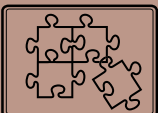
Learners are challenged to confront personal and social discrimination in the light of their own values and the Bill of Rights. Select activities that allow learners to appreciate the contributions made to society by individuals and groups. They explore the concepts of diversity and transformation in post-Apartheid South Africa.

Learners can use Human Rights violation case studies from humanitarian conventions, instruments and agencies. They come to understand what it means for South Africa to be a part of a global community, and a signatory of international instruments.

The value of mutual respect extends to understanding and respecting religious diversity. Learners engage with a variety of religions, ethical traditions and belief systems. They explore ways in which this diversity contributes to a harmonious society. Educators may find that they need to develop their own understanding of religions, but also need to be aware that it may be more appropriate to develop activities where religious communities are able to speak for themselves. Faith communities and families are the sites where spirituality is taught, and religion education in schools has educational aims. These include promoting mutual respect, reconciliation and equality.



It's Your Turn to Vote, page 3



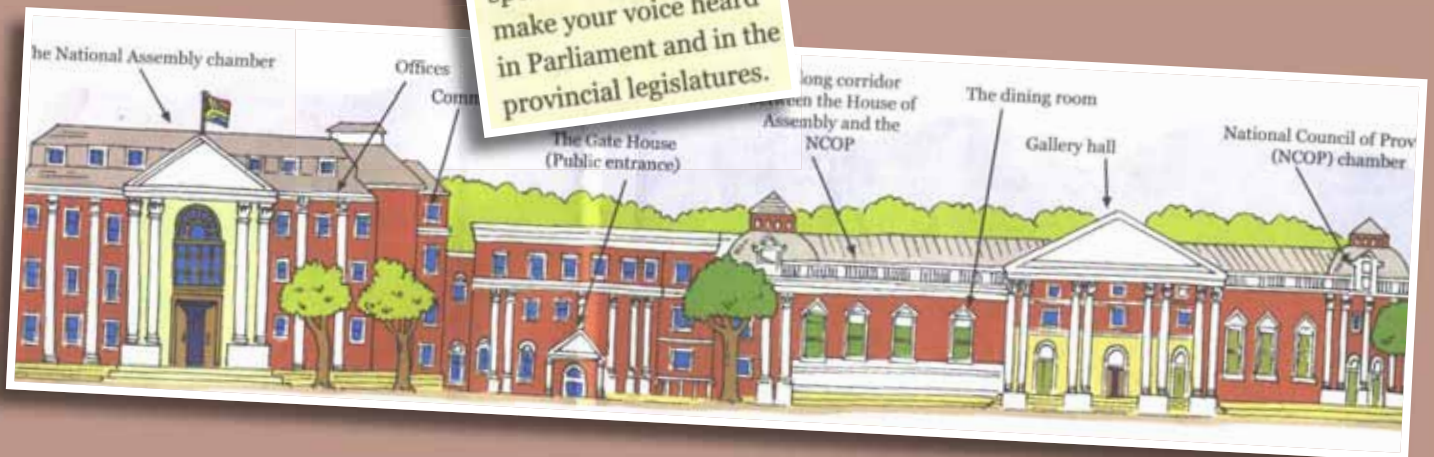
Link issues of diversity and personal choice in Learning Outcome 1 (i.e. Historical Enquiry (practical competence) on page 146) to democratic practices and voting. Tolerance and choice are some of the cornerstones of living in a democracy, and of democratic governance. Explore links between democracy, personal choice, peace-making and citizenship, to make it meaningful to the learners' daily lives.

How you can participate in Parliament

The Constitution says that there must be public participation in what goes on in Parliament. You have the right to attend the meetings of parliamentary committees, the National Assembly, the National Council of Provinces and the provincial legislatures. You have the right to contact any member of Parliament (MP), member of the provincial legislature (MPL) or committee to tell them your view about an issue they are discussing, or about what you think they *should* be discussing. The word 'Parliament' comes from the word meaning 'to speak'. Make sure you make your voice heard in Parliament and in the provincial legislatures.

As citizens within a democratic country, learners need to know how to participate in democratic structures, such as local community structures, organizations, clubs, etc. In developing these skills, learners need to know how to participate in local, provincial and national issues.

Spotlight on Parliament Part 3



Set up a mock parliament or legislature in your class. Learners form parties around issues, have an election and pass some 'laws' to deal with class conflicts. Make sure that there are opportunities for 'public input' and that the 'laws' passed are in line with the Constitution.



Set up activities where learners of different faiths can talk about both the commonalities and the differences between their religious practices. Provide information that will help learners to participate appropriately in the celebrations and cultural events of their different faiths.

LO3 Recreation and Physical Well-being

One of the goals stated in the preamble of the Constitution of South Africa is to 'improve the quality of life of all citizens and free the potential of each person'. This learning outcome enables learners to improve their physical, mental and socio-emotional health. They learn skills and participate and reflect on the role of sport, both for individuals and for society as a whole.

Learners develop a critical appreciation of the role of spectators, media and other areas that influence sport. They examine the role of sport in nation building. The 2010 Soccer World Cup offers rich opportunities for critical examination of sport and its role in nation building. Similarly, principles of equality and equity can be addressed through examining imbalances in sport.

Recreation and sporting activities that include disabled people can be explored, and learners can develop self-designed and modified games to include all members of the community.

Sport and recreation also develop skills in participation, leadership, fairness, team work and co-operation. These apply on the sports field and, more broadly, in civic and community life. Learners demonstrate environmental sensitivity in planning recreational activities and sporting events.



Los And Ass	Learning Activities
<p>Grade 10</p> <p>Life orientation LO Citizenship AS: 2, 4</p> <p>History LO 1 Historical Enquiry AS: 3, 4, 5</p> <p>LO 2 Historical Knowledge & understanding AS: 1, 2, 3</p> <p>Life Orientation LO: 2 Social Development AS: 5</p> <p>LO: 3 Personal development AS: 3, 6</p>	<p>Preparation</p> <p>Protecting Human Rights – What Can I do?</p> <p>Lesson 1 Discuss the meaning of the words humanity, and Rights with the learners. Make copies of the SA Bill of rights available for learners to refer to if necessary.</p> <p>Learners find examples of times where human rights were violated, or positive stories about protecting human rights in news Magazines and newspapers.</p> <p>Lesson 2 In Learners discuss their articles at some depth and select one that they would like to become involved with. Learners write an explanation of their choice of issue showing their understanding of the issue and referring to provisions for Human Rights</p> <p>Lesson 3 Learners brain storm ways in which they could make a contribution towards the issue at hand :Possibilities include:</p> <ul style="list-style-type: none"> • Awareness raising • Finding appropriate organisations and ways in which they deal with the issues. <p>Lesson 4 Learners view the section of the video called “Exploring War through Drama”. Discuss the message and the way in which it was communicated as a play</p> <p>Lesson 5 In groups learners brainstorm potential audiences for an awareness raising play about their issue: EG. Lower grades in the school, Religious groups, Community groups.</p> <p>Lesson 6 & 7 In groups learners prepare and present a play to explore the human rights issue they have selected.</p> <p>In groups, pairs or individually, learners plan an action that could contribute towards helping the situation illustrated.</p> <p>Extension Vote on an action that you would like to conduct as a class or a school. Plan the action together – And evaluate its success</p>

Details Of Assessment	Barriers To Learning	Resources
<p>Assessment activities</p> <p>Baseline assessment Assessment:</p> <p>Use this discussion as a formative assessment to establish the extent to which learners are familiar with the Human rights instruments and the SA Bill of rights..</p> <p>Did each member of the group participate?</p> <p>Do the articles reflect a broad understanding of Human Rights?</p> <p>Group Assessment</p> <p>Assess the range of Human Rights learners engage with and the Learners level of understanding. Asses their level of general knowledge of current events.</p> <p>Group Assessment</p> <p>Did each member of the group participate?</p> <p>Does the final List reflect an understanding op active participation in social issues?</p> <p>Process / formative assessment</p> <p>Use the as an opportunity to assess the level of confidence the learners have in preparing a dramatic piece – especially one that does not have a strong narrative line.</p> <p>Group and Individual assessment</p> <p>Assess content and presentation of the play as a whole the play over all. conflict management.</p> <p>Assessment</p> <p>Evaluate learners’ planned activities in terms of their understanding participation and how practical their action is</p>	<p>Lack of resources</p> <p>Contact local newspapers and libraries, start collecting well in advance. Ask learners to collect newspapers for the class.</p> <p>Visually impaired learners</p> <p>Group members and the educator assist</p> <p>Language the use of a variety of resources of varying levels of difficulty, group assists</p> <p>Diversity</p> <p>All learners make a meaningful contribution to discussion and the play.</p> <p>The play does not reflect stereotyped views of women, men, young, old, disabled and different ‘race’ groups.</p>	<p>Bill of Rights</p> <p>UN declaration and the African charter of Human & peoples rights</p> <p>Magazines, newspapers, and other media</p> <p>Exploring humanitarian law p 373 - 387</p> <p>Humanitarian law Video & Video Machine</p> <p>Make the resources in the box available to learners to help them plan their “activism.”</p>

Reflection:

- What were the highlights of these lessons for you?
- What were the highlights of this lesson for the learners in your class?
- Was there anything particularly interesting, concerning, challenging or exciting that arose during the course of the lesson? (for you or for the learners)
- What do you think you can use again?
- What do you think you should change?

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Notes

