

Lesson Plan: Creating Our Community

Theme: Rights, Responsibilities, and Respect

Age Level: 8 - 10 years old

Focus: This lesson moves beyond a simple list of rules. It empowers the student to co-create a positive learning environment by understanding the connection between personal rights, shared responsibilities, and mutual respect. It is designed for a one-on-one homeschool setting but is easily adaptable for a small co-op group.

Materials Needed:

- Large piece of paper or poster board (for the "Classroom Charter")
- Markers, crayons, or colored pencils
- Index cards or small pieces of paper, cut in half (at least 10 halves)
- A small jar or box for "Scenario Cards"
- Optional: A favorite book about friendship, teamwork, or community (e.g., "The Day You Begin" by Jacqueline Woodson or "Do Unto Otters" by Laurie Keller)

Part 1: The "Me" in "We" - Building Relationships (30 minutes)

Learning Objectives:

- The student will identify and articulate three of their personal strengths or interests.
- The student will practice active listening and sharing personal information in a supportive way.

IB Learner Profile Focus:

- **Reflective:** We thoughtfully consider our own ideas and experience. We are able to assess and understand our strengths and weaknesses in order to support our learning and personal development.
- **Communicator:** We express ourselves confidently and creatively in more than one way. We listen carefully to the perspectives of other individuals.

Activities:

1. Warm-up/Icebreaker: "Two Truths and a Wish" (5-10 minutes)

- **Teacher:** "Today, we're going to talk about what makes our learning space a great place to be. But first, let's share a little about ourselves in a fun way. We're going to play 'Two Truths and a Wish.'"
- **Instructions:** Each person (teacher and student) thinks of three statements about themselves: two that are true, and one that is a wish (something they hope to do or be).
- Take turns sharing the three statements. The other person guesses which statement is the wish.
- *Example: Student says, "I have a pet dog. My favorite food is pizza. I wish I could fly." The teacher guesses the last one is the wish.*
- **Purpose:** This is a simple, low-pressure way to build rapport and share personal facts and dreams, fostering a sense of connection.

2. Activity: "Our Strengths Tree" (15-20 minutes)

- **Teacher:** "Everyone brings something special to our classroom. Let's think about what

makes you amazing. What are you good at? What do you enjoy? These are your strengths!"

- **Instructions:** On a piece of paper, draw a large, simple tree with bare branches.
- Ask the student to write their name on the trunk. Then, on each branch, have them write or draw a strength, skill, or positive quality. Examples: "Good at drawing," "Tells funny jokes," "Kind to animals," "Asks great questions," "Hard worker."
- The teacher should also participate, either on the same tree or a separate one, to model the activity and reinforce the idea of a partnership.
- Display the tree(s) in the learning area.
- **Purpose:** This visual activity helps the student recognize their own value and builds self-esteem, which is the foundation for respecting others.

Part 2: Rights and Responsibilities - Developing Norms (30-45 minutes)

Learning Objectives:

- The student will be able to define "right" and "responsibility" in their own words.
- The student will be able to match at least three classroom rights with their corresponding responsibilities.

IB Learner Profile Focus:

- **Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of people. We take responsibility for our actions and their consequences.
- **Thinker:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Activities:

1. Introduction Discussion (5-10 minutes)

- **Teacher:** "In any community, like our family or our classroom, people have rights. A **right** is something you should be able to have or do to be safe, happy, and able to learn. What are some things you think you have a right to in our learning space?"
- Guide the student to ideas like: *The right to be heard, the right to feel safe, the right to ask for help, the right to make a mistake without being teased, the right to have fun while learning.*
- **Teacher:** "With every right comes a **responsibility**. A responsibility is a job or a duty you have to make sure everyone can enjoy their rights. They are two sides of the same coin."

2. Activity: Rights & Responsibilities Match-Up (15-20 minutes)

- **Preparation:** Before the lesson, write one "Right" on an index card half and its matching "Responsibility" on another. Create 4-5 pairs.
 - **Pair 1: Right:** To be heard. / **Responsibility:** To listen to others.
 - **Pair 2: Right:** To learn. / **Responsibility:** To try your best and not distract others.
 - **Pair 3: Right:** To use our materials. / **Responsibility:** To clean up our materials.
 - **Pair 4: Right:** To feel safe. / **Responsibility:** To use kind words and keep our hands to ourselves.
 - **Pair 5: Right:** To ask for help. / **Responsibility:** To be patient when others need help.
- **Instructions:** Mix up all the cards and lay them face up. Challenge the student to match each Right card with its corresponding Responsibility card. Discuss why each pair goes

together.

Part 3: Our Classroom Charter - Creating Our Agreement (30-45 minutes)

Learning Objectives:

- The student will co-create a "Classroom Charter" that outlines 3-5 key agreements for the learning environment.
- The student will sign the charter, demonstrating a commitment to upholding the shared norms.

IB Learner Profile Focus:

- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Activity:

1. Drafting the Charter (20-30 minutes)

- **Teacher:** "Instead of me just giving you a list of rules, let's create our own agreement for how we will work together. We will call it our Classroom Charter. It will be our promise to each other."
 - **Instructions:** Using the large poster board, write "Our Classroom Charter" at the top. Based on the Rights & Responsibilities match-up and discussion, work together to write 3-5 clear, positive agreement statements.
 - Frame them as "We will..." statements. For example:
 - *Instead of "Don't interrupt," try "We will listen when others are speaking."*
 - *Instead of "Don't make a mess," try "We will respect our materials and space by cleaning up."*
 - *Instead of "No teasing," try "We will use kind words to build each other up."*
 - *"We will try our best, even when things are hard."*
 - *"We will celebrate our mistakes as opportunities to learn."*
 - Let the student do most of the writing and decorating. This creates ownership.
 - When finished, both the student and teacher sign the charter at the bottom. Display it prominently in your learning space.
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Part 4: Putting It All Into Practice - Cooperative Skills (30 minutes)

Learning Objective:

- The student will apply the principles from the Classroom Charter to solve at least two hypothetical social scenarios.

IB Learner Profile Focus:

- **Risk-taker:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas. We are resourceful and resilient in the face of challenges.
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Activities:

1. Activity: "Respect in Action" Scenarios (15-20 minutes)

- **Preparation:** On index cards, write down a few simple, relatable scenarios. Place them in a jar or box.
- **Scenario Examples:**
 - "You are trying to explain an idea, but your learning partner keeps interrupting you. What can you do?"
 - "You see that your teacher is busy helping with a difficult math problem, but you need help with your own work. What is a respectful way to handle this?"
 - "You and your learning partner disagree on how to build your LEGO project. What's a responsible way to solve this?"
 - "You accidentally spill paint on the table. What does our charter say about respecting our space?"
- **Instructions:** Have the student draw a card from the jar, read it aloud, and then discuss how they would handle the situation using the agreements from the Classroom Charter.

2. Closing Reflection (5-10 minutes)

- Sit together and look at the finished Classroom Charter.
- Ask reflective questions:
 - "Why is it important for us to have this agreement?"
 - "Which of these promises do you think will be the easiest for you to keep? Which might be the most challenging?"
 - "How will this charter help us have a more fun and respectful year of learning together?"