

Lesson Plan for “I have Rights”

Grade 2

Title/ Concept	“I Have Rights” Child Abuse Prevention
Time Required	45 minutes
NC Healthful Living Standards	2.MEH.1.1 Identify appropriate standards for behavior. 2.MEH.1.2 Summarize behaviors that help to avoid risks.
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
NC Guidance Essential Standards	EEE.SE.3.1 Contrast appropriate and inappropriate physical contact. RED.C.1.2 Identify creative strategies and non-creative strategies to make decisions and to solve problems.
Learning Outcomes	Students will learn about rights and be able to identify the three main rights of children. They will practice advocating for their rights by saying NO. They will identify at least three adults who can help them in unsafe or uncomfortable situations.
Materials	Video segment: Unicef Video: https://www.youtube.com/watch?v=VLwXtvLPWzA (NOTE: start at 0:12 to avoid the word sex used to describe gender) Bill of Rights Activity: https://drive.google.com/a/cms.k12.nc.us/file/d/0B3vfx9BPtAnAYkhhbUNFcFhPbWM/view?usp=sharing Rights posters to use in lesson: https://drive.google.com/a/cms.k12.nc.us/file/d/0B3vfx9BPtAnAZDJERVM3ZndmY1E/view?usp=sharing SMARTboard lesson (optional) Expo markers/whiteboards Bill of Rights activity sheet and pencil/markers
Introduction (3 minutes)	Lead a brief discussion with the following questions: Say: 1. “What are rights?” Have students turn to their shoulder partners and brainstorm. Take answers. (rights to education, freedom, health, safety) 2. “When have you heard that word used? Have you ever heard of someone talking about their personal rights?” (Civil Rights, Bill of Rights, etc) 3. “Do you think Children ever have rights?” (Yes) Say: “Today you are going to learn a very important lesson about the rights children have! You are going to learn about three of the most important rights, watch a video to help you learn about your rights, and learn what to do if your rights aren’t being taken care of.”

Review and Practice
(Game- 8 minutes,
Video- 3 minutes,
Game- 10 minutes)

Say, “First, we are going to play a game called Guess-A-Sketch to learn the three major rights students have. While I am drawing, think in your head about the right I might be trying to show. Remember to look at all of my clues while I am drawing and then whisper with your team to brainstorm your guess when I am finished.”

Right #1: Draw a bed, house, glass of water, plate of food, and stick figure parent. **Take student guesses and then share “right to be cared for.”** Emphasize food, clothing, shelter, having someone home to watch you, being able to get sleep. Introduce the word “neglect” as a word we use when children are not being cared for.

Right #2: Draw a stick figure in a car with a seat belt on. Draw arrows to the seat belt for a clue. **Take student guesses and then share “right to be safe.”** Emphasize the right to be safe in your hula hoop space and avoid harm, whether it’s bullying or people trying to make you feel uncomfortable in bathing suit areas. Remind students of the Boss of Our Body lesson where we learned to say NO or STOP if someone is making us feel unsafe or uncomfortable. Practice saying “NO.”

Right #3: Draw a stick figure student with a talk bubble “help” and a teacher next to the student. **Take student guesses and then share “right to get help.”** Emphasize and brainstorm the different adults at school and at home that can help you in an unsafe or uncomfortable situation.

As you share each right, you may show the sign that matches it (have students repeat them).

I have the right to be cared for

I have the right to be safe

I have the right to get help

OR show the SMARTBOARD page that has all the rights written with visual clues.

Now, we’re going to watch a short video to learn a little bit more about our rights and responsibilities. **Play Video, starting at 0:12.**

Video Discussion Questions:

- What examples of rights did you hear that we have already covered?

(Answers: The right to food, clothes, shelter- right to be cared for; The right to be protected/safe and get help if anyone is in danger)

- What other rights did the video mention?

(Answers: The right to education, the right to join groups)

	<p>Say: Now we are going to mention some problems that might come up at home or school. For each situation, decide whether the right that protects you is the “right to be cared for” or the “right to be safe.” Remember, in each of these situations we would GET HELP because our third main right is the “right to get help.”</p> <p>Let students work in teams and write their guesses on the whiteboard. After their team has brainstormed, say 3-2-1 ANSWERS and have students hold up their whiteboards with guesses. After each situation, students can pass the whiteboard to the next person on their team so that all (or most) students get a chance to write.</p> <p>Situation #1- You come home, and even though your family is home, no one makes you dinner or gives you anything to eat. You end up going to bed without any food. <i>What right protects you? (right to be cared for)</i></p> <p>Situation #2- You are at school and classmates are pushing you and calling you names at recess. <i>What right protects you? (right to be safe)</i></p> <p>Situation #3- You get off the bus in the afternoon and walk home, but no one is there to watch you. You end up getting yourself food and going to bed all alone. No one comes home during the night. <i>What right protects you? (right to be cared for but I also accept right to be safe)</i></p> <p>Situation #4- Someone is in your hula hoop space touching you in your bathing suit areas and making you feel uncomfortable. <i>What right protects you? (right to be safe)</i> Emphasize that no child or adult should be touching bathing suit areas unless you are at the doctor and they are making sure you are healthy. Optional: Show the SMARTboard slide with children at the beach. Color bathing suits in red as a reminder that no one should be touching those areas.</p>
<p>Activity (Independent Practice 5 minutes)</p>	<p>Say: Now that we have learned the three main rights of children and understand different examples, we are going to complete our take-home resource guide so that we can explain today’s lesson to our families.</p> <p>On your “I Have Rights!” page, list the three rights we have discussed today. Then, write three adults you can go to for help.”</p> <p>Monitor children as they create these documents, assisting to ensure that each child is able to write each of the rights and name at least 3 adults they can go to for help. (Encourage students to include adults at home and at school and emphasize the importance of telling both when they need help. Also, be prepared to explain why 911 is not the best help option for this activity,</p>

	unless they are truly in immediate danger and feeling unsafe without an adult to help them.)
Review & Closure (2 minutes)	Answer any questions from students. Say: “Each of you is very special and very important. Each of you have the right to be cared for, to be safe, and to get help, and you have adults that you can go to for help.”
Data & Evidence to Check Student Understanding	Monitor student responses and independent activity, making sure that all students demonstrate: Ability to write the 3 rights of children Ability to name at least 3 adults they can tell
Follow-up Activities to Extend Concept Development	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.
Related Literature and Websites	We've All Got Rights –fun song to share with your students!