

My Rights Hand

Lesson Plan: K - 3

Overview

This lesson plan introduces students to the concept of individual rights and the ways in which rights are enforced within a community. This plan is broken into three 30-minute segments depending on the needs of the group.

Corresponding Student Center Pages

- [The Constitution and Rights](#)

Suggested Time Needed

1 – 3 class periods

Learning Objectives

After completing this activity, students will:

- Define the concept of individual rights and personal responsibility.
- Explain the purpose and importance of protecting individual right within a community or state.

Guiding Questions

- Why are rights important?
- What are ways that rights are protected?

Missouri Grade Level and Course Level Expectations

- K-3.PC.1.C - Discuss the concept of individual rights and the ways that rights are protected within a community/state.

Materials Needed

- Rights and Responsibilities sorting cards
- My Rights Hand worksheet
- Community Helper coloring cards



Procedure:

Part 1 – Rights and Responsibilities

1. Ask students: “What is a rule?” Discuss simple classroom rules. Explain that rules help make things fair for everyone.
2. Explain that everyone has special rules just for them that are called “Rights.” These rules help make things fair for everyone. “A right is something that you are allowed to have or allowed to do just because you are a person.”
3. One of these special rules is the **Right** to be safe. Each one of us has a right to be safe. This means that no one should touch your body or things without your permission. Demonstrate the concept of personal space by holding up hands to show an invisible bubble around you.
4. Explain that since I have a right to be safe, I also have a **responsibility** to make sure that you are safe. A responsibility is something that you should do for others. Let’s see if we can think of more rights and responsibilities.
5. **Picture card sort:** Show the students the picture cards, one at a time. Have them categorize each card as a **Right** (something they should get) or a **Responsibility** (something they should do).

Part 2 – My Rights

1. Recall the definition of a right (something that each person should get) and a responsibility (something that each person should do). Refer to the chart that holds the sorted cards while you review.
2. Distribute the coloring sheet – My Rights Hand. In the palm of the hand ask students to draw a picture of what they think the world looks like when things are fair. On each finger they should write or draw a right that helps keep things fair.
3. Give the students time to finish their work. Pair & Share. Give students two minutes to discuss their work with a partner. Ask for 2 – 3 volunteers to quickly share one right that they wrote on their hand.

Part 3 – Community Helpers

1. Ask students: Has one of your rights ever been broken? What do we do when a right is broken? Is there anyone who can help make sure your rights are protected? In our community, we have a lot of people whose job it is to protect the rights of others.
2. With the students, identify community helpers who play a role in protecting rights and how they protect rights.
 - **Teacher/Principal:** "They make sure you have the right to learn safely by setting school rules."
 - **Police Officer:** "They help keep our neighborhood safe so we can all feel protected and have the right to be safe outside."
 - **Firefighter:** "They help protect our right to safety by responding quickly to emergencies."



- **Judge:** "A Judge is like a referee for big problems! They help make sure everyone gets a fair chance to speak and decide what the fairest thing to do is when people disagree about their rights."
- **Jury:** "The Jury is a group of citizens who listen carefully to both sides of a problem to help the Judge decide what is fair. They protect our right to be judged fairly by our community."
- **YOU!:** "When you are responsible and follow the rules, you are also protecting the rights of others in the community. When they are responsible, they are protecting your rights."

3. Invite the students to color the community helper cards.

Assessment – Exit Ticket

Provide the following sentence on a slip of paper or display it in front of the room. Ask students to fill in the blanks.

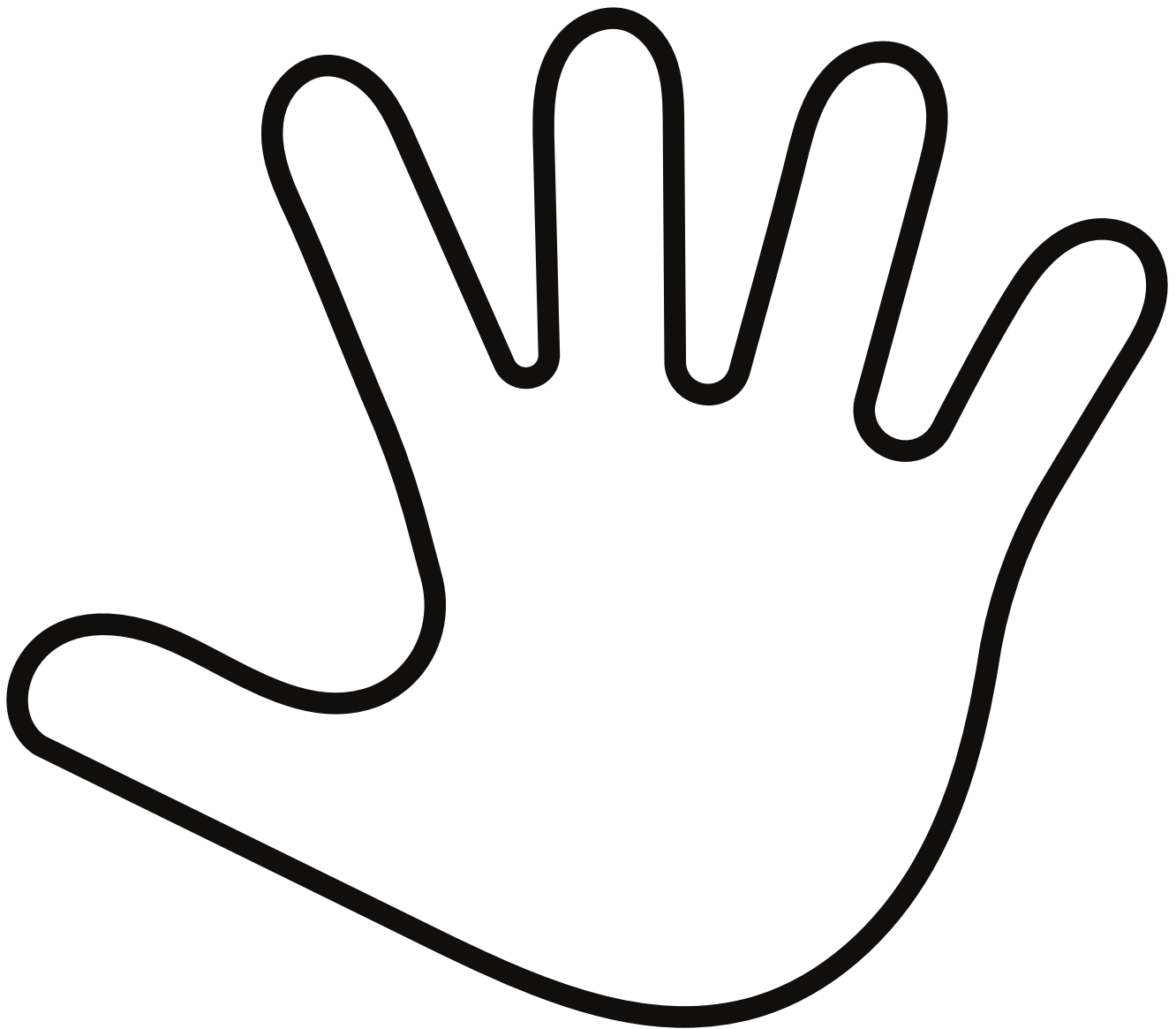
I have a right to _____. I can protect this same right for others when I _____. If someone is breaking this right, I can ask a community helper like a _____ for help.

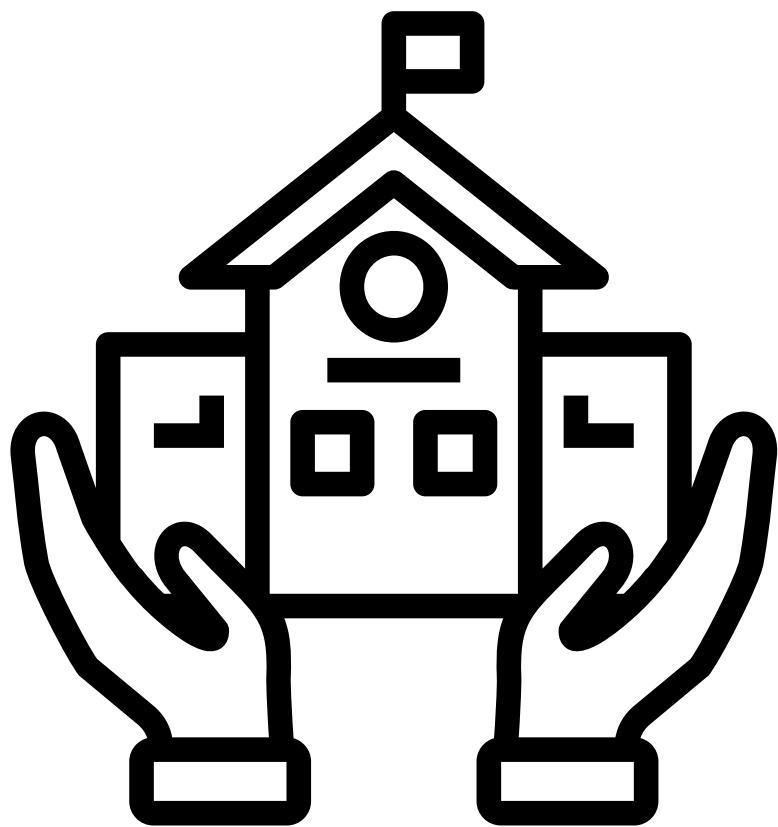
Extension – Invite a community helper to come to the classroom to speak about how he or she protects rights.

Name: _____

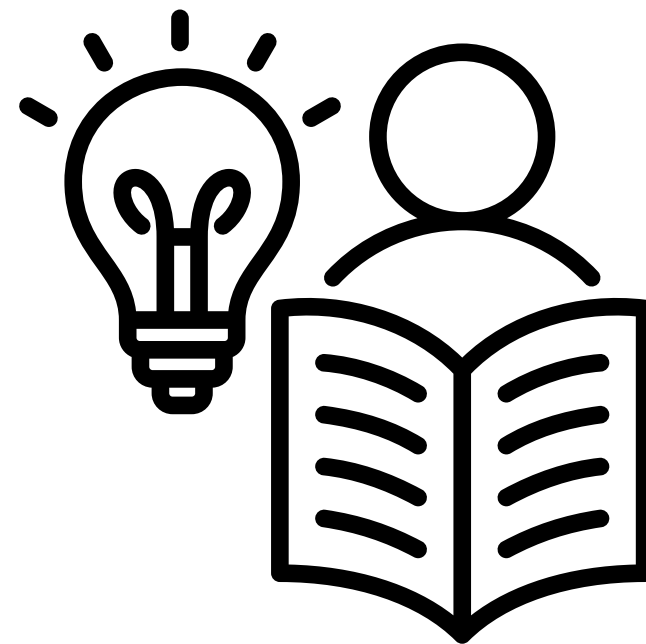
My Rights Hand

Directions: In the middle of the hand, draw a picture of the world looks like when things are fair. On each finger, draw or write one right you have in your school or community.





**A SAFE
SCHOOL**



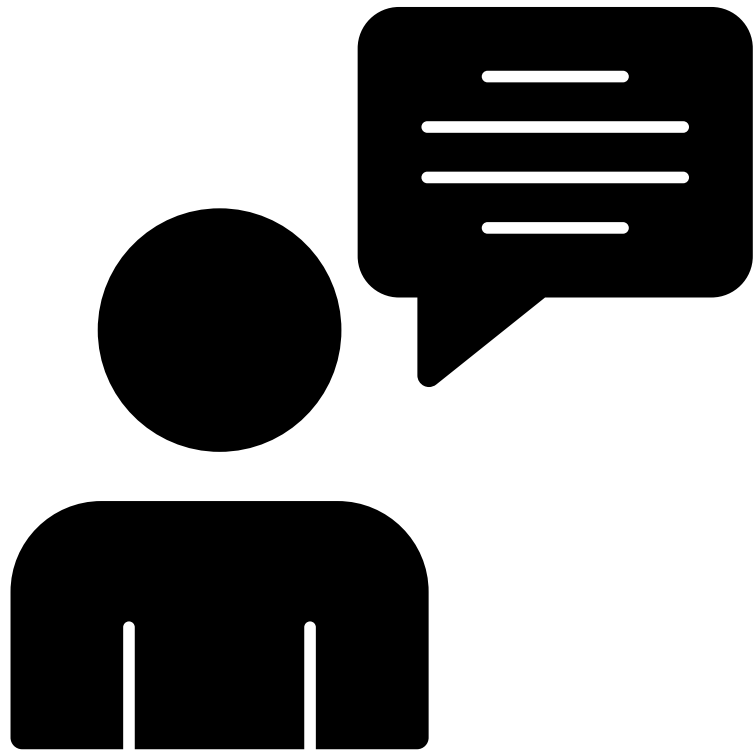
**HAVE MY
OWN IDEAS**



**A PLACE
TO LEARN**



**PLAY AND
HAVE FUN**



**USE MY
VOICE**



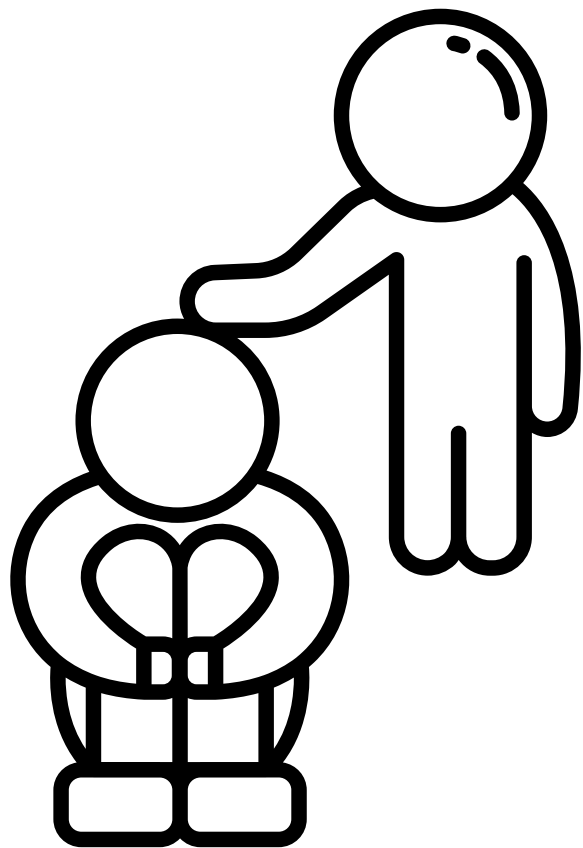
**PUT BOOKS &
TOYS WHERE
THEY BELONG**



**USE SAFE
HANDS
AND FEET**



**LISTEN
ACTIVELY
TO OTHERS**



HELP

OTHERS



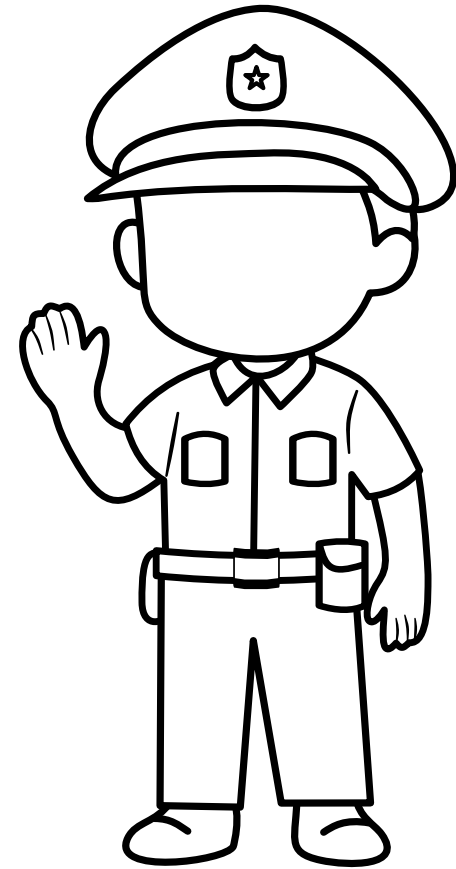
THINK

BEFORE

SPEAKING



TEACHER OR
PRINCIPAL



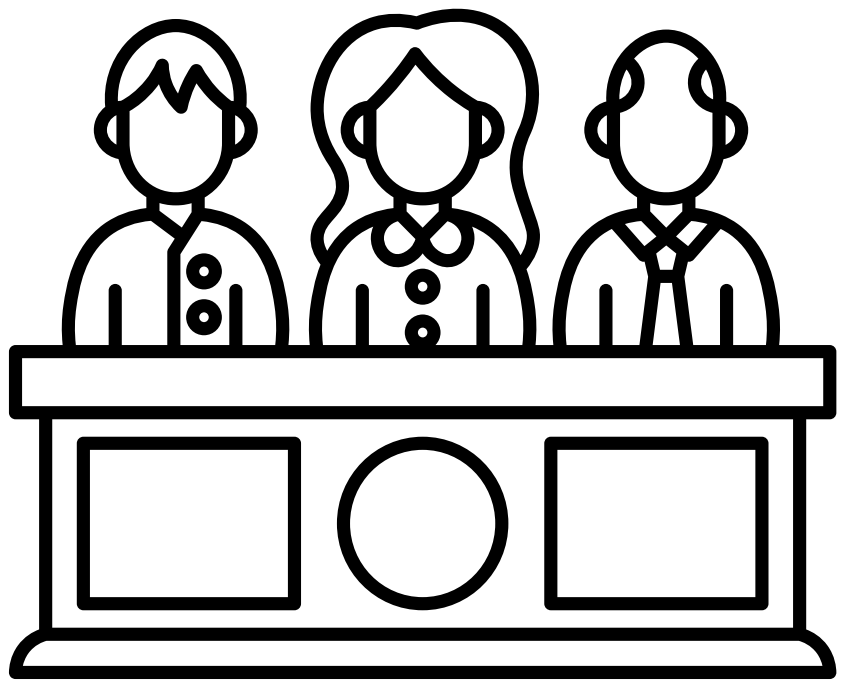
POLICE
OFFICER



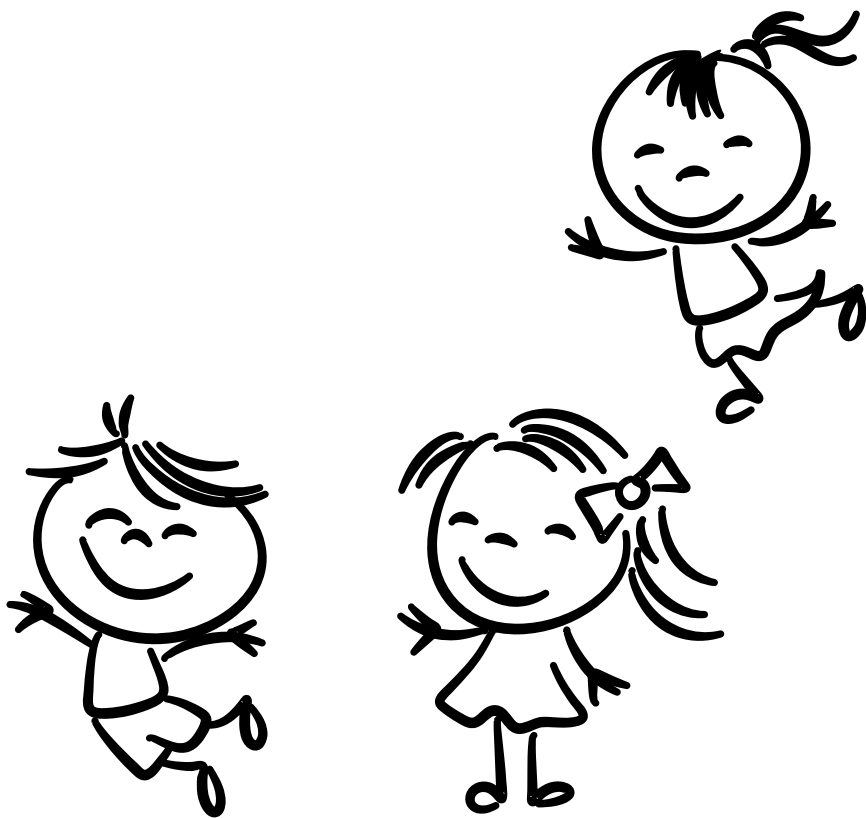
FIRE
FIGHTER



JUDGE



JURY



YOU!