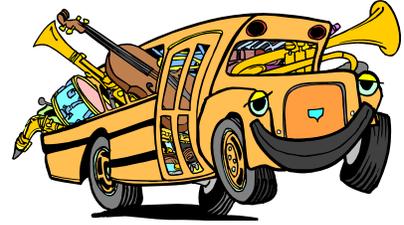


Music, Social Studies and Health Lesson Plan



Grade Level(s): Kindergarten, First, and Second

Lesson Title: Safe Satisfying Symphony! Concert Etiquette and Travel Safety

Focus: (Concept or skills to be emphasized) Rules, critical thinking

Objectives: See end of lesson for objectives and standards achieved.

Background Information: Proper concert etiquette is important so that the entire audience can enjoy their concert experience, and so that the performers can give their best possible performance. Additionally, students and adults must have a set of rules in place to travel to and from the concert safely. Be sure to read the "Concert Etiquette" section of this guide.

Activities (Procedures):

1. You may choose to read the full list in the "Concert Etiquette" section of this guide with your students.
2. Read the *Concert Guidelines* section of the *Student Study Guide* with your class. Talk about the importance of following all of these rules while listening to the performance so that everyone can enjoy the concert. In small or large groups, ask your students to role-play proper and improper behaviors during a concert, using the *Concert Guidelines* as a starting-point. Afterward, have the students discuss why it is important to show proper behavior during a concert performance.
3. Discuss some of the situations that students may experience when traveling to and from the concert. As a class, formulate a set of guidelines that students should follow to maintain their safety (e.g., stay in seats while traveling, staying in a group or with a "buddy", listening to directions given by adults, etc.). In a whole-group, write the set of travel safety guidelines on the *Concert Guidelines* worksheet. For younger students, compile the list of rules and distribute photocopies or print them on large mailing labels and stick them onto the *Concert Guidelines* section of the *Student Study Guide*.

Extension Activity: Compare and contrast the travel safety guidelines students came up with as a class with safety rules in the home, on the playground, in public places, while traveling in a vehicle, etc.

Modifications (Special Needs):

1. Visual and auditory impaired students will need special consideration during this lesson with grouping adaptations.
2. Learning disabled students may benefit by partnering with another student.
3. Varying learning styles will be addressed with the variety of activities in this lesson - tactile, visual and sensory learning styles are utilized.
4. Gifted student needs are provided through the extension activity.

Assessment/Evaluation:

1. Identify your Formative Evaluation Plan: The teacher will observe the group discussions. The teacher will observe participation in Concert Guidelines activity.
2. Identify your Summative Evaluation Plan: Teacher observation notes and the receipt of travel guidelines will show the teacher if the concepts introduced were processed by the students. A follow-up to this lesson can be assumed by the extension activity.

Supplemental Materials and Equipment Needed: Pencil/pen; Student Study Guide

Resources:

Reducing the risk of injuries:

http://www.cpsc.gov/cpsc/pub/pubs/pub_idx.html;

Safe Schools, Healthy Students

<http://sshs.samhsa.gov/>

Child passenger safety:

<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.9f8c7d6359e0e9bbb30811060008a0c/>

Playground safety:

<http://www.uni.edu/playground/home.htm>

Fire safety resources:

<http://www.usfa.fema.gov/kids/>

National Standards Achieved: Science

Standard F: Personal Health

WV Content Standard Objectives: 21st Century standards are distributed separately.

Kindergarten

- GM.K.4.2 discuss and demonstrate proper concert etiquette.
- SS.K.1.3 identify the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.
- SS.K.2.1 explain why rules are important and participate in developing rules.
- HE.K.3.3 demonstrate safety procedures (e.g., street crossing and fire drills).
- HE.K.3.5 identify actions that might lead to accidents or dangerous situations at school or in the community.

First-Grade

- SS.1.1.3 participate in developing classroom rules and identifying consequences of breaking rules.
- SS.1.1.7 demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).
- SS.1.2.4 recognize the need for authority figures.
- HE.1.3.4 identify and follow safety rules (e.g., playground, water, electrical).
- HE.1.3.5 demonstrate how to perform basic self-care/safety procedures (e.g., fire/weather drill, bus and auto safety skills).

Second-Grade

- SS.2.1.3 model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).
- SS.2.2.3 recognize the need for authority figures and identify the characteristics of responsible leaders.
- HE.2.3.1 describe behaviors and habits that may be dangerous at home, on the playground, or in the community.