



Two Sides of a Coin

IN THIS ACTIVITY, the participants understand that with rights come responsibilities in the classroom, home, and community.

TIME REQUIRED: 20 MINUTES | INTENDED FOR GRADES 1-5



social studies



language arts

MATERIALS NEEDED

- » Butcher paper
- » One double-sided set of Handout, “Two Sides of a Coin Graphic,” found on pages 50-51, one for each participant
- » Markers, colored pencils, or crayons, a few for each participant
- » Visit worldvision.org/lp/acsi-teacher-resources for a video you can show to support this lesson. (optional)

1 2

Activity Steps

BEGIN WITH A DISCUSSION about the difference between wants and needs. Explain how needs are things to which we have a right in order to live a healthy life.

DISCUSS THE CONCEPT of responsibility. Explain that with rights come responsibilities. Rights and responsibilities are like two sides of the same coin. You can't have one without the other. Ask:

- » What is a responsibility?
- » What does it mean to be responsible?
- » If you have the right to learn in a classroom, what is your responsibility? [*Possible answer: You are responsible for doing your work and not disrupting the learning of others.*]
- » If you have the right to shelter and a home, what is your responsibility? [*Possible answer: You have the responsibility to help take care of the home and do some chores.*]

3

INVITE THE PARTICIPANTS to brainstorm a list of their rights, for example, the right to shelter, the right to food, the right to medical care, the right to be treated fairly, the right to an education, and so forth. Write these on the butcher paper, which you have posted so all can see. Make sure you have generated a long list.

4

PROVIDE THE PARTICIPANTS with a copy of the handout and a few crayons, markers, or colored pencils. Explain that the graphic on the resource represents a coin. In the center of one side of the coin, they are to write “_____’s Rights” and in the center of the other side, “_____’s Responsibilities.” Participants should write their names in the blanks.

5

INSTRUCT THEM TO CHOOSE six rights from the list they generated. They should choose the six that are most important to them and write them on the “Rights” side of the coin, one in each segment. Allow a few minutes for them to complete this task.

6

NOW, ASK THE PARTICIPANTS to turn over the resource and write a corresponding responsibility for each right they listed. They can illustrate each item with a simple drawing or symbol, and decorate the coin if desired.

7

ENGAGE THE PARTICIPANTS in a large-group discussion, inviting them to discuss why they chose each right and responsibility and why these rights are important not only for them but for children throughout the world. Be sure to include the following comments in your discussion:

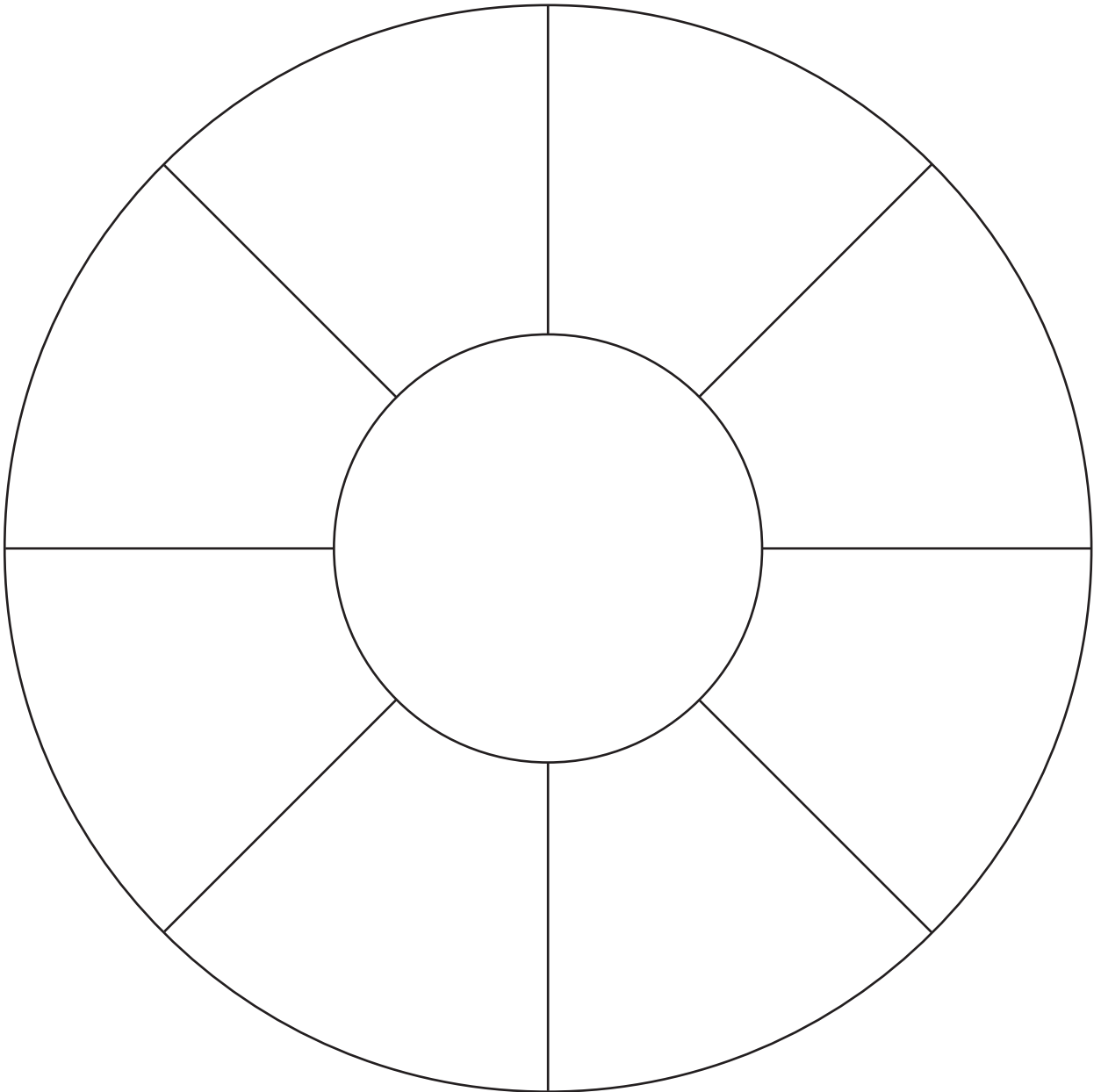
- » Every human being is created in the image of God and is given a mandate to participate in God’s creation.
- » God confirmed the value of each of us by the death and resurrection of Jesus Christ.
- » We do not have rights simply because we exist, but because God chose to give us value and, therefore, rights.
- » Allowing people to be what God intended them to be is the Christian basis for respecting human rights.
- » Respect for the rights of others is a duty to God.
- » We are to treat all as if they belong to God.
- » The Scriptures calls us to continually think of the rights of others.

8

CONCLUDE BY INVITING the participants to join you in prayer. Pray that each of the participants take seriously the responsibilities bestowed upon them. Pray that they recognize and appreciate the rights and responsibilities they have been given. Pray for those children whose rights are not respected. Pray that all countries would come to care for and value all children.

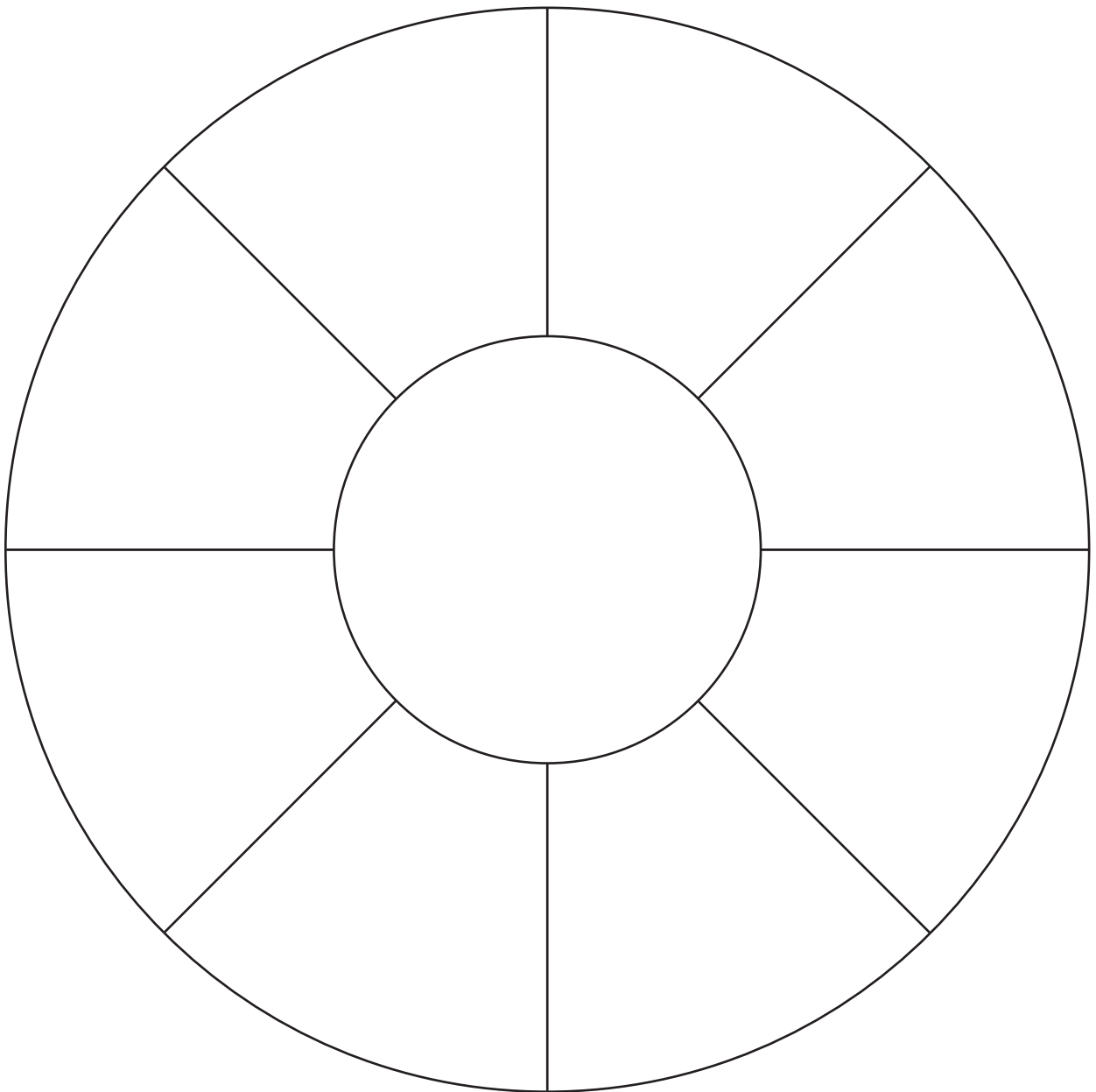
HANDOUT

Two Sides of a Coin



HANDOUT

Two Sides of a Coin (continued)



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