Great Responsibility

Overview
Fairness is the starting place for all social skills. In fact, our society is founded on the idea that everyone has the right to fair and equal treatment regardless of their race, age, gender, abilities, or beliefs. For a society (or any subgroup of society) to prosper, there needs to be a sense of fairness among its members. Young students begin to understand fairness by learning to share and take turns. As students mature, they develop an understanding that equality is treating everyone the same; whereas fairness is providing everyone what he or she needs to succeed.

Objective
Students will identify and explain their rights and the rights of others at school.

Student Goal
I know my rights and the rights of others at school.

Vocabulary
fair
responsibility
right

Materials
Agree/Disagree Signs
Great Rights, Great Responsibilities Student Resource
Report on Rights Project

Helpful Hints
Make a copy of the Agree/Disagree Signs. Cut and post each sign on either side of your classroom for the Practice part of the lesson.

Make a copy of the Great Rights, Great Responsibilities Student Resource for each student for the Practice part of the lesson.

Make a copy of the Report on Rights Project for each student for the Dive Deeper part of the lesson.
# Great Responsibility

## Learn – 5 minutes

<table>
<thead>
<tr>
<th>The <em>Great Responsibility</em> Video discusses the rights and responsibilities of students at school.</th>
<th>Show the students the <em>Great Responsibility</em> Video.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>right</strong> is a freedom that is protected.</td>
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<tr>
<td>A <strong>responsibility</strong> is something we need to do to protect our rights and the rights of others.</td>
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<tr>
<td>The rights and responsibilities discussed include:</td>
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<tr>
<td>• the right to feel safe.</td>
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<tr>
<td>• the responsibility to speak up if we don't feel safe and to help others feel safe.</td>
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<tr>
<td>• the right to learn.</td>
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<tr>
<td>• the responsibility to work hard and to act in a way that allows others to learn.</td>
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<tr>
<td>• the right to be treated fairly</td>
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<tr>
<td>• the responsibility to treat others fairly.</td>
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<tr>
<td>• the right to express our opinions and ideas.</td>
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<tr>
<td>• the responsibility to accept the opinions and ideas of others.</td>
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### Discussion Questions

- What is the difference between a right and a responsibility?
- What are some rights we have at school?
- What are some responsibilities we have to learn and allow others to learn?

### Practice – 10 minutes

<table>
<thead>
<tr>
<th>The <em>Great Rights, Great Responsibilities</em> Activity challenges students to apply their knowledge of rights and responsibilities at school to real life situations.</th>
<th>Provide each student with a <em>Great Rights, Great Responsibilities</em> Student Resource.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct students’ attention to the <em>Great Rights, Great Responsibilities</em> Slides.</td>
<td>Read the first statement aloud.</td>
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</table>
Ask the students to think about whether they agree or disagree with the statement and move to appropriate sign. Tell the students that ‘sort of’ agree or disagree to meet in the middle.

Ask students to discuss why they chose the position they did using the *Great Rights, Great Responsibilities* Student Resource.

If students are divided, allow time for a spokesperson from each position to explain their point of view. After the different points of view are discussed, ask students to move to a new position if they changed their minds.

Continue to read additional statements as time and interest allows.

**Dive Deeper – 20 minutes**

The *Report on Rights* Project challenges students to evaluate how their rights are supported at school and how well they act on their responsibilities.

Provide each student with a *Report on Rights* Project and the *Great Rights, Great Responsibilities* Student Resource.

Have the students choose one of the rights and its corresponding responsibility from the *Great Rights, Great Responsibilities* Student Resource to evaluate what it means and how it is or is not valued at the school.

Go over the *Reports on Rights* Project with the students and review or introduce how to write an opinion piece.

Schedule time for students to share their opinion pieces in small groups.
Tier 2 Strategies
Accommodations and Modifications

Learn
Prior to the lesson, provide the student with the *Great Rights, Great Responsibilities* Student Resource and talk about their rights and responsibilities at school.

Provide preferential seating, e.g. by having the student sit toward the front of the class where the video will be projected.

Practice
Prior to the activity, explain the activity to the student. Go over each statement and help the student consider his or her responses.

Ask the student to repeat the instructions for the activity.

Dive Deeper
Highlight key information on the *Report on Rights* Project for the student.

Provide the student with the option to record or video tape his or her opinion piece.