



Goodbye Graffiti Early Childhood Teachers Resource Materials

Topic: Rights and responsibilities

Introduction

“A human right is something that humans in general agree that all humans are entitled to be, or to do, or to have.” (www.humanrights.org.au)

Many people consider that human rights are not created, for they already exist. These rights come with being a human being and are derived from the very nature of a human being.

Children are citizens of the present, as well as the future. In order that they can practice active citizenship, children need to know their rights and responsibilities.

In this topic, children may:

- Read about rights and responsibilities
- Make rights and responsibilities cards
- Make a poster
- Convey information to others

Tuning in: What is a right? And a responsibility?

Show and read to the children one of the following:

[Little book of rights](#)

[Universal Declaration of Human Rights: children's edition](#)

[Universal Declaration of Human Rights: child friendly language version](#)

[Rights for every child illustrated book](#)

Ask children to finish the sentences:

- I want...
- I need...
- I have a right to...

Have them discuss what are the differences between ‘wants’, ‘needs’ and ‘rights’.

Finding out: What are our rights?

In groups of four, ask children to think about their rights (e.g. to be safe, to be treated with respect, to be educated, to be listened to, to participate, to be equal to others, to be treated fairly, to have a say). Have the children make picture cards of their rights.

Ask the children to think about the responsibilities that go with each of the rights (e.g. to keep others safe, to treat others with respect, to learn, to listen to others, to participate). Have the children make picture cards of their responsibilities.

Have groups swap their sets of cards and match the rights and responsibilities.

What other rights and responsibilities do they want to add to their own card sets?



What games can the children devise to play with the cards? They might think about concentration and matching games.

Sorting out: What are our rights of people in our family? What are our responsibilities to members of our family?

Ask children to think about the rights of people in their family. Parents have the right to make decisions about the way in which they live and bring up their children. They can decide where children go to school, where they will live and how they will manage their children's behaviour.

Parents also have responsibilities. They need to protect children from harm, provide children with food, clothing and a place to live, financially support their children, provide safety, supervision and control, provide medical care and provide an education.

Children have responsibilities to support their families. For each of the rights and responsibilities of parents, what is a corresponding responsibility for the child?

Make cards to add to the card game showing parents rights and children's responsibilities.

Going further: What are our rights and responsibilities in the community?

One of our responsibilities is to protect other people's rights. People in all communities have the right to feel safe and to be treated respectfully. What is done in our community to protect people's rights? (There are laws; there are signs; there are people such as guards, firemen and police.) What are our responsibilities in protecting these rights? What can we do to protect them?

Identify community rights and individual responsibilities. Make a poster for each right. You might look at some of these as inspirations.

[The Inspiration Room](#)

[Minnesota](#)

Applying: Who needs to know?

With the children, look at the activities and products that you have undertaken about rights and responsibilities. Who do they think needs to know about their learning? How could this information be given? (e.g. the children could put the posters up in the community, play the card game with younger or older siblings).