

# Grade 7 English Worksheet

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## Assessment Task: Discussing Children's Rights as stipulated in the South African Constitution

### **Rights and Responsibilities**

*The Purpose of this task:*

- To talk about and understand Children's rights according to the South African Constitution.
- To summarise the rights in a working format.
- To realise there is a difference between a right and responsibility.
- To realise that in order for the rights to be met, responsibilities fall on various parties.
- Design a poster making children aware of their rights.

Listen as the teacher reads the extract from the Constitution:

Now read the extract with the teacher take note of intonation. Match your reading to that of the teacher.

### THE RIGHTS OF THE CHILD

Each child has 54 rights. These are some of the main ones;

Children need special care and protection. Therefore, a child should grow up in a family environment, in an atmosphere of happiness, love and understanding so that his/her personality can develop fully.

Every child has the right to a name at birth. The child also has the right to acquire a nationality, and as far as possible, to know his/her parents and to be cared for by them.

The child has a right to live with his/her parent unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

A child has the right to express his/her opinion freely and have that opinion taken into account in any matter or procedure affecting the child.

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The child has the right to leisure, play and participation in cultural and artistic activities. A child can also have his/her own culture and practise his/her own religion and use his/her own language.

As far as education is concerned, the following is agreed to:

Education shall aim at developing the child's personality, talents and mental and physical abilities as much as possible. Education shall prepare the child for an active adult life in a free society and promote self-respect for the child's parents, his/her own cultural identity, language and values and for the cultural background and values of others.

The Bill of Rights also condemns any form of child abuse by adults:

The child has the right to be protected from work that threatens his/her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Children have the right to protection from the use of narcotic drugs and from being involved in their production or distribution.

It is the state's obligation to make every effort to prevent the trafficking in, sale or abduction of children.

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment are prohibited for offences committed by persons below 18 years.

No child below the age of 15 years shall be recruited into the armed forces.

A child has the right to become a successful adult who will play a vital role in his/her community, a grown-up who will care for and protect his/her own children one day.

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### Question 1

Underline the main facts in each paragraph.

Now number all the rights and rewrite each right in your own words using the main facts which you underlined.

(The article is written in paragraph form. You will be changing the format in this activity.)

(You should have 15 rights.)

Begin each right in the following way:

*I have the right to ...*

[15]

### Question 2

a) With your partner, discuss and record which rights need to be fulfilled by:

- a) Parent/s/Adults
- b) The State/Government
- c) Society

Simply list your rights (numbered) and next to each number, give the code – **P** (Parent), **G** (Government) or **S** (Society.)

(Some rights may be the responsibility of more than one party.)

[15]

b) As a group, discuss and explain: What is the difference between a right and a responsibility?

Name one right from the list and the responsibility that would accompany it.

[1]

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How well did I work with my partner? Tick the correct column:

Assessment criteria	Yes	Unsure	No
1. We did equal amounts of work.			
2. I listened to and supported my partner.			
3. I did not criticise or complain.			
4. I helped my partner in a cooperative way. I can work better with a partner if I do these things:  _____ _____ _____ _____ _____			
[4marks]			

(Your teacher will then go through the various answers asking you to explain why you gave the answers you did.)

### Question 3

There are some rights for which children should not take responsibility for example: *No child can take responsibility for being neglected or abused.* Go through the list and decide if you think that a child can take responsibility for a particular right or not. You may have disagreements about some responsibilities.

Discuss them and, and if you cannot reach agreement, write it down and debate it informally with the class during the report back.

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### Question 4

#### Group Work

Using your list of Children's rights, create a poster promoting the awareness of children's rights.

Your poster must contain information and picture/pictures. It must show any five of the children's rights and the responsibility that comes with those rights.

When you create your poster, remember:

- The writing must be easy to read.
- Use colour and pictures to attract attention- it should be eye- catching for a child.
- Your writing need only consist of one sentence-for each right/ responsibility.

Please note:

All members of the group must help to create the poster.

The teacher will use the criteria below to assess your poster.

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### Teacher's assessment for poster

Element	Self	Teacher	Possible mark
<b>Focus</b> The topic is very clear at first glance.			[1]
<b>Main Ideas</b> The main idea is appropriate and correctly presented.			[2]
<b>Supporting Details</b> Accurate and relevant – good quality of information.			[2]
<b>Planning</b> Good evidence of planning, spelling and grammar.			[2]
<b>Layout</b> Use of space and size communicate message.			[2]
<b>Illustrations</b> Pictures and drawings add purpose to poster. Good use of colour.			[2]
<b>Creativity</b> Poster is original and creative.			[4]
<b>Presentation</b> Poster is neat and presentable.			[2]
<b>Group dynamics</b> Group worked well together, everybody contributed.			[3]

The following assessment grid must be filled in by all members of the group and handed in to your teacher:

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### Group Assessment

Members of group: \_\_\_\_\_

How well did we:	Very well	Quite well	Fairly well	Poorly
1. listen to each other and take turns to speak during the discussion?				
2. share ideas?				
3. all contribute to the production of the poster?				
4. produce our poster according to instructions?				

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### Suggested Solutions

Question number	Possible marks	Solution
1.	15	<ol style="list-style-type: none"> <li>1. <u>I have the right to</u> special care and attention. I therefore need to have love and understanding to develop fully.</li> <li>2. <u>I have the right to</u> have a name and nationality.</li> <li>3. <u>I have the right to</u> know my parents, and live with them unless this is not in my best interests.</li> <li>4. <u>I have the right to</u> keep in contact with both parents if separated from one parent.</li> <li>5. <u>I have the right to</u> express my opinion and it should be taken into account.</li> <li>6. <u>I have the right to</u> leisure, play and participation in extra curricular activities.</li> <li>7. <u>I have the right to</u> my own culture and to practise my own religion and use my own language.</li> <li>8. <u>I have the right to</u> an education that prepares me for life.</li> <li>9. <u>I have the right to</u> not be abused by adults.</li> <li>10. <u>I have the right to</u> be protected from work that threatens my health, education or development.</li> <li>11. <u>I have the right to</u> be protected from being sold, abducted or involved in human trafficking.</li> <li>12. <u>I have the right to</u> not be arrested unlawfully.</li> <li>13. <u>I have the right to</u> not receive capital punishment, life imprisonment, cruel treatment or punishment if I'm under the age of 18 years.</li> <li>14. <u>I have the right to</u> not be recruited into the army if I'm under the age of 15.</li> <li>15. <u>I have the right to</u> grow up to be a successful adult.</li> </ol>
2a.	15	<ol style="list-style-type: none"> <li>1. P</li> <li>2. P and G – when born parents must give you a name and it needs to be registered officially with the government.</li> <li>3. P and G – the state may decide that it is not in the best interests of the child to live with a parent, but you may feel otherwise.</li> <li>4. P and G – the government may disallow a parent from visiting a child if child maintenance/support is not paid. Government has a</li> </ol>

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		role to play here. 5. P and G – government may not give you access to express your opinion in some circumstances (under 12 years old). 6. P and G – depends on financial constraints? Government should provide these services/ activities in an area. 7. P and G – government needs to ensure that your language is offered in a school somewhere. 8. P and G – depends on quality of education provided by government and parents need to send you to school. 9. P, G and S – all play a role here. 10. P, G and S – all play a role here. 11. P, G and S – all play a role here. 12. G – Police need to be lawful. 13. G – Judiciary system needs to act in accordance. 14. G – Government must abide by this rule 15 P, G and S – all play a role – discuss
2b.	5	Children have the right to an education but the responsibility to learn.
3.	(Discussion)	Right Number 1, 2, 3, 4 (If the child is under 18 years of age), 7, 8, 9, 10, 11, 12, 13, 14. (Right number 15 can create discussion.)
4.	20	Group Assessment needs to be completed. See criteria for assessment criteria for poster. (Teacher only.)
	<b>60 Marks</b>	

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### Appendix of Assessment Tools

1. For Question 1: Deduct  $\frac{1}{2}$  marks for incorrect pronouns. Deduct  $\frac{1}{2}$  a mark if own words were not attempted at all.
2. For Question 4: at least six numbers need to be recorded.
3. Try to team up with other learning areas for this activity – Life Orientation and HSS.
4. Sensitivity needs to be shown – you may come across cases of abuse or violation of Children's rights.
5. Walk around during the discussions to ensure participation. Intervene if arguments arise.
6. Once the poster is completed, all members of the group fill in the assessment grid- this should give you an idea of how well the group worked together. Put the posters up in the Primary Section of the school/ your classroom.

Rubric for Poster – Question 4:

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Teacher's assessment for poster

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<b>Illustrations</b> Pictures and drawings add purpose to poster. Good use of colour.			[2]
<b>Creativity</b> Poster is original and creative.			[4]
<b>Presentation</b> Poster is neat and presentable.			[2]
<b>Group dynamics</b> Group worked well together, everybody contributed.			[3]
			<b>20 Marks</b>