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# The Principled Action Challenge: A Quiz on Rights, Responsibilities & Respect

## Materials Needed:

- Printed or digital copy of "The Principled Action Challenge" Quiz (provided below)
- Pen or pencil for the student
- A timer or stopwatch (a phone timer works well)
- Optional: A bell or buzzer for a "game show" feel
- Optional: Small prizes or "Principled Action Hero" certificates for completing the challenge

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## Lesson Plan Details

**Subject/Topic:** Civics & Ethics: Understanding Rights, Responsibilities, and Respect

**Age Level:** 9+

**Duration:** 60 Minutes

**IB Learner Profile Focus:** This lesson actively develops the following learner profiles:

- **Principled:** The core of the lesson is acting with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity and rights of people everywhere.
- **Thinker:** Students must use critical and creative thinking skills to analyze complex problems and take responsible action.
- **Caring:** The scenarios encourage empathy, compassion, and respect towards the needs and feelings of others, including animals and the environment.
- **Inquirer:** The student is encouraged to ask questions and explore the complexities behind each scenario.

## 1. Learning Objectives

By the end of this lesson, the student will be able to:

- Differentiate between a **right** (a freedom or entitlement), a **responsibility** (a duty or something you should do), and **respect** (treating someone or something with care and consideration).
- Analyze various real-world scenarios and identify the ethical considerations involved.
- Apply the concepts of rights, responsibilities, and respect to contexts including self, community, animals, and the environment.
- Formulate a reasoned, principled solution to an ethical dilemma.

## 2. Instructional Sequence & Strategies

**Part 1: The Warm-Up - "Concept Quick-Draw" (5 minutes)**

**Strategy:** Inquiry-based discussion to activate prior knowledge.

1. Ask the student to quickly define "Right," "Responsibility," and "Respect" in their own words. Don't worry about perfect answers; the goal is to get them thinking.
2. Present a simple opening scenario: "*You have the **right** to play music in your room. What is your **responsibility** to the people you live with? How do you show them **respect**?*"
3. Briefly discuss their answer, establishing the interconnectedness of the three concepts.

## Part 2: The Main Activity - "The Principled Action Challenge" Quiz (45 minutes)

**Strategy:** Gamified, scenario-based learning to promote engagement and critical thinking.

Administer the quiz below, one round at a time. Encourage the student to think aloud and discuss their reasoning. The conversation is as important as the written answer.

- **Round 1: Scenario Showdown (20 minutes)**
  - The student reads 8 short scenarios and answers questions about the rights, responsibilities, or respect involved.
  - This round focuses on application of the core concepts across all specified topics.
- **Round 2: Ethical Explorer (15 minutes)**
  - The student chooses ONE of two complex dilemmas to analyze.
  - This round requires deeper critical thinking, weighing conflicting rights and responsibilities to arrive at a principled stance. It promotes the "Thinker" profile.
- **Round 3: Agent of Change (10 minutes)**
  - The student creates a personal, actionable pledge based on one of the topics from the quiz.
  - This round connects learning to real-world action and personal commitment, fostering the "Principled" and "Caring" profiles.

## Part 3: The Debrief - "Hero's Reflection" (10 minutes)

**Strategy:** Reflective dialogue to consolidate learning.

1. Review the student's answers together, especially for the "Ethical Explorer" and "Agent of Change" rounds.
2. Ask reflective questions: "*Which scenario was the hardest to think about? Why?*" "*How do being principled and being caring work together?*" "*What did you learn about your own responsibilities today?*"
3. Connect the discussion back to the IB Learner Profiles. Acknowledge how they acted as a Thinker, were Principled in their choices, and showed a Caring perspective.

## 3. Differentiation and Inclusivity

- **For Support:** For younger students or those needing more guidance, work through the scenarios together. Simplify the vocabulary in the dilemmas and brainstorm possible solutions collaboratively before they write their final answer.
- **For Extension:** For older or more advanced students, challenge them to debate the "Ethical Explorer" dilemmas from two different perspectives (e.g., the company owner vs. the environmental activist). Ask them to research a real-world news story that relates to one of the scenarios.

## 4. Assessment Methods

- **Formative Assessment:** Your observation of the student's thought process and their verbal reasoning during the warm-up and the quiz discussion provides ongoing insight into their understanding.

- **Summative Assessment:** The completed quiz serves as the summative assessment. Evaluate the answers based on the following criteria:
    - **Scenario Showdown:** Was the student able to correctly identify and apply the key concepts?
    - **Ethical Explorer:** How well did the student justify their position? Did they consider multiple perspectives? Was their solution thoughtful and principled?
    - **Agent of Change:** Is the pledge specific, achievable, and clearly connected to a concept from the lesson?
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## The Principled Action Challenge Quiz

### Round 1: Scenario Showdown (Answer the question for each scenario)

1. **Self:** You have the right to rest when you're tired, even if friends want you to play. What is your **responsibility** to your body in this situation?

Answer: \_\_\_\_\_

2. **Others:** Your friend shares an idea that you think is silly. You have a right to your own opinion. How can you show **respect** for your friend even if you disagree?

Answer: \_\_\_\_\_

3. **In School:** Every student has the right to learn in a peaceful environment. What is your **responsibility** during a lesson to protect this right for everyone?

Answer: \_\_\_\_\_

4. **Community:** You see someone drop a plastic bottle on the ground in a public park. What is a responsible action you could take?

Answer: \_\_\_\_\_

5. **The Environment:** Your family has the right to use water and electricity. What is your **responsibility** to the environment regarding this use?

Answer: \_\_\_\_\_

6. **Animals:** A dog in your neighborhood is tied up all day with no water. What **right** of the animal is being ignored?

Answer: \_\_\_\_\_

7. **Consumers:** A new cereal brand is delicious but uses a lot of plastic packaging. As a consumer, you have the right to choose what you buy. What is your **responsibility**?

Answer: \_\_\_\_\_

8. **Scientific Research:** A scientist is testing a new medicine and needs volunteers. What is the most important **right** of the volunteers?

Answer: \_\_\_\_\_

## Round 2: Ethical Explorer (Choose ONE dilemma and explain your thinking)

### Dilemma A: The New App

Your friend designs a fun new mobile game that becomes very popular. However, to play the game, users must give the app access to all of their personal photos. Your friend says it's in the terms and conditions, so it's fair. What are the rights of the users and the responsibilities of your friend, the app creator?

### Dilemma B: The Rescued Animal

You find a wild bird with an injured wing. You have a responsibility to be caring and help it. However, wild animals have a right to be free, and taking it home might cause it stress or break local laws. What is the most principled and caring course of action? Why?

**My Chosen Dilemma is (A or B):** \_\_\_\_\_

**My Principled Action & Reasoning:**

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## Round 3: Agent of Change (Write a personal pledge)

Based on what you thought about today, create one specific pledge for how you will demonstrate responsibility or respect this week. Be specific!

*Example: "To show respect for the environment, I will take on the responsibility of sorting our family's recycling every day this week."*

### My Pledge:

*I pledge that, in order to show respect/responsibility for \_\_\_\_\_, I will*

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