



Section II

Understanding Rights and Responsibilities

What do children need to survive and live a healthy, happy life? The activities in this section help students distinguish the difference between the things they want and the things they need.

Students will come to understand that needs such as clean water, education and protection from abuse are things that all children have a *right* to. These rights are enshrined in the United Nations Convention for the Rights of the Child.

As citizens of their classroom, school and community, students will also learn that each right that protects them comes with an individual responsibility to act.

The activities in this section provide an excellent starting point for *Section III: Exploring Global Issues*.

Grades 2–3 Understanding Rights and Responsibilities

Journey to a New Planet

Students will

- differentiate between wants and needs
- generate, gather and exchange ideas and use critical thinking skills
- demonstrate understanding of basic human rights

Related International Dates

- National Child Day (November 20); UN
- International Human Rights Day (December 10)

Preparation

- Photocopy and cut out a set of *Wants and Needs* cards (pages 28–29) for each pair of students. *Note: Choose any 16 from those provided. Create others using the Word template on the GEAR DVD.*
- Prepare a simple drawing of the solar system and a spaceship (optional).

Instructions

1. Organize the students into pairs. Give each pair a set of *Wants and Needs* cards.
2. Explain that Mission Control (which you represent) has discovered a new planet and each pair will go there to start up a new community. Set the mood by naming the planet and the reasons for going there.
3. Ask the students to close their eyes and imagine the new planet. How long will it take to get there? What does it look like? Do other people live there? Where will they set up the new community? Tell them to form a picture of this community in their minds.
4. With their eyes still closed, ask students to think about the things they will **want** and **need** in their new community. Have students open their eyes and discuss their ideas with their partners.
5. Explain that Mission Control will provide each pair of students with 16 things they could bring with them to set up their new community. Ask them to spread out the *Wants and Needs* cards and examine them.
6. Announce that Mission Control says space on the journey is limited. The students can now take only 12 items on the spaceship. Partners negotiate to eliminate four cards and set them aside.
7. Inform the students that Mission Control has issued an emergency announcement and there is even less space available. Students may now take only eight items with them. Partners negotiate to eliminate four more items, leaving only the eight most essential for their survival.

Discussion

- What was difficult about doing this activity? What was easy?
- Which items were easy to discard first? Why?
- Were some items harder to eliminate than others? Which ones? Why?
- What is the difference between a want and a need? What do we need for survival?

Follow-up Activities

- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Complete the activity *Creating a Classroom Charter of Rights and Responsibilities* (page 40).

Adapted from: “Journey to a New Planet” from *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.

Reproducible Master

Wants and Needs Cards

Note: The following activity cards are for use with both *Journey to a New Planet* and *Forming a New Government*. The template is available as a Word document on the GEAR DVD.

Nutritious Food



Clean Water



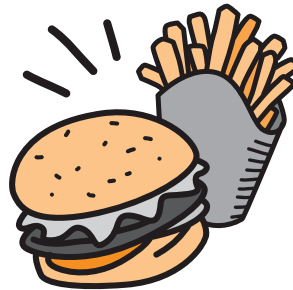
Music



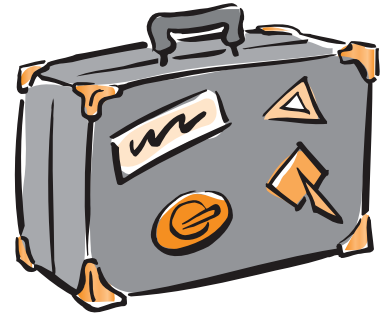
TV



Fast Food



Vacation



Spending Money



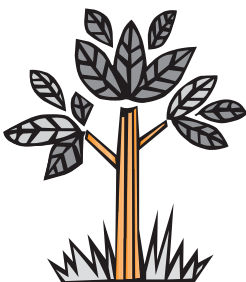
Fashionable Clothing



Shelter



Clean Air



Protection from discrimination



Education



Understanding Rights and Responsibilities

Your own bedroom



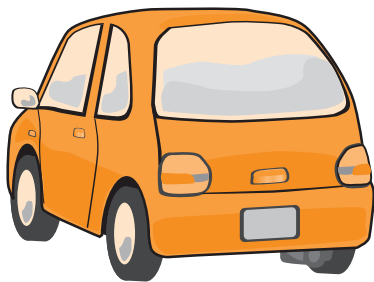
Freedom to express your opinion and be listened to



Freedom to practice your own religion



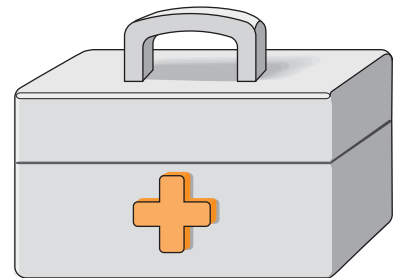
Family Car



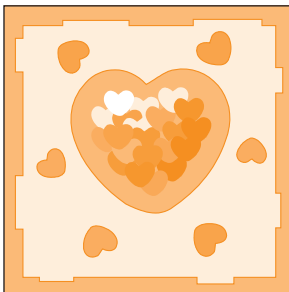
Protection from abuse and neglect



Medical Care



Friends



Family



Your own computer



Grades 4–6

The Rights Balloon

Students will

- understand the difference between rights and wants and prioritize various rights in their lives
- brainstorm and communicate ideas in collaboration with others and apply critical thinking skills

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

Photocopy a class set of *The Rights Balloon* (page 31).

Instructions

1. Ask students to brainstorm things they need or enjoy having in their lives. Write their responses on the board or chart paper.
2. Hand out *The Rights Balloon* activity sheet to each student and explain that a *right* is something every person is entitled to for survival and a good life.
3. Ask students to close their eyes and imagine they are alone in a hot-air balloon floating high above the ground. Describe what they might see and ask them to choose a destination (e.g. another country or visiting a friend) Tell them they each have 10 rights on board and each one weighs 2 kilograms.
4. Suddenly the balloon begins to drop. To stop descending they must throw one right overboard. Ask students to open their eyes and, without discussion, select one item from the list they are willing to give up. Instruct them to write number 1 in the “Me” column beside their choice.
5. Tell students to close their eyes again. They can continue imagining their journey now that the balloon has safely levelled out. After a few seconds tell them the balloon is descending again and they must select another item to throw overboard. Write number 2 in the “Me” column beside the second right they surrender.
6. Continue in this way, with students choosing rights to throw overboard each time the balloon descends and numbering their choices until only one item remains in the balloon. The last right—the one most important to them—is numbered 10.
7. Ask students to share responses with a partner. Discuss each other’s decisions. If necessary, agree on a new ordering of the rights, and record this new order in the “Us” column. Reassure them that the way they prioritize their choices may differ from their classmates.

Discussion

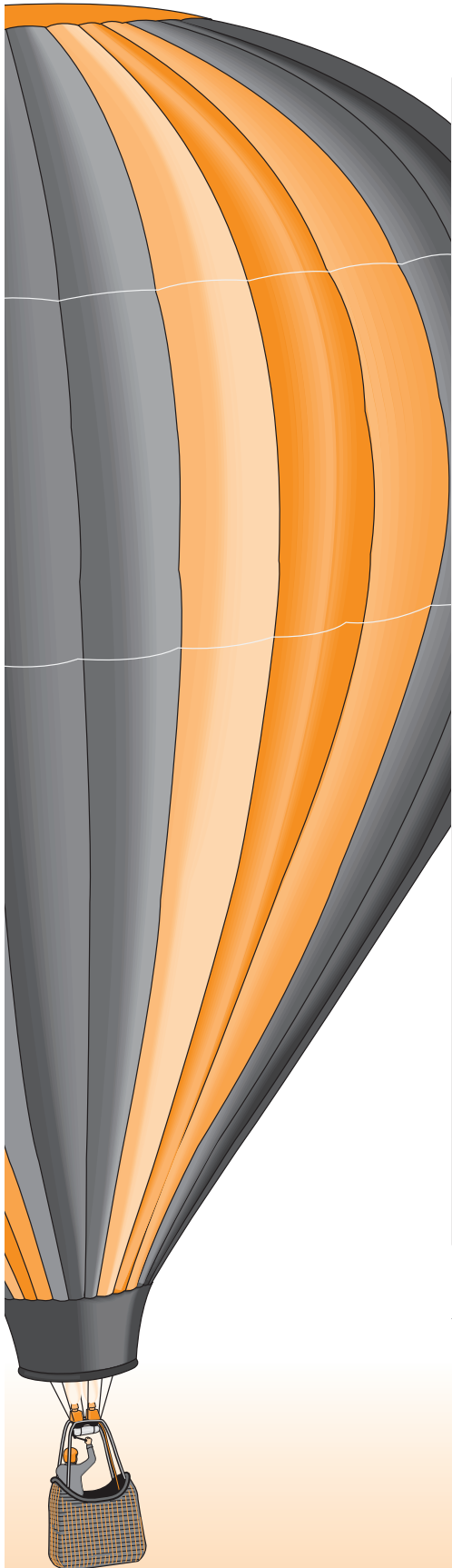
- Which rights were easiest to give up? Which were the most difficult?
- What is the difference between the things you need (rights) and the things you want?
- Are there any rights so basic you would never give them up? Which ones and why?
- How would you define a basic or universal human right? *The concept of human rights is based on the belief that we have rights simply because we are human beings. A right is something you are entitled to in order to survive and have a meaningful, healthy, satisfying life.*
- What responsibilities come with the rights on the Rights Balloon list? (e.g. *the right to your own bedroom comes with the responsibility to keep it clean*)
- Debate this statement: “Those who have rights should speak out for those whose rights are denied.”

Follow-up Activity

- Complete the activity *You Have Rights!* (page 32).

Reproducible Master

The Rights Balloon



Rights	Me	Us
A school to learn in		
A doctor's care		
Spending money		
Healthy food and clean water		
TV		
Family and friends		
Time to play and have fun		
Toys		
My own bedroom		
A safe home to live in		

Activity and worksheet adapted by permission from *Children Changing the World* by SOPAR, 2002. (www.sopar.ca). Original source: *Global Teacher, Global Learner* by Graham Pike and David Selby. Copyright © 1988. Hodder & Stoughton Publishing, London.

You Have Rights!

Students will

- create a list of rights to which all children are entitled
- become familiar with the UN Convention on the Rights of the Child (UNCRC)
- develop, organize and communicate ideas

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

- Read information on the UNCRC (page 37) for background reference.
- Prepare photocopies or an overhead of *All Children Have These Rights* (page 33).
- Obtain a copy of *For Every Child: The Rights of the Child in Words and Pictures*¹ (optional)

Instructions

1. Review the list of items from *The Rights Balloon*. Write only the items that are rights on the board: *education, healthcare, food, clean water, a safe home to live in, family, play and fun*.
2. Explain that all children are entitled to these and other rights. In 1989, the countries of the United Nations made an agreement called The Convention on the Rights of the Child (UNCRC). This convention contains over 30 rights for children.
3. Ask students to think about what other rights are missing from *The Rights Balloon* list. Have them work in pairs or small groups to make a list of rights children are entitled to, including those already on the board. Challenge them to come up with at least three to five more rights.
4. Distribute the handout *All Children Have These Rights* or show the overhead. Explain that the list represents a summary of the UNCRC. Have each student in the class stand up and read aloud one line from the handout. Rehearse this until it is seamless and add a dramatic gesture or voice intonation to each one. *Option: To further illustrate the convention, use For Every Child or a similar book.*²
5. Discuss the following questions:
 - How does the UN list compare to your list?
 - Does anything on the UN list surprise you?
 - Do you think that all these rights of children are being respected? Why or why not?
6. Give students time to amend their own list of rights.

Follow-up Activities

- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Complete the activity *Creating a Classroom Charter of Rights and Responsibilities* (page 40).

¹ *For Every Child: The Rights of the Child in Words and Pictures* is a UNICEF publication (ISBN-13: 978-0803726505). This book contains 14 rights of the child written in child-friendly language with illustrations by artists from around the world.

² For titles of other picture books that address children's rights, see Appendix F.

Reproducible Master

All Children Have These Rights¹

**no matter who they are
where they live
what their parents do
what language they speak
what their religion is
whether they are a boy or girl
what their culture is
whether they have a disability
whether they are rich or poor**

No child should be treated unfairly on any basis.

- ⇒ The right to be alive
- ⇒ The right to an identity, name and nationality
- ⇒ The right to live with a family who cares for you
- ⇒ The right to give your opinion, be listened to and taken seriously, unless your opinion harms others
- ⇒ The right to choose your friends and set up groups, as long as doing so doesn't harm others
- ⇒ The right to privacy
- ⇒ The right to get and understand information that is important, yet not harmful, to your well-being
- ⇒ The right to special education and care if disabled
- ⇒ The right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well
- ⇒ The right to clothing, to a safe place to live and to have your basic needs met
- ⇒ The right to a good quality education
- ⇒ The right to practice your own culture and religion and to speak your own language
- ⇒ The right to play and rest
- ⇒ The right to protection from being hurt or mistreated (e.g. protection from cruelty and abuse, protection from work that harms you, protection from harmful drugs)
- ⇒ The right to protection and freedom from war
- ⇒ The right to legal help and fair treatment in the justice system
- ⇒ The right to know your rights!

¹ Adapted from a child-friendly version of the UN Convention on the Rights of the Child, available at: http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf. A child is defined as a person under the age of 18.

Grades 7–8

Forming a New Government

Students will

- distinguish between wants and needs and understand that basic needs can be considered rights
- apply critical thinking skills to defend a position
- work constructively in groups

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Prepare a set of 24 *Wants and Needs* cards (pages 28–29) for each group of four students. If possible, use different identifying colours for each set.

Instructions

1. Have students form groups of four. Give each group a set of *Wants and Needs* cards.
2. Ask students to imagine that a new government is being formed in their village, town or city and that you, the teacher, are the government representative. This government wants to ensure all young people have the basic things they want and need and has asked for their input. This is a unique opportunity for them. The cards represent the wants and needs the elected officials have agreed upon. Ask groups to decide if any items are missing and write these on the three blank cards.
3. Announce that for political and economic reasons, the new government can provide only 16 of the 24 items listed on the cards. Ask groups to decide which eight items they are willing to give up. Return these cards to the teacher/government representative.
4. Announce that further cuts must be made due to budget constraints. Groups must eliminate another eight items and return the cards.
5. The government has received many petitions from different community groups for other needs and wants. Announce that a maximum of four requests will be considered from the town youth council. At this point, the teacher/government representative asks the class to select two leaders for their youth council who will collect the top four cards from each group. One person from each group presents arguments for their selections and actively petitions the leaders to consider their choices (this can be done as dramatic presentations for the class).
6. Send the two chosen leaders out of the classroom to confer. From all the cards submitted they will choose the four to be presented to the government. Meanwhile, involve the class in the following discussion questions:
 7. After the discussion, the youth council leaders return to class and announce their top four choices and the reasons for choosing them.
 8. As a follow-up, explain that basic needs are sometimes referred to as *rights*. Have students in groups brainstorm their own definition of rights. Challenge the class to come to a consensus on its definition of rights. *The concept of human rights is based on the belief that we have rights simply because we are human beings. A right is something you are entitled to in order to survive and have a meaningful, satisfying life.*
 9. Have students write a list of basic rights for people their age. Compare this list with the handout *All Children Have These Rights* (page 33).

Discussion

- What was difficult about doing this activity? What was easy?
- Which items were missing from the cards supplied by the government?
- Which items did you eliminate first? Why?
- Were some items harder to eliminate than others? Which ones? Why?
- Do you feel satisfied with the input you are able to give the government?
- What is the difference between a want and a need?

Follow-up Activity

- Complete the activity *Children's Rights Hoopla* (page 35).

Adapted from “Wants and Needs” in *It's Only Right: A Practical Guide to Learning about the Convention on the Rights of the Child* by Susan Fountain. Copyright © 1993. UNICEF.

Children’s Rights Hoopla

Students will

- become familiar with the rights enshrined by the United Nations Convention on the Rights of the Child (UNCRC)
- demonstrate understanding of how children’s rights are interconnected
- draw conclusions and communicate connected ideas

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

- Photocopy four or five class sets of *Children’s Rights Hoopla Cards* (page 36).
- Display a large *Types of Rights Chart* (page 37) and make copies for each group of students.
- Read the background information on the UNCRC (page 37).
- Collect four or five sets of materials, each containing: scissors, six blank cards and six lengths of cut string (approximately 60 cm). Have extra cards and strings on hand.

Instructions

1. Introduce the UNCRC, the UN Convention on the Rights of the Child (page 37).
2. Ask students to form groups of four. Distribute the *Children’s Rights Hoopla Cards*, *Types of Rights Chart* and other materials to each group. Inform the class that the cards describe many of the rights enshrined in the UNCRC. Briefly discuss the different categories of rights on the chart.
3. After cutting the cards apart, students lay them out flat in groups according to the categories in the *Types of Rights Chart*. Using the string provided, they encircle each grouping of cards, with the title of the category written on a blank card. If a card appears to fit into more than one category, circles of strings or “hoops” can be made to overlap so that the card appears in two

or more clusters. When all groups have completed the task, students circulate to review each other’s work.

Discussion

Discussion can centre on the cards that appear under two or more categories. The key point to emphasize is that rights in any one category can impact rights under other categories. For example, the right to meet together with other children, which is a participation right, also fosters children’s development. In this sense, rights are *indivisible* and *interconnected*: if one is eroded, the ability to enjoy and defend the others is weakened.

- Was the activity difficult or challenging? Why?
- Reflect on the rights you placed under each category. Which rights fit into more than one?
- Give examples of how rights are interconnected or linked. *For instance, if a child did not have good health care, he might not go to school, or play with other children, so the right to an education and the right to play would also be denied.*

Follow-up Activities

- Create a class poster of “Types of Rights” by listing the 24 items in their categories.
- Read print or online newspapers for articles featuring child rights issues. Share with the class.
- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Create a *Classroom Charter of Rights and Responsibilities* (page 40).

Adapted from “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Reproducible Master

Children’s Rights Hoopla Cards: A Summary of the UN Convention on the Rights of the Child

1. The right to express our opinions about things that affect us personally	2. The right not to be tortured, or treated or punished in a cruel, unkind or humiliating way
3. The right, if we belong to a minority group, to have our own culture, practice our own religion and speak our own language	4. The right to meet together with other children or teenagers and to join and set up clubs, groups and associations
5. The right to be protected from abuse of any kind	6. The right to the best health care available
7. The right to benefit from money given by the government to parents and guardians to help them raise children	8. The right, if disabled, to special care and training that will help us lead a dignified, independent and active life
9. The right to privacy	10. The right to an identity, name and nationality
11. The right to freely communicate our views to others through various media (e.g. letters, posters, petitions, artwork)	12. The right to access information and ideas from a wide variety of sources but also to be protected from information that could harm us
13. The right not to be exploited for purposes of money making (e.g. doing dangerous work or working long hours for little pay)	14. The right of child refugees and of children deprived of their families to special assistance and protection
15. The right to an education that considers our real needs and develops all our talents and abilities	16. The right to living standards and conditions that enable us to grow and mature (e.g. enough food, warm clothing, money, good housing)
17. The right to be protected from drugs	18. The right to life
19. The right to have fun, to play and to join in leisure and cultural activities	20. The right to be protected from bad treatment by parents and others responsible for us
21. The right to our own thoughts and beliefs and, if religious, to practice our faith	22. The right not to be recruited into the armed forces or to fight in wars
23. The right to live with our parents or, if they are separated, to see both parents regularly unless it is not in our best interest	24. The right to an education in which we learn how to live in a spirit of understanding, peace, tolerance, equality, friendship and respect for human rights and the natural environment

Source: “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Reproducible Master

Types of Rights Chart

1. **Survival Rights** – rights that ensure we survive and grow (nutritious food and clean water, medical care, love and affection)
2. **Development Rights** – rights that enable us to develop the varied aspects of ourselves (thinking abilities, ability to distinguish right from wrong, social abilities, play and leisure activities, cultural and religious practices)
3. **Protection Rights** – rights that protect us from harmful treatment and influences
4. **Participation Rights** – rights that allow us to express what we think, to have a say about things that affect us, and to play an active part in society

Source: “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Background Information on the UNCRC

United Nations Convention on the Rights of the Child (1989)

In the early 1920s, England’s Eglantyne Jebb, founder of Save the Children Fund, campaigned for better protection of the world’s children after the suffering caused by World War I. In 1923, she drafted the first Children’s Charter, considered to be the basis of the present UN Convention on the Rights of the Child. World War II further highlighted the particular vulnerability of children and the special consideration they deserve. Growing recognition of children’s rights led to the adoption by the General Assembly of the UN of the Declaration of the Rights of the Child on November 20, 1959, and then, 30 years later, to the adoption of the Convention on the Rights of the Child (CRC) on November 20, 1989. According to the CRC, a child is a person under 18 years of age. The CRC stipulates that the rights it enshrines apply to all children equally regardless of race, color, gender, caste, class, language, religion, place of birth or any other factor. Of the 192 member states of the UN, 191 are party to the CRC. Canada signed the CRC in 1990 and ratified it in 1991.

Sources:

1. Mower, A.G. *The Convention on the Rights of the Child: International Law Support for Children*. Greenwood Press. London, 1997.
2. *The United Nations*: www.un.org
3. *UN Office of the High Commissioner for Human Rights*: www.ohchr.org/english/law/crc.htm (contains the full text of the UNCRC).

All Grades

Two Sides of a Coin: Rights and Responsibilities

Note: This activity works best after completing previous activities for the grade level in the Rights and Responsibilities section of this resource.

Students will

- understand that with rights come responsibilities in the classroom, school and community
- demonstrate an awareness of rights and responsibilities by creating a variety of images

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Photocopy a double-sided class set of *Two Sides of a Coin Graphic* (page 39).
- Provide coloured markers, pencils or crayons for illustrating the graphics.

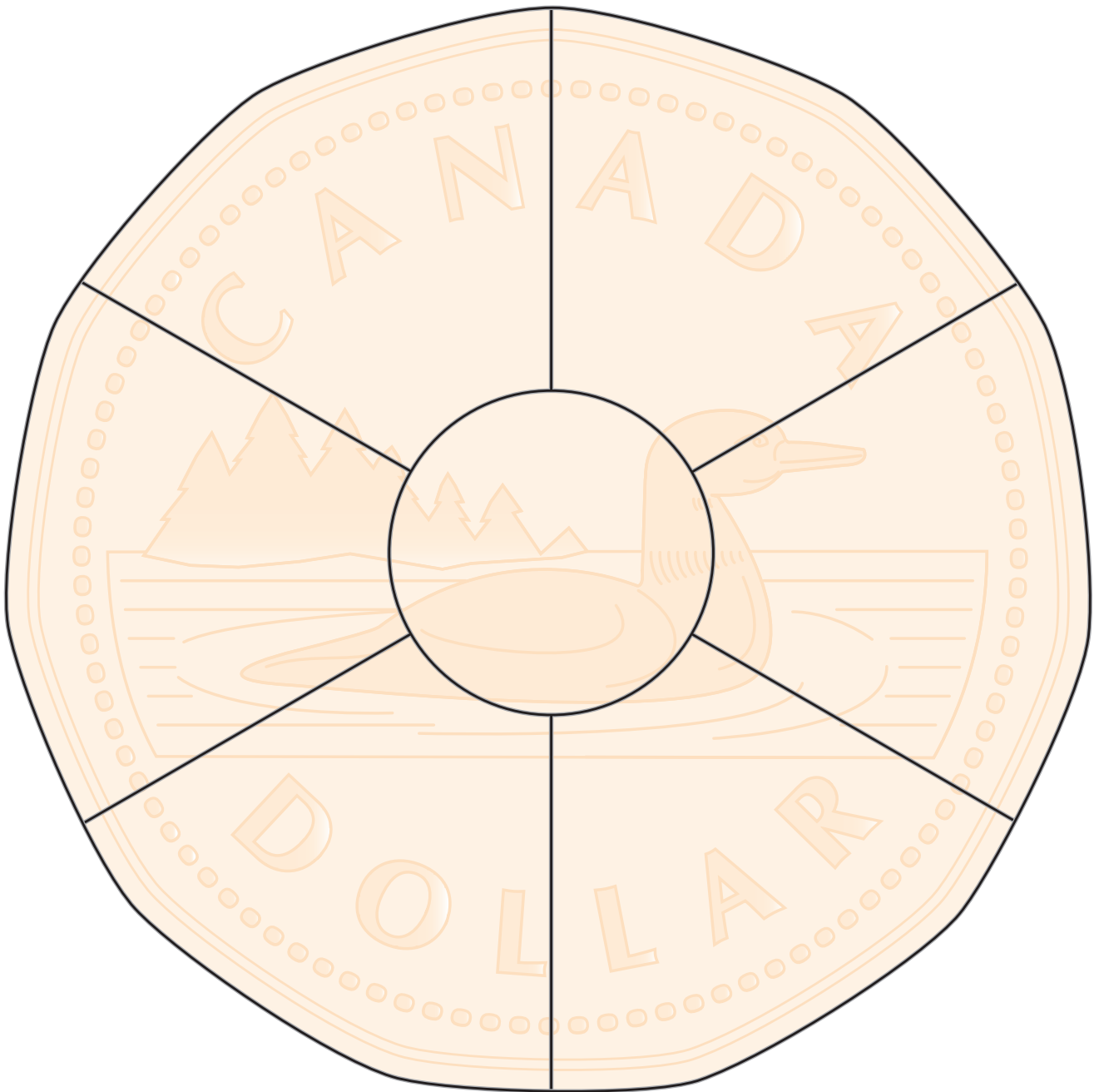
Instructions

1. Review the concept of *rights* and refer to the lists of rights students created in the preceding activities: *You Have Rights!* (grades 4–6) or *Children’s Rights Hoopla* (grades 7–8). For grades 2–3, review the difference between *wants* and *needs* from *Journey to a New Planet* (page 27) and explain how needs are things we have a right to in order to live a happy life.
2. Discuss the concept of *responsibility*. Explain that with rights come responsibilities. Rights and responsibilities are like two sides of the same coin. You can’t have one without the other.
 - What is a responsibility? What does it mean to be responsible?
 - If you have the right to learn in a classroom, what is your responsibility? *You are responsible for doing your work and not disrupting the learning of others.*
3. Have students work together as a class, in pairs or individually to think of a responsibility that goes with each right on their list (see step 1). For grades 2–3, select from the *Wants and Needs* cards (pages 28–29).
4. Hand out double-sided copies of the *Two Sides of a Coin* graphic (page 39) to each student. In the centre of one side of the graphic, ask students to write “_____’s Rights” and in the centre of the other side, “_____’s Responsibilities”. Students write their names in the blanks. Instruct them to transfer six rights and six corresponding responsibilities from their lists to opposite sides of the coin. When the coin is turned over, each right and its responsibility will match up in the same section. If desired, illustrate each item with a simple drawing or symbol and decorate the coin. *Note: Older students will have many rights and responsibilities and should choose the six that are most important to them.*
5. Cut out and display the completed coins around the classroom or use them to create a large hanging mobile.

Reproducible Master: Student Worksheet

Two Sides of a Coin Graphic

On one side of the coin, name and illustrate six rights. Title this “(Your Name)’s Rights” in the centre. On the other side of the coin, name and illustrate the six responsibilities that come with those rights. Title this “(Your Name)’s Responsibilities” in the centre.



All Grades

Creating a Classroom Charter of Rights and Responsibilities

Students will

- demonstrate understanding of the connection between individual rights and group responsibilities
- understand that rights protect every individual
- create a classroom Charter of Rights and Responsibilities

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Review the *Sample Classroom Rights and Responsibilities* (page 41).

Instructions

1. Review the definition of *rights* (pages 30 and 34). Ask students to think specifically about the rights they each have while at school. On the board write “In our classroom, we have the right to...” Ask guiding questions such as: why do you come to school? (i.e. to learn); what do you need in order for that to occur?
2. Have students brainstorm, in pairs, all the rights they think they are entitled to in their classroom. Remind them to record *rights* and not *wants*. Ask them to circle the five most important rights from their list. This may require some negotiation with partners. When each pair has finished, they compare their five top rights with those of another pair and make changes if they want.
3. Come together as a class and have pairs share their five rights. Record each right on chart paper or on the board, but not more than once if it is repeated. From the list, have students vote on the five or more most important rights for their classroom (see *Consensus Building Procedure: Fist to Five*).
4. Review the concept that with rights come responsibilities (see *Two Sides of a Coin* activity). Ask students to think about what responsibilities they have to ensure that the classroom rights are met for everyone. Record their ideas.
5. Create and display your classroom charter of rights and responsibilities (see *Sample Classroom Rights and Responsibilities*, page 41). If necessary, this charter can be revisited and amended throughout the year by voting and reaching a consensus. You may also want to institute positive and negative consequences associated with the charter. (See *Sample Consequences*, page 41).

Consensus Building Procedure: Fist to Five

Whenever a group needs to come to a decision on a matter, Fist-to-Five is a good tool to determine each person’s opinion. To use this technique the leader restates a decision or suggestion and asks everyone to show a level of support by voting with a fist or the number of fingers reflecting their opinion.

Fist: A “No” vote. I need to talk more about the idea and require changes for it to be accepted.

1 Finger: I still need to discuss certain issues and suggest changes that should be made.

2 Fingers: I am somewhat comfortable with the idea but have some minor issues.

3 Fingers: I’m not in total agreement but feel comfortable about accepting this without further discussion.

4 Fingers: I think it’s a good idea and will work for it.

5 Fingers: It’s a great idea and I will be one of the leaders in implementing it.

Each person who holds up fewer than three fingers states his or her objections so the group can address the concerns. Continue the Fist-to-Five process until consensus is reached (a minimum of three fingers or higher from everyone) or the group decides to move on to the next idea.

Source: <http://www.freechild.org/Firestarter/Fist2Five.htm>

Reproducible Master

Sample Classroom Rights and Responsibilities

You have the right to:

1. Feel safe
2. Be yourself
3. Be treated fairly
4. Express your ideas
5. Learn and get a good education
6. Be told when to get your books

You are responsible for:

1. Respecting others
2. Your own actions
3. Listening to others
4. Keeping the classroom neat
5. Completing your homework
6. Treating others as you wish to be treated
7. Keeping track of your agenda

Source: http://www.annikeris.com/classroom_rights_responsibilities.html. Used with permission from Michael Ojeda.

Rights

1. The right to respect
2. The right to make mistakes
3. The right to participate
4. The right to work undisturbed
5. The right to privacy of possessions

Source: http://hannahmeans.bizland.com/first_day.htm

Responsibilities

1. Be positive.
2. Be polite.
3. Be punctual.
4. Be prepared.
5. Be a participant.

Source: teachers.yourhomework.com/rodriguez/

Sample Consequences

Positive consequences

- An excellent education
- School Spirit Points
- Class Awards
- “Warm Fuzzies”
- Class parties

Negative consequences

- 1st offence – warning
- 2nd offence – conference during class
- 3rd offence – conference during recess
- 4th offence – conference with parent
- 5th offence – referral to the office

Source: http://www.annikeris.com/classroom_rights_responsibilities.html. Used with permission from Michael Ojeda.