

## Yellow set resource sheet: Year 4

### Introducing rights and responsibilities

#### *Introducing the idea of rights*

Give out felt-pens/crayons/paper to all the children wearing a particular item of clothing (e.g. brown shoes) or with, for example, long hair.

Ask the children to draw a picture of themselves.

When children ask for paper, etc., explain that you are only working with the children with ... today.

When children say 'That's not fair', ask why not and then ask them if they were surprised that you were not fair. Talk about the fact that at school you expect to be treated fairly by teachers – tell them that this is a 'right' that they have at school.

Explain that a 'right' is something that everyone should expect when they are at school ... It describes how we would like things to be.

Explain that you want the class to work together to make our classroom a fantastic place to learn and play in. To do this, remind children that everyone in the classroom has certain rights – the classroom must be fair to all.

Ask the children to thought shower what rights they think they should have in their classroom. For example:

*for people to respect your things and not take them;*

*for people to ask before they borrow things;*

*to be listened to;*

*to have an opportunity to say what you think;*

*to have enough books to read;*

*to have enough scissors and paints;*

*for people to put things back when they have used them;*

*for people to be kind to you, not horrible or call you names;*

*to have the same chance as other people to use the things in the classroom;*

*for people to help you with your work if you are stuck;*

*for children to be told off if they are rude or unkind.*

Try to organise the children's contributions around the following basic categories, putting in the children's contributions as 'examples' of each.

The right to be **treated fairly** (for example, for everyone to have the same number of opportunities to use the computer).

The right to **respect** for you and your things (for example, for people to listen to the person who is speaking, to use the name the person asks you to use, or is happy with, for people to be polite).

The right to **learn** (for example, to work without being interrupted, to have the things you need to work, to be able to ask the teacher for help).

The right to **enjoy** coming to school and enjoy learning – to feel safe and be safe (if children have completed a ‘bullying charter’ in the previous term, it will be relevant to remind them of this here).

The right for everyone to be **included**.

### *Introducing the idea of responsibilities*

Use a pair of scales and place a weight labelled **Rights** in one pan, showing how it moves. Explain that with every right comes a responsibility. A responsibility is what we have to do to make sure other people’s rights are respected. For example, if we have a right to be able to keep our things safe in the classroom, what is our responsibility? To make sure other people’s things are safe and not to touch them.

Place an equal weight, labelled **Responsibilities**, in the second pan of the scales, showing how this balances the scales. Use the rights the children have contributed to generate some more examples of responsibilities that ‘balance’ the rights.