

Your Classroom, Your Rules

Thinking Through Your Rights and Responsibilities



BIG IDEAS

- › Rules are created to protect the rights of the people in the community.
- › You can analyze any set of rules by thinking critically about the relationship between rights and responsibilities.



LEARNING OBJECTIVES

Students will use their understanding of the relationship between rights and responsibilities to examine classroom rules.



VOCABULARY

Responsibility › a sense of duty or obligation to do something; heroes of liberty willingly take on additional responsibility to support liberty for all.

Right › something that you are entitled to do or have, often protected by law

Rules › guidelines for how to act within a specific setting, such as a classroom



CHARACTER CONNECTION

Students apply their knowledge of the way **responsibility** supports rights to identify ways they support rights every day in their classroom.

THEME

Balancing Rights with Responsibilities



GRADE LEVEL

4-8

TIME

45 minutes

MATERIALS

Thinking Through Your Classroom Rules worksheet (attached); Enough copies of your classroom rules for every student; Pens/pencils

Directions

INTRODUCTION

1. Ask your students if anyone has ever said to them, “**Because I said so,**” to explain why they had to do something or were not allowed to do something. As a follow up, ask, “**How do you feel when you’re told that?**” Allow students to share responses with a partner and then ask for volunteers to share out. Tell students that every good rule has a reason behind it, and today we are going to learn how to examine rules to figure out what the reason is.

BALANCING RIGHTS WITH RESPONSIBILITIES

2. Distribute a copy of the *Thinking Through Your Classroom Rules* worksheet to each student. Review the top part of the worksheet with students, including the small chart. If students did the pre-visit lesson, *Balancing Rights with Responsibilities*, they have already seen this chart. After



ACADEMIC STANDARDS

Common Core Language Arts

CCSS.ELA-LITERACY.SL.4-8.1 >

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

PA Civics and Government

5.1.4-5.A > Examine school rules and consequences. / Understand the rule of law in protecting property rights, individual rights and the common good.

NJ Social Studies

6.1.4.A.1 > Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

reviewing, give students a chance to ask any questions they have. The takeaway from this review should be that **when you have the right to do something, you have the responsibility to let others do it too.**

EXAMINING CLASSROOM RULES

3. Review the directions on the front of the worksheet with students, and the example in the chart on the back. Give students a chance to ask any questions they have.
4. Distribute a copy of your classroom rules to each student.
 - > For each rule, students should describe the corresponding responsibility they have. (See the example on the worksheet.)
 - > You may want to have students complete the 'responsibility' column for all rules first, and then review with them, to be sure their ideas of their responsibilities align with yours.
 - > This can be very useful feedback for assessing your students' understanding of how to uphold classroom rules.
5. Next, using one of your rules as an example, ask students, **"How does it affect you if other students follow this rule?"** Follow up with, **"How does it affect you if other students don't follow this rule?"**
6. Review the definition of a right with students. A right is **something that you are entitled to do or have, often protected by law.** In this case, students' rights in the classroom are protected by the classroom rules.
7. For each rule, ask students to think about what right is being protected if everyone follows that rule. Have them describe this right in their own words in the 'rights' column of the chart.

WRAP-UP

8. As an exit ticket, have students respond to the following prompt: Which classroom rule is the most challenging for you to follow? In your own words, why do think it's important to follow this rule?

Extension

As an essay, or in another format of your choice, have students respond to the following prompt: Think of a very important right that you think students at a school should have. If you had the power to make a school-wide rule to protect this right, what would your rule say?



Thinking Through Your Classroom Rules

Worksheet

NAME _____

Rights and responsibilities have a logical relationship: When you have the **right** to do something, you have the **responsibility** to let others do it too.

YOU HAVE THE RIGHT...	SO THAT MEANS...	YOU HAVE THE RESPONSIBILITY...
To say what you think		
To be safe		Not to hurt others

You can use this logical relationship to understand any set of rules in your life. Let's practice with the rules of your classroom, using the chart on the back of this worksheet:

- In the right-hand column, in your own words, write down the responsibilities you have because of your classroom rules.
 - For example, if the rule says "Keep hands and feet to yourself," then your responsibility is: "...to keep my hands and feet to myself."
- Think about what right you have that is protected by that rule.
 - For example, you have the right to be free from other students hitting or shoving you with their hands or kicking you with their feet. So that rule is protecting your right, as long as everyone takes responsibility for following it.
- In the left-hand column, in your own words, write down the right that is being protected by the rule.



2nd

The right protected by the rule goes here.



1st

Your responsibility according to each classroom rule goes here.



YOU HAVE THE RIGHT...

Example: Not to be kicked, shoved, hit, or touched if I don't want to be.



YOU HAVE THE RESPONSIBILITY...

Example: To keep my hands and feet to myself.

SO THAT MEANS...

