**Date Reviewed**

March 2021

**Course**

[Social Studies 1](https://curriculum.gov.bc.ca/curriculum/social-studies/1/core)

**Topic**

Community Roles, Rights, and Responsibilities

**Big Idea**

Our rights, roles, and responsibilities are important for building strong communities.

**Essential Question**

How do my decision affect those around me?

**Learning Standards**

**Content**

*Students are expected to know the following:*

* roles, rights, and responsibilities in the local community

**Curricular Competencies**

*Students are expected to be able to do the following:*

* Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

**Core Competencies**

[Communication](https://curriculum.gov.bc.ca/competencies/communication) – I can explain why communities have rules and laws.

[Thinking](https://curriculum.gov.bc.ca/competencies/thinking) – I can reflect on my rights and responsibilities.

[Personal and Social](https://curriculum.gov.bc.ca/competencies/personal-and-social) - I can describe how my decisions impact my community.

**First People’s Principles of Learning**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**Introduction**

* Read aloud or show a video of the picture book [Franklin’s Neighborhood](https://www.youtube.com/watch?v=jXzmh-b6RXg) (6:33).
* Have students share things they like about their neighborhood.

**Pre-Assessment**

* Use a [Think Pair Share](https://www.readingrockets.org/strategies/think-pair-share) strategy to have students respond to the question: What is a community?
* Record responses on chart paper. Guide students to understand that our neighbourhood and our school are examples of communities. Define “communities” as places where we live, work, learn, and play.

**Interactive Learning Activities**

Part 1: People and Places

* Show the video [Who Am I? Community Helpers](https://www.youtube.com/watch?v=eqqauEyrpuQ) (5:11), stopping after each question to allow students to say who the community helper is.
* Ask: Who are the community helpers that make our community fun? Safe? A great place to live? Why are they important?
* Have students draw a picture of their favourite community helper and explain why they chose them.
* Point out that our community is made up of places as well as people.
* Ask: What places makes our community a great, fun, safe place to live? (Responses may include the rec centre, school, library, police station, and hospital.)
* Have students draw a picture of a favourite place in the community and explain why they chose it.

Part 2: Rules and Laws

* Explain that when people are together in a community, there are rules to keep everyone safe and happy. Rules help make things fair.
* Ask: What rules do we have at school? What rules to you have at home? (Point out that different families may have different rules.) What happens when you break a rule? (Point out that consequences for breaking rules may depend on the situation.)
* Show first 2 minutes 15 seconds of the video [Rules and Laws: Exploring Communities on Harmony Square](https://www.youtube.com/watch?v=FoBrHzGCbR4).
* Explain that rules are made and enforced by people such as parents or teachers while laws are made by the government and enforced by the police.
* Provide students with the handout “Rule or Law”. Have students work with a partner to determine if each statement is a rule or law. They can show their decision by circling either the word “rule” or the word “law”.

Part 3: Rights and Responsibilities

* Explain that children have the right to feel happy and safe at school. Define “right” as something that every person deserves, and that cannot be taken away from them.
* Read aloud or show a video of the picture book [I Have the Right to be a Child](https://www.youtube.com/watch?v=ERKhP7bQ6Os) (3:44).
* Have students reflect on the rights that they have as children.
* Explain that children also have responsibilities. Define “responsibility” as something that is expected of you, and that benefits everyone.
* Ask students what things they are expected to do at home, at school, and in their community.
* Provide students with the handout “My Responsibilities” and have them write or draw at least one responsibility they have in each of the following categories:
  + At home
  + At school
  + Within our community

Part 4: Decision Making:

* Read aloud or show a video of the picture book [The Favorite Book](https://www.youtube.com/watch?v=2gJTslF25CI) (4:00).
* Explain that we have to make decisions all the time. Some are easy to make such as; Do you want ketchup on your hot dog? Some are more complicated: Would like chocolate sundae with sprinkles? Whip cream? A cherry? Marshmallows? Candies?
* Have students share a time when they had to make a decision. Ask students how they make decisions. When is it easy to make a decision? When is making a decision difficult?
* Lead a discussion about who makes decisions in different settings:
* At home (may include myself, parents, grandparents)
* At school (may include myself, teacher, education assistants, principal)
* In your city (may include mayor, grocery storemanager, councillor, police, fire department, bylaw officer, park workers)
* Have students reflect on how their decisions affect their community by asking them to consider the impact of the following decisions:
* I don’t eat my snack.
* I don’t clean my bedroom.
* I wear two different socks.
* I throw my snack wrapper on the school grounds.
* I leave my backpack on the floor.
* I throw a plastic bottle in the creek.
* Will my decision affect others? the community? the environment? If so, how?

Part 5: Making Change

* Read aloud or show a video of the picture book [Hey, Wall](https://www.youtube.com/watch?v=8T6vom6z4y0) (3:10).
* Discuss the positive impact change can have in a community.
* Ask: How we make our community better?
* Take students on a walk to see what the class can do to make a positive change at the school or within the community and local environment.
* Upon return to the classroom, have students brainstorm a list of project ideas that will make a positive change in their community, such as a weekly school yard/street clean up or collecting bottles to make money for bee or bird houses.

**Post-Assessment**

* Provide each student with the handout “My Community”.
* Have students respond to each of the four prompts with words and images.

**Extension Activities**

* Show a video of the picture book [Maybe Something Beautiful: How Art Transformed a Neighbourhood](https://www.youtube.com/watch?v=nL5TzKaDXzA) (7:19).
* Have each student contribute a painting to a class mural.

**Additional References**

Videos

Bounce Patrol - Kids Songs. 2017. “Alphabet Occupations: ABC Jobs Song for Kids.” [video]

<https://www.youtube.com/watch?v=r6Oxqyd5qUw>

Fuzzaboom. 2016. “Decisions Can be Hard.” Kids Puppet Show. [video]

<https://www.youtube.com/watch?v=0NpQronsFic>

Shoe and Friends. 2018. “Being Responsible: Responsibility Song, Kids and Toddlers.” [video]

<https://www.youtube.com/watch?v=iVs5GkGYwMc>

Super Kidzo TV. 2019. “Who Am I?” Community Helpers Riddle. Educational Video – Part # 2. [video]

<https://www.youtube.com/watch?v=bsQx1TTe0KQ>

TinyGrads. Little Mandy Manners. 2015. “Being Responsible.” [video]

<https://www.youtube.com/watch?v=IzEYos5En_k>

Picture Books

Rules:

Binkow, H. 2005. “Howard B. Wigglebottom Learns to Listen.” [U.S.A.]: Thunderbolt Publishing.

Javernick, E. and C.M. Madden. 2010. “What if Everybody Did That?” Tarrytown, NY: Marshall Cavendish.

Keller, L. 2009. “Do Unto Otters: A Book About Manners.” New York, NY: Henry Holt & Company.

Rathmann, P. 1995. “Officer Buckle and Gloria.: New York: G.P. Putnam's Sons.

Responsibility:

Barnett, M. 2009. “Twitters and His Blue Whale Problem.” New York: Disney/Hyperion Books.

Gravett, E. 2016. “Tidy.” London: Two Hoots.

Jeffers, O. 2017. “Here We Are: Notes for Living on Planet Earth.” London: HarperCollins Children's Books.

John, J. [2019]. “The Good Egg.” New York, NY: Harper, an imprint of Harper Collins Publishers.

Seuss, Dr. [1971]. “The Lorax.” New York: Random House.

Willems, M. 2008. “The Pigeon Wants a Puppy!” New York [N.Y.]: Hyperion Books for Children.

Willems, M. 2016. “Nanette’s Baguette.” New York, New York: Hyperion Books for Children, an imprint of Disney Book Group.

Decision Making:

McLeod, C. [2020]. “Spend It!” New York: Nancy Paulsen Books.

Seuss, Dr. 1960. “One Fish, Two Fish, Red Fish, Blue Fish.” New York, Beginner Books; distributed by Random House.

**Materials and Resources**

**Rule or Law**

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| --- | --- |
| Do not steal.  Robber outline  Rule or Law? | Walk in the hall.  Walk outline  Rule or Law? |
| Wear a seatbelt.  Seat Belt outline  Rule or Law? | Keep your hands and feet to yourself.  Martial Arts outline  Rule or Law? |
| Raise your hand.  Raised hand outline  Rule or Law? | Stop at a red light.  Traffic light outline  Rule or Law? |

**My Responsibilities**

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| Home with solid fillHome |
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| Schoolhouse with solid fill School |
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|  |
| Neighborhood with solid fill Community |
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**My Community**

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| --- | --- |
| **I like to \_\_\_\_\_\_\_\_\_in my community.** | **I can help others in my community by….** |
| **My community is special because…** | **One thing I would like to change about my community is…** |