

Rights, Responsibilities, and Our Helpers: A 2-Day Lesson for Mirabelle

This plan is designed to be a fun, interactive introduction to civics concepts for a 6-year-old. The goal is to make these big ideas feel personal and understandable through play and creativity.

Day 1: My Rights and Responsibilities at Home

Materials Needed:

- 5-10 index cards or small pieces of paper
- A marker
- Two small baskets, bowls, or designated spots on the floor
- A piece of paper labeled "Rights" and another labeled "Responsibilities" to place with the baskets
- 'Rights and Responsibilities of Citizens' Coloring Worksheet
- Crayons or colored pencils
- Optional: Children's Dictionary
- Optional Book Suggestion: *Lilly's Purple Plastic Purse* by Kevin Henkes (A story about rights, like sharing, and responsibilities, like apologizing).
- Optional Video Suggestion: Search YouTube for "Sesame Street: For Me, For You, For Us" (a short song about sharing and community).

Lesson Steps:

Part 1: Introduction - What are Rights & Responsibilities? (10 minutes)

1. Sit with Mirabelle and start a conversation.

What to say: "Hi Mirabelle! Today, we're going to learn about two very important words that sound big but are actually pretty simple. The words are **Rights** and **Responsibilities**. Have you ever heard those words before?"

2. Define "Right" in a simple way.

What to say: "Let's start with 'Right'. A right is something you are allowed to do or have, something that helps you be safe and happy. For example, you have the right to play with your toys. You have the right to get a big hug when you're sad. Can you think of something you get to do every day that makes you happy?" (*Listen to her answer and validate it, e.g., "Yes! Having a yummy dinner is a wonderful right!"*)

3. Define "Responsibility" in a simple way.

What to say: "Great! Now for 'Responsibility'. That's a fun word to say! A responsibility is like a helper job. It's something you are expected to do to help yourself and to help our family. For example, it's your responsibility to put your toys away after you play. Can you think of a helper job you have?" (*Listen and validate, e.g., "Yes, helping feed the dog is your special responsibility!"*)

Optional Fun Activity: "Let's look up the word 'Responsibility' in our dictionary and see what it says!" This is a great way to introduce dictionary skills.

Part 2: The Sorting Game (10 minutes)

1. Set up the game.

What to do: Before the lesson, write one simple idea on each index card. Prepare a mix of rights and responsibilities relevant to Mirabelle. Examples:

- **Rights Cards:** Get a bedtime story, Eat healthy food, Play outside, Be safe, Share my feelings, Learn new things.
- **Responsibilities Cards:** Clean up my toys, Put my shoes away, Brush my teeth, Be kind to our pets, Help set the table.

Place the two baskets on the floor with the "Rights" and "Responsibilities" labels in front of them.

2. Play the game.

What to say: "Okay, now for a game! I have a stack of cards here. I'm going to read each one, and you have to decide if it's a 'Right'—something you get to have—or a 'Responsibility'—a helper job you do. Then you can put the card in the correct basket!"

What to do: Read each card aloud. Let Mirabelle decide where it goes. If she's unsure, talk it through with her. "Hmm, 'Brush my teeth.' Is that something that helps keep you healthy, like a helper job for your own body? Or something you get for fun?" This helps her build critical thinking skills.

Part 3: Independent Work (10-15 minutes)

1. Introduce the worksheet.

What to say: "You did an amazing job with that game! Just like we have rights and responsibilities in our home, everyone in our town and country has them too. This coloring sheet shows some of those big community ideas. While you color, see if you can spot any rights or responsibilities that we talked about."

2. Let her work independently.

What to do: Give Mirabelle the 'Rights and Responsibilities of Citizens' coloring worksheet and crayons. This is your time to step away while she works on a quiet activity that reinforces the lesson. This worksheet can be the first piece for her portfolio.

Day 2: Community Helpers Have Responsibilities!

Materials Needed:

- 'Guess the community helper' worksheet/game

- Glue stick and scissors
- A few pieces of construction paper, folded in half to make cards
- Crayons, markers, or colored pencils
- Pencil
- Optional Book Suggestion: *Clothesline Clues to Jobs People Do* by Kathryn Heling or Richard Scarry's *What Do People Do All Day?*
- Optional Video Suggestion: Search YouTube for "Community Helpers for Kids" by Homeschool Pop (a clear and simple informational video).

Lesson Steps:

Part 1: Warm-Up - Guess the Helper! (10 minutes)

1. Connect to yesterday's lesson.

What to say: "Good morning! Yesterday we talked all about responsibilities, which are helper jobs. Today, we're going to learn about people whose main job is to help everyone in our community! We call them Community Helpers."

2. Play the guessing game.

What to do: Take out the "Guess the community helper" worksheet. If the pictures need to be cut out, you can do this ahead of time to save time.

What to say: "Let's play a game of 'Who Am I?'. I will read you a clue about a community helper's responsibilities, and you have to guess who it is! When you guess right, you can glue their picture in the box."

What to do: Read each clue dramatically. Get excited when she guesses correctly! This makes learning feel like a fun game with you.

Part 2: Creative Project - Thank You, Helper! Card (15-20 minutes)

1. Brainstorm and choose a helper.

What to say: "Wow, there are so many helpers in our community! A firefighter's responsibility is to keep us safe from fires. A librarian's responsibility is to help us find wonderful books. Of all the helpers we talked about, who do you think is the most interesting?" (*Let her choose one*).

2. Create the card. This is the main portfolio piece.

What to say: "That's a great choice! Let's make a special 'Thank You' card for that kind of helper. On the front, you can draw a big, beautiful picture of them doing their job."

What to do: Give her a folded piece of construction paper and drawing supplies. Let her draw the picture on the front.

3. Write the message inside.

What to say: "That is a fantastic drawing! Now, let's write a message inside. We can write: 'Dear [Helper Name], Thank you for...' and then you can tell me what their special responsibility is that you are thankful for."

What to do: Write the sentence for her lightly in pencil, or have her dictate the sentence to you while you write it. She can then trace the letters. This practices writing skills and demonstrates her understanding of the helper's role.

Example: "Dear Firefighter, Thank you for being brave and putting out fires." or "Dear Doctor, Thank you for helping me feel better when I am sick."

Part 3: Independent Extension (Optional)

1. Explore more.

What to say: "Your card is so thoughtful! If you want to learn more about community helpers, you could watch this video about them, or we could look through this book and see how many different helper jobs we can find."

2. Independent activity.

What to do: Set her up with a suggested book or video to explore independently while you step away. She could also simply use her toys (like action figures or dolls) to act out scenes with community helpers.