

**Lesson Plan for “Advocating for My Rights”
Grade 3**

Title/ Concept	“Advocating for My Rights” Child Abuse Prevention
Time Required	45 minutes
NC Healthful Living Essential Standards	3.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior. 3.MEH. 2.1 Identify common sources for feelings of grief or loss. 3.MEH. 2.2 Summarize how to seek resources for assistance with feelings of grief or loss 3.ICR.1 Understand healthy and effective interpersonal communication and relationships. 3.ICR.1.1 Summarize qualities and benefits of a healthy relationship.
ASCA Mindsets & Behaviors Standards	M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SMS 9. Demonstrate personal safety skills
NC Guidance Essential Standards	EEE.SE.2 Understand the relationship between self and others in the broader world. EEE.SE.2.1 Contrast the influence of self and others in relationship building. EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships. EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.
Learning Outcomes	Students will feel empowered to advocate for their rights. They will be able to verbalize 3 rights that they have (the right to be safe, the right to be cared for, and the right to get help). Students will be able to identify adults who they can go to for help. They will also be able to verbalize what they can do if their rights are not being taken care of.
Materials	-1 classroom set of RIGHTS Bingo game cards (be sure to include the 11 different versions provided) -1 copy of the RIGHTS Bingo word list (copy & cut out individual words to place in a box, hat, bag, etc.) -RIGHTS Bingo markers-you can use buttons, dried beans, pasta, cut up pieces of paper, etc. -Copy of the RIGHTS Word Descriptions (for facilitator use only) -Pre/Post-test (included below lesson)
Introduction (3 minutes)	Lead a brief discussion with the following: - Say -“Last year most of you learned that you have Rights! You have the right to be safe, the right to be cared for, and the right to get help. - Following introduction of lesson and prior to Bingo, give the pre-test. “Today we are going to play RIGHTS Bingo. You will have an opportunity to think about, role-play, and discuss your Rights! We will talk about people in your life who you can talk to if your rights are not being taken care of.”
Review and Practice (Discussion- 10 minutes)	- Say , “Let’s talk about the right to be cared for first. What are some of the ways children need to be cared for?” (Food, clothing, shelter, care about feelings) - Say , “Now let’s look at the second right, right to be safe. What does this mean?” - Say , “The third right is the right to get help. Let’s discuss different ways you can get help. Who can you tell if you need help?” - Say “Sometimes children’s rights are not taken care of and they need help. Last year most of you watched a video about a girl named Teresa who needed help because she wasn’t taken care of. This is called “neglect” which means a child is not being taken care of the way he/she needs to.

	<p>Ask, “Is it ever okay that your rights aren’t being taken care of?” (No)</p> <p>Ask, “Is it ever your fault if you are not being taken care of?” (No, it is never a child’s fault)</p> <p>Say, “You have the right to get help. If you or someone you know is not being taken care of or is not safe, who can you talk to for help?” (allow kids to brainstorm)</p> <ul style="list-style-type: none"> - Ask, “What if one of your friends or classmates needs help? What can you do to help them?” (Encourage them to ask an adult for help, tell an adult you think they need help.) - “What if your friend or classmate seems to need help because they are not safe or because of neglect, and they don’t want you to tell anybody? What if they want for you to keep it a secret? Should you tell?” (Yes!) - “Yes! Secrets that feel good are usually okay to keep, but secrets that feel bad are the ones you NEED to tell an adult and ask for their help. Keeping your friend safe and taken care of is more important than them being upset that you told. Every child has rights, and it is most important that you ask an adult for help if someone’s rights are not met, no matter if they want you to or not.”
<p>Activity (Rights Bingo - 25 minutes)</p>	<p><u>Game Instructions:</u></p> <ol style="list-style-type: none"> 1. Give each student a RIGHTS Bingo game card and some bingo markers. 2. Explain that you are going to be playing a game called RIGHTS, which is similar to Bingo. The RIGHTS game focuses on specific issues that some students deal with. The topic we are talking about today is Child Abuse & Neglect. 3. Have a student come to the front of the room to choose one RIGHTS word out of the box. The student can act out the word (similar to Charades) or describe the word without using the actual word. 4. After a student correctly guesses the word, ask him/her to talk about how the word could be related to Child Abuse & Neglect. 5. When a student has five markers in a row, he/she can call out, “I have RIGHTS!” 6. In order to officially win the RIGHTS Bingo game, the student should name each of the five words on their board and relate them to Child Abuse & Neglect. 7. Allow time for class discussion if any questions/topics of concern arise, and begin playing as many rounds as time allows. Feel free to play Four Corners, Blackout (cover the entire board), only horizontal, etc. 8. Have fun ☺
<p>Review & Closure (2 minutes)</p>	<p>“How can a child who is not safe get help?” (by telling an adult)</p> <p>“Let’s review the 3 rights of children together” (Lead class in verbally saying the 3 rights)</p> <p>--After review, give students the post-test</p> <p>-“Each of you is very special and very important. Each of you have the right to be cared for, the right to be safe, and the right to get help, and you have adults that you can go to for help.”</p>
<p>Data & Evidence to Check Student Understanding</p>	<p>Monitoring student responses and independent activity, making sure that all students demonstrate:</p> <ul style="list-style-type: none"> - Ability to verbalize the 3 rights of children - Ability to verbalize at least 3 adults they can tell <p>-Data collected by comparing pre/post-test</p>
<p>Follow-up Activities to Extend Concept Development</p>	<p>Pinwheels activity; leave a pinwheel from the kit with the class and ask the homeroom teacher to find a time to plant the pinwheel in a common location on the school property with the class.</p>

Related Literature and Websites	
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Advocating for My Rights Pre-Test

Directions: **Do not put your name on the pre/post-test. This is not graded. We just want to see what you've learned!**

What are the 3 rights all students have? **(Check the three)**

- The right to be safe
- The right to have ice cream for lunch
- The right to skip school and leave early when they want to
- The right to be cared for
- The right to have a dog or cat
- The right to get help

List three adults you can go to for help if your rights are not being met:

1. _____

2. _____

3. _____

Advocating for My Rights Post-Test

Directions: **Do not put your name on the pre/post-test. This is not graded. We just want to see what you've learned!**

What are the 3 rights all students have? **(Check the three)**

- The right to be safe
- The right to have ice cream for lunch
- The right to skip school and leave early when they want to
- The right to be cared for
- The right to have a dog or cat
- The right to get help

List three adults you can go to for help if your rights are not being met:

1. _____

2. _____

3. _____