

## Bachelor of Education – Elementary Unit Plan Template

**Unit Title:** Rights and Responsibilities      **Number of Lessons:** 4      **Time (in weeks):** 2  
**Name:** Melissa Green      **Subject(s):** Social Studies      **Grade(s):** K

### Rationale

This unit is important because it is essential for students to be aware of their rights and responsibilities as a child and also aware of what some of the responsibilities of the adults, the “helpers”, within our community are. This helps to build healthy relationships with those who are there to help students within our community and also equips students to know whom they can trust and go to for support if they need it. As they review their responsibilities they also learn about how they are expected to treat those “helpers”, and others, within the classroom, their families, the community, and beyond.

### Overview

This unit begins by having students learn and reflect on what the rights of the child are as outlined by the United Nations. The unit moves into looking at what our responsibilities are and begins the work of comparing rights to responsibilities and starting to understand the difference between the two. From there students will learn about the community helpers and their roles and the unit will be completed with a reflection activity where students are drawing pictures about how they can help others in the community (responsibilities) and about one right that they have, each picture will be on a separate handprint cutout to be included in a bulletin board display that the class can turn back to as they continue to reflect, learn and notice where rights and responsibilities are appearing in the school, in their homes, and in the community.

### CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <i>Communicating</i> Students are connecting and engaging with others as they participate in guided brainstorming conversations as a class. Students share their pictures and responses with a partner and also communicate to the teacher what they have drawn at different points within the unit.</li> <li>• <i>Collaborating</i> Students will have opportunities to work as a class to collectively brainstorm together. The final bulletin board project will be collaboration between all students... the board will not be complete without everyone contributing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Critical and reflective thinking</i> Throughout this unit students will be guided in thinking both critically and reflectively. They will be reflecting on their rights and responsibilities and the responsibilities of others in their community. They will have to think critically when matching the different roles/items to the different community helpers.</li> <li>• <i>Creative thinking</i> Students will have the opportunity to think creatively, specifically when they are choosing a “community helper” to imagine themselves as and reflect on what they would do in that role that would help others within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal awareness and responsibility</i> Students will be expected to be aware of and regulate their behavior during class discussions and during work periods. As this is Kindergarten, this will continue to be modeled and taught throughout the unit and indeed the school year.</li> <li>• <i>Social awareness and responsibility</i> As students learn about rights and responsibilities they will be learning about healthy relationships and who the helpers are in our community. While learning about community helpers, diversity will be tied in.</li> </ul>

### BIG IDEAS

(multiple subject areas for integrated unit)

Social Studies	Subject Name:	Subject Name:
Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.	N/A	N/A

## LEARNING STANDARDS

Curricular Competencies	Content
CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions CC2: Explain the significance of personal or local events, objects, people, or places	C4: Rights, roles, and responsibilities of individuals and groups

## Prerequisite Concepts and Skills

- Students know the expectations for classroom brainstorming and work periods.
- Students are familiar with classroom expectations around sharing with a partner; this has been modeled already through the school year.

## Teacher Preparation Required

Lesson 1	<ul style="list-style-type: none"><li>• “I Have the Right to Be a Child” by Alain Serres</li><li>• Print off drawing/writing page</li></ul>
Lesson 2	<ul style="list-style-type: none"><li>• “What If Everybody Did That?” by Ellen Javernick</li><li>• “Rights and Responsibilities” worksheet</li></ul>
Lesson 3	<ul style="list-style-type: none"><li>• Community Helper Cards, precut and sort into envelopes</li><li>• Print off drawing/writing page</li></ul>
Lesson 4	<ul style="list-style-type: none"><li>• “These Hands” by Dave Gunning</li><li>• Handprint cutouts</li><li>• Supplies for bulletin board</li></ul>

## Cross-Curricular Connections

This unit makes connections into Arts Education through drawing as a way of communicating their thoughts as well as English Language Arts as they share verbally to the teacher what they have drawn. Some students may be at the place where they can practice their writing on their own. They are telling the story of their drawing.

## Indigenous Connections/ First Peoples Principles of Learning

“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”

The learning within this unit helps students to learn more about themselves through learning about their responsibilities and rights. That learning extends into their relationships with their family and their community and supports the overall well being of all.

Wherever possible the language of the local Indigenous Peoples will be woven in. For example, when learning about the community helpers the firstvoices.com website will be used to learn how to say teacher or doctor, etc in the local language.

## Universal Design for Learning (UDL)

- Students will have expectations of work shared both verbally and through a sample. This will meet both auditory and visual learners.
- Students will be given the option to move around the classroom as meets their needs.
- Students will get to choose where to work, whenever possible.
- The teacher will use a variety of assessment forms in order to reach each student.
- The activities can be adapted so that each student can be successful and reach their individual learning goals.
- If there are students who struggle with, or find drawing an anxious thing, they will be invited to use collage supplies to help create a picture to represent their thinking.

## Differentiated Instruction (DI)

- Body breaks
- Break cards
- Brain breaks
- Fidgets
- Standing tables
- Flexible seating
- Headphones
- Weather dependent, parts of this lesson can be moved to an outdoor learning area

### Overview of Lessons:

#### Lesson 1

Name & Time (Minutes Allotted):	I Have the Right to Be a Child (35 min)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C4
Instructional Objectives	TSWBAT draw a picture of what they believe their rights are and describe their drawing to the teacher. TSWBAT share with the class one “right” they included in their picture.
Assessment:	Formative <i>for</i> learning <b>What:</b> Complete a drawing and sharing <b>How:</b> Teacher reviews the completed drawing with the student and engages in a conversation while providing support in writing a sentence.  Formative <i>as</i> learning <b>What:</b> Sharing with the class <b>How:</b> Teacher hears and supports each student in sharing one “right” that they included in their drawing. Students are learning from one another’s sharing.
Teaching Strategies:	Story, brainstorm, drawing response, sharing
Materials:	Book, drawing/writing pages
<b>Lesson Activities:</b>	
Introduction/Hook:	<b>Read:</b> “I Have the Right to Be a Child” by Alain Serres
Body:	<b>Invite students</b> to share what stood out to them from the book. Brainstorm what “right” means. Definition: “Rights are the things you are entitled to or deserve.” <b>Students draw</b> a picture of what they believe their rights are, these might be inspired by the book. The teacher will write a sentence to go with their picture as dictated by the student.
Closure:	<b>Students will share</b> with the class one thing they included in their pictures.

#### Lesson 2

Name & Time (Minutes Allotted):	My rights and responsibilities (35min)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C4
Instructional Objectives	TSWBAT engage in brainstorming and sharing with the class. TSWBAT complete the “Rights and Responsibilities” activity sheet.
Assessment:	Formative <i>as</i> learning <b>What:</b> Classroom brainstorming <b>How:</b> Students get to learn from one another as they take turns sharing during the classroom brainstorm. Teacher observes who is participating.  Formative <i>for</i> learning

	<b>What:</b> “Rights and Responsibilities” activity sheet <b>How:</b> Teacher will review the students’ completed activity sheets and also circulate around the classroom while students are working.
Teaching Strategies:	Direct instruction, story, brainstorming, activity sheet, group sharing
Materials:	Book, Rights and Responsibilities activity sheet
<b>Lesson Activities:</b>	
Introduction/Hook:	<b>Read</b> “What If Everybody Did That?” by Ellen Javernick
Body:	<b>Review</b> the definition of what a “right” is.... “Rights are the things you are entitled to or deserve.” <b>Brainstorm</b> what “responsibilities” means. Definition: “Responsibilities are things you are expected to do.” Brainstorm different rights and responsibilities that we have. <b>Students complete</b> the “Rights and Responsibilities” activity sheet. Cutting out the words/images at the bottom of the page and pasting them in the correct side of the table depending on whether they are a right or responsibility.
Closure:	<b>Classroom Sharing:</b> Five students are asked to share a right or responsibility that we have in our classroom.

### Lesson 3

Name & Time (Minutes Allotted):	Community Helpers and their Roles (35min)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C4
Instructional Objectives	TSWBAT match the community helper cards together. TSWBAT draw a picture to the prompt, “If I were a _____ community helper I would _____” and verbally share with the teacher so it can be recorded. TSWBAT share with a partner about their drawing.
Assessment:	Formative <i>for</i> learning <b>What:</b> Matching community helper cards <b>How:</b> Teacher will observe and circulate around the classroom while students are matching cards and will take note of further teaching that is required.  Formative <i>for</i> learning <b>What:</b> Completed picture to the provided prompt. <b>How:</b> Teacher reviews the completed drawing and engages in a conversation with each student while supporting them to complete the sentence prompt.  Formative <i>of</i> learning <b>What:</b> Pair and Share <b>How:</b> Students share with a partner about their drawing and learn from one another.
Teaching Strategies:	Mind Map, matching cards, drawing response, partner sharing
Materials:	Pre cut out and enveloped community helper cards, drawing/writing sheets
<b>Lesson Activities:</b>	
Introduction/Hook:	<b>Classroom Mind Map</b> about the different community helpers we know in our community.
Body:	<b>Students</b> receive envelopes of cut out community helper cards and match them together. i.e.: mail carrier + letters and packages + mail truck // construction worker + dump truck + tools // doctor + stethoscope + x-ray, etc. <b>Students</b> choose one community helper to draw a picture of to the prompt, “If I were a _____ community helper I would _____”. Teacher will write in the blanks of the sentence for the student after they have drawn the picture.
Closure:	<b>Students share</b> with a partner about their drawing.

## Lesson 4

Name & Time (Minutes Allotted):	These Hands of Mine (35min)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C4
Instructional Objectives	TSWBAT contribute to the class brainstorm. TSWBAT communicate a right and responsibly that they have.
Assessment:	Formative <i>as</i> learning <b>What:</b> Class brainstorming <b>How:</b> Students learn from one another as they share with the class, teacher observes who is participating.  Summative <i>of</i> learning. <b>What:</b> Contribution to the class bulletin board: “Our Rights and Responsibilities” <b>How:</b> Students complete the two handprints as a summary of their learning about rights and responsibilities and engage with the teacher in describing their work. Their work is then added to the bulletin board.
Teaching Strategies:	Story, brainstorming, individual work, collaborative project
Materials:	Book, hand prints, sentence strips, supplies for posting on bulletin board
<b>Lesson Activities:</b>	
Introduction/Hook:	<b>Read</b> “These Hands” by Dave Gunning
Body:	<b>Invite</b> students to share what the hands in the story did to help others and do good in our world. <b>Brainstorm</b> ways that we can help others and do good in our community. (responsibilities) <b>Brainstorm</b> the different rights that we have as people in our community. <b>Students</b> take two cut out handprints and draw a picture of how they can help others/do good in the community on one handprint and on the other draw a picture of a right they have. Teacher and EA will write a sentence about their picture on a small piece of paper and then pin the handprint with the sentence sheet next to one another on the “Our Rights and Responsibilities” bulletin board in the hallways.
Closure:	<b>Class goes</b> into the hallway to observe the completed bulletin board, teacher reads through what is on the board.

## Resources

<https://pocketofpreschool.com/community-helpers-activities-centers-preschool-kindergarten/>  
<https://www.teacherspayteachers.com/Product/Rights-and-Responsibilities-Sort-2792844>

## Extensions to Unit

This unit could be made cross-curricular as one way of being extended.

- Extensions could be made in English Language Arts to add a larger writing and reading component.
- This unit could be taken outside of the classroom and into the community, meeting community helpers and seeing where they work.
- The Social Studies unit could be extended into many more lessons as an opportunity to go deeper into the big idea, I would extended this to be at minimum a month long unit and spend much more time on each of the aspects of the big idea and engage in multiple ways of approaching each piece.

## Reflections and Revisions

N/A