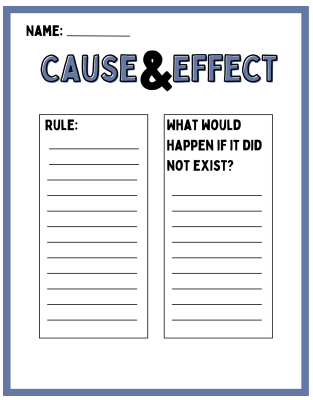
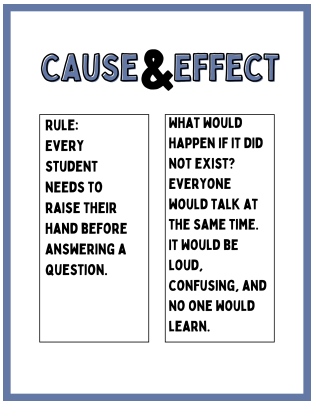
Lesson #1
Understanding Rules and Rights
	(4-5 Minutes) Part 1: Start with brainstorming question
	
	What are some classroom rules that you have to follow at school everyday?
	- Allow them to answer
	  - Let them write down independently
	Now, what would be different about your day if these rules didn't exist?
	- Let them brainstorm & share w/ class
	- Write down cause/effect of specific rules & what would happen if they didn't exist
	
	(15-20 Minutes) Part 2: Activity: Real Life Rules
	→ What would happen if rules didn't exist outside of school?
	- Driving (no signals/stopsigns/red or green lights)
	  - Ask the kids what would happen?
	  - Turn & talk
	  - Share their responses
	- Shopping (stealing was permitted)
	  - Ask the kids what would happen?
	  - Turn & talk
	  - Share their responses
	
	Explain class-wide example first, then have students complete Cause & Effect worksheet:





Tell Story: One day…the Monkey and the Penguin were at school. The Monkey and the Penguin were old friends and classmates. After a long, cold winter, they were excited to be outside on the playground. It was recess time, which was their favorite time of the day! They wanted to get there early so they could be first in line for swings. When they arrived at the playground, they realized that the teachers forgot to make recess rules! At first, they were thrilled! They didn't have to wait in line for the swings, and no one took turns. But then, the bigger animals started pushing the smaller animals off of the swings. No one wanted to wait their turn, so fights started breaking out. Some animals even went inside because the playground didn't feel safe. The Monkey and the Penguin quickly got scared, and went back inside. They weren't able to enjoy their recess or the warm weather.

Ask the students:
What rules could have fixed this situation?

Have students complete Monkey & Penguin worksheet:

What rules would help our friends?

_____

_____

_____



(8-10 Minutes) Part 3: Rules Vs. Rights

How do we usually follow rules?

How do you respect rules in school?

- Ex. In class = teacher gives instructions for what to do

How can everyone follow the same rules?

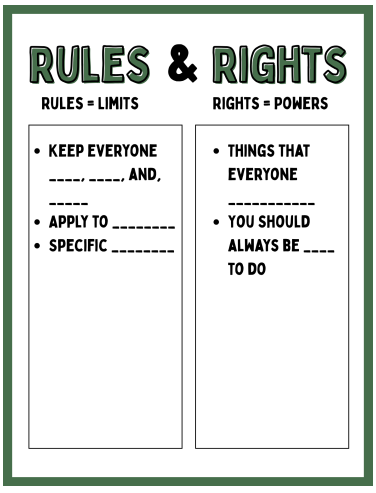
What should we be allowed to do no matter what?

- Ex. Recess = freedoms
  - With age = more "recess"/freedoms

Should everyone be allowed to feel safe? To speak? To learn?

(Do you think those things should depend on rules, or they should always be protected?)

Guided Notes:



Rules vs. Rights:

Rules: Specific directions to follow that promote safety, peaceful, and equal.

Ask the students: Can you think on an example?

- (Ex. Raise your hand before speaking in class so everyone can get a turn.)

Rights: Things that everyone deserves and should be able to do.

Ask the students: Can you think of an example?

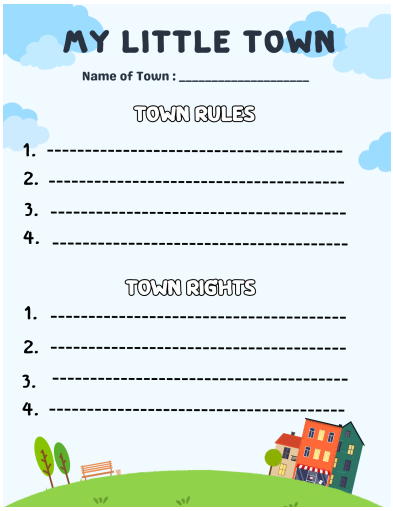
- (Ex. Everyone has the right to share their answers in class once called on.)

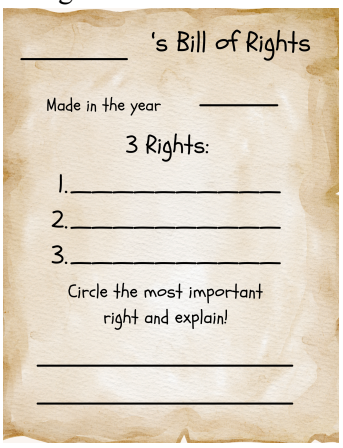
(2-4 Minutes) Part 4: Final Discussion

- Why do rules/rights matter?
- How do rules/rights help us stay safe?

(10-12 Minutes) Part 5: Final Activity - Mini Town

- Split students up into 3 groups
- Each group names their own town
- Each group must create 4 rules that they would like to have the people of their town follow
    - Explain rights/rules and what would happen without them
- Each group must also create 4 rights/rules that the people of their town will have
- Present to the class



Lesson #2
Knowing Your Rights: Understanding the First Amendment Through the Freedoms of Speech, Press, and Assembly
	(4-5 Minutes) Part 1: Rights Recap
	- Remind students of what we discussed about rights in Lesson #2 (Ask them to pull out Rules vs. Rights worksheet)
	  - Rights: Things that everyone deserves and should be able to do
	- Can anyone give an example of a right?
	  - Ex. Everyone has the right to raising their hand and sharing their answers if called upon.
	- Turn and Talk: Discuss a specific right from your "little town" and why you included it
	
	(10-12 Minutes) Part 2: Intro to First Amendment
	- As we talked about before, our government works to protect us!
	  - Many years ago (1791), our government created a list of rights that could not be taken away from us
	  - These rights are known as the Bill of Rights
	- In the Bill of Rights, the first right is called the First Amendment!
	
	Which 3 rights would you have in your own "Bill of Rights"?
	
	
	***Circle most important right/explain importance
	
	(16-18 Minutes) Part 3: Getting to know the First Amendment
	Speech:

	Main Goal: Teaching kids to understand that they can say what they want, despite others disagreeing. However, their words cannot have an negative impact on others. <u>> Freedom of Speech</u>: You are allowed to think or say what you want, even if people disagree. However, you can only do this as long as it doesn't hurt others or break any rules! - Say the owl is writing an essay about whether school should be in session during the summer or not. The owl wants to say that school should be in session during summer, but its classmates and teacher won't allow it to say that because they disagree! - How does Freedom of Speech help the owl out? - Lunch shorter or longer? - Gum in class or not? <u>Press:</u> Main Goal: Allowing kids to form a sense of justice in situations they witness. Teaching them to understand that if they see something, they should say something. - Show examples of accurate news sources (NYT, Press Conference) - Example of how students record school events and options in an accessible place for the community <u>> Freedom of Press</u>: If you see someone doing something they are not supposed to, you are allowed to to report the bad behavior. Speak up because staying quiet can cause equal harm! - Imagine the owl sees its classmate stealing a folder from the teacher's desk. The owl knows that stealing is against the rules, but its classmate tells it that they can't tell the teacher. - How does Freedom of Press help the owl out? <u>Assembly:</u>

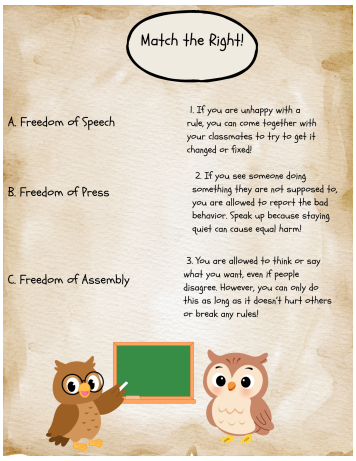
Main Goal: Enabling kids to come together and respectfully request change in a cause they deem necessary. This enforces a sense of activism and civic duty, along with the ability to speak up for themselves.

> Freedom of Assembly: If you are unhappy with a rule, you can come together with your classmates to try to get it changed or fixed!

- Imagine the owl's teacher made a rule that class couldn't play with stress balls. The owl thinks this is wrong, because stress balls help it focus better. The owl talks to its classmates, and they agree. They want to work together to propose a new rule, and select a person to bring it to their teacher. (Rep. for the WHOLE group)
- How does Freedom of Assembly help the owl's class out? (Group unity)

(6-8 Minutes) Part 4: Match the Right!

- Students use worksheet to match each part of the First Amendment to its meaning/definition

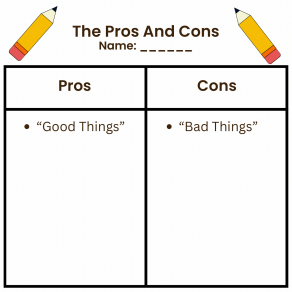


(8-10 Minutes) Part 5: Final Discussion

- Have students share their answers with the class regarding the matches they made
- Ask: Remember the owl, why was it important that it had these rights?
- What would have happened to the owl without these rights?

	- Why do you think it is important that we have these rights in the real world? - What other rights do you think we should have?

Lesson #3
Understanding both Sides to the Story: Learning How to Respectfully Disagree
	(8-10 Minutes) Part 1: Four Corners Activity
	- Assign a type of candy to each corner of the room
	  - Ex. Skittles, Starburst, M&Ms, Kitkat
	- Tell students that they must choose one corner of the room as their favorite
	- Once student choose a corner, they have to discuss amongst themselves why that corner is better than the others
	  - Have individual conversations first with each group about answers
	- Choose rep, share with class on why their candy is better than the others
	- Assign a color to each corner of the room
	  - Ex. Blue, Green, Yellow, Pink
	- Repeat process from last time, however tell the rep. Student that they must have 3 reasons to support their answer
	
	(2-4 Minutes) Part 2: Group Reflection
	- How did it feel to have a different opinion than one of your classmates or friends?
	- At any point were you convinced of someone else's argument or want to change your own?
	- Reveal to them: that was a debate!
	  - They were given an argument and took differing sides!
	  - Use reasoning to support their answer
	(8-10 Minutes) Part 3: Opposite Argument
	- Repeat the four corners experiment from before, yet now telling them to choose their LEAST favorite out of the options
	- Now, the rep must try to argue why their least favorite option is better than the others (Practice arguing both sides)
	
	(8-10 Minutes) Part 4: Pros v. Cons
	  - How did it feel to have to argue for something you disagreed with/the other side?
	  - That is an example of arguing the PRO vs. the CON
	Pro Vs. Cons worksheet



(10-12 Minutes) Part 5: Final Discussion

- Can someone tell me what a pro is?
- Can someone tell me what a con is?
- How does it feel to disagree with someone, without fighting?

Understanding other side doesn't mean your opinion needs to change!
It helps make progress

- Combination of ideas = innovation
- Innovation leads to improvements!

Lesson #4
Understanding the 14th Amendment By Equal Application of Laws

Main Question: **What does it to be "fair"?**

Group Discussion

- Have students answer the following in a group/on the board…
  - What is an example of being treated fairly?
  - How does it feel to be treated fairly?
  - How does it feel to not be treated fairly?
- ****Bring to gym and set up unfair game

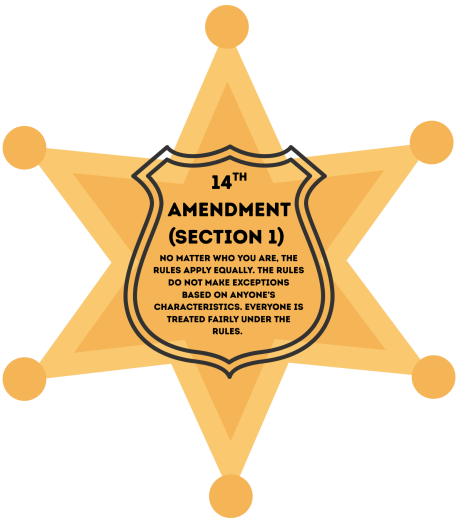
Fairness Detectives

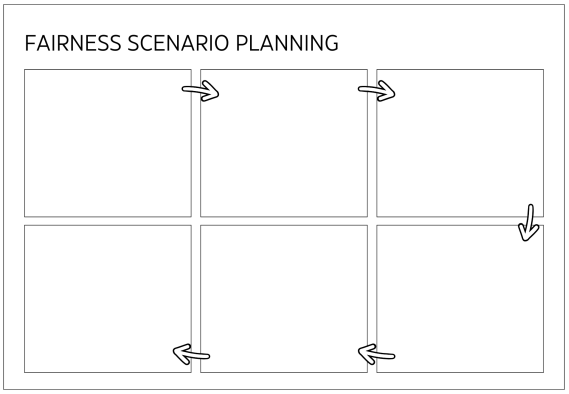
- Give them fake scenarios with animals/characters to mark as either "fair" or "unfair"
  - Examples: Imagine a tortoise and a hare are at school. Their teacher tells them that they can only go to the water fountain if they move fast. The hare has no issue, because they are speedy. The tortoise can't help but move incredibly slow.
- Give them fake (school) scenarios to mark as either "fair" or "unfair"
  - Examples: The teacher makes a class rule that only students wearing green shirts can go on the playground.
- Allow them to label the scenarios as "fair" or "unfair" and give an explanation to why they believe that



Fairness Police Officer

- Due Process Discussion
- Introduce the 14th Amendment
- Introduce 5th Amendment

	- Highlight how they have used their detective skills to evaluate fairness, but now (as an Officer) they need a rule to back them up.
	- 14th Amendment Explanation:
	  - Hand out a "police badge" that has the 14th Amendment
	  - On it, there will be an explanation as to what the 14th Amendment is
	  - I will give a brief explanation, in simple terms
	- They can now use this "badge" to identify and fix unfair situations!
	Using the Badge
	
	
	- Students will now partner up into groups of 4, and create their own unfair/unequal situations that violate the 14th Amendment
	  - They will be given a handout to plan their scenario



        - In this scenario, two students will play the characters, and the other two will be the “officers” and use their “badge” to show why the situation needs fixing
    - Students will present their scenarios in front of the class

Final Debrief

- As a class, we will discuss/review the following <u>key terms</u>:
    - Fair
    - Equal
    - 14th Amendment
- Draw Connections
    - Ask students to compliment each others’ scenarios and highlight why they fall under the 14th Amendment