

## STUDENTS' RIGHTS



### LESSON SUMMARY

BENCHMARK
<b>SS.1.CG.2.1</b> <i>Explain the rights and responsibilities students have in the school community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"><li>■ Students will identify the <b>rights</b> (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.</li><li>■ Students will define rights as freedoms protected by laws in society and protected by rules in the school community.</li><li>■ Students will define responsibilities as things citizens should do to benefit the community.</li></ul>
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none"><li>■ <b>ELA.1.C.2.1:</b> <i>Present information orally using complete sentences and appropriate volume.</i></li><li>■ <b>ELA.1.C.3.1:</b> <i>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level</i></li><li>■ <b>ELA.1.V.1.1:</b> <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i></li></ul>
ESSENTIAL QUESTION
What rights do students have in the school community?
VOCABULARY
rights
MATERIALS
<ul style="list-style-type: none"><li>■ Definition- Rights slide</li><li>■ Students' Rights chart</li><li>■ Students' Rights exit slip or paper slip</li></ul>

## ACTIVITY SEQUENCE

INTRODUCTION/HOOK
<ol style="list-style-type: none"> <li>1. Pose the following questions for discussion: Why do we have fire drills in school? (to keep us safe, so no one gets hurt, to protect us) Do you think they are optional, as a teacher or school we can refuse to complete them? (No) Can I as the teacher leave you behind in the classroom and only protect myself? (No)</li> <li>2. Explain to students that the reason we complete drills, they are not optional, and as the teacher I must make sure of your safety, is because of rights that you have as a student.</li> </ol>
ACTIVITY
<ol style="list-style-type: none"> <li>3. Introduce students to the term <i>rights</i> using the “Definition-Rights” slide. Emphasize that rights are given to every citizen within a community, you do not have to earn them and no one can take them away. Rules in school and laws in the community are in place to make sure of that.</li> <li>4. Display the “Students’ Rights” chart. Explain to students that you will work as a class to identify the school rules and state laws that protect the first three freedoms/student rights on the board.</li> <li>5. Discuss <u>to go to school</u>. How do you get to school? (car, bus, walk, from daycare) Explain that laws in the state make sure that students have access to buses if they need them and that each parent is required to sign their student up for school each school year. There are even laws for how many hours you must go to school.</li> <li>6. Discuss <u>treated with respect in school</u>. What school rules protect you to make sure you are treated with respect? (no bullying, using kind words, turn taking)</li> <li>7. Discuss <u>having your basic needs met</u>. What are some things we need to survive? (food, water, shelter) Where do you get food and water from at school? (cafeteria, water fountains, classroom, clinic) Explain that the state has laws that require schools to provide breakfast and lunch to students, along with having water fountains and bathrooms installed in schools.</li> </ol> <p><b>Teacher Note:</b> For step #7, you may need to reiterate the difference between wants and needs to students. Remind them that needs are things that keep us alive, while wants are things we would like to have. (Example: Students don’t have a right to the coolest playground)</p> <ol style="list-style-type: none"> <li>8. Introduce a <u>safe learning environment</u> and review the image of the fire alarm. Explain that there are rules, procedures (such as fire drills), and authority figures at the school that make sure students are safe.</li> </ol>
CLOSURE/FORMATIVE ASSESSMENT
<ol style="list-style-type: none"> <li>9. Pass out the “Students’ Rights” exit slip and instruct students to write or draw one rule that is in place to protect the final student right, “a safe learning environment.”</li> </ol>

10. Review students' responses and cover any remaining rules from the answer key below that may not have been addressed.

**Teacher Note:** *You could also include laws and procedures beyond school rules that protect students' right to a safe environment such as locking classroom doors, visitors signing into the front office, having a school security officer etc.*

### ADDITIONAL RESOURCES

FJCC/LFI Website

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#) (#4 a-e)

### ANSWER KEYS

Exit responses should address a rule that keeps students safe. Examples include:

- No running in the halls
- Remain in line with the class
- Listen to your teacher's directions
- Follow the fire drill procedures
- Wear sneakers for recess or PE
- Keep your hands to yourself

### SOURCES

n/a