

Rights and Responsibilities Lesson Plan

Beatbullying



Rights and Responsibilities Lesson Plan

Aims

I understand that I have rights.
I recognise the responsibilities that come with my rights.

Links with NC

PSHE and Citizenship 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

Resources

Paper
Coloured pens
Stickers
Rights cards (attached)
Resources.pps (attached)

Introduction

This lesson plan links with Beatbullying's Anti-bullying week theme 'I have a right to be safe'. It is the first in a series of three lesson plans that also link with a whole-school assembly. The lesson plans in the series are 'Rights and responsibilities'; 'My right to be safe'; 'My right to be cyber-safe'

This lesson can be used as two half-hour sessions.

Resources have been created using articles from the UN Convention on the Rights of the Child.

Links can be made with the Anit-bullying Alliance theme for Anti-bullying week 'stop and think – words can hurt' in the main activity.

Starter



Have the word 'Rights', the first slide in Resources.pps, on the board ready for when the children come into class. As the class come in, randomly give out rewards, points or stickers.

If children question why some are getting rewards – your reason is: you felt like it.

Ask different children:

- How did it feel?
- What were your thoughts?
- Do you think it was fair? Why? / Why not?

Main

Explain that you are going to learn about rights and responsibilities today.



Activity 1

Ask: What is a right? (resources.pps)

Draw out discussion around this until a reasonable definition is reached. Use their experiences from the starter and the rights and responsibilities assembly, if used, to build discussion.

Show the dictionary definition of right (resources.pps) and ask the children to share some examples.

So...

What are your rights?

In groups of six, ask children to map all the rights they think they have in a bubble map, mind map or spidergram.

Ask each group to share the rights they have come up with. Confirm if it is a right and why? / why not?. As they share their rights, link them with the UN Convention on the Rights of the Child by showing the images that link the right with the article in the convention. (resources.pps or rights cards) Some of the articles may link with several examples that the children give.



Activity



Activity 2

We all have rights; with our rights come responsibilities.

Ask: What is a responsibility? (resources.pps)

Draw out discussion around this until a reasonable definition is reached. Use their experiences from the rights and responsibilities assembly, if used, to build discussion.

Show the dictionary definition of right (resources.pps) and ask the children to share some examples.

So... How do responsibilities link with our rights?

If you have the right to be safe, what are your responsibilities?

Each child chooses a right from the board and draws a poster showing their responsibilities. These could be used, with the rights cards, to create a display.



Activity

Plenary



Ask children to explain to their neighbour:

- What are rights and responsibilities?
- What rights and responsibilities do you have?