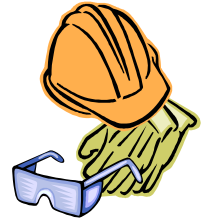


Grade Level(s): One and Two
Lesson Title: Rules, Shmules

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



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

Background Information:

In the story of *Peter and the Wolf*, Peter disobeys his grandfather and leaves the safety of the fenced-in yard around his home. Although his actions ultimately resulted in a favorable conclusion (the celebrated capture of the wolf), Peter put himself into a risky situation by not listening to the directions of an adult.

Activities (Procedures):

1. Read the story of *Peter and the Wolf*, as found in the Teacher's Section under The Verizon Literacy Resource Section with your class.
 - a. Arrange students into groups of 3-4 children. Assign roles to each member of the group, including recorder, time-keeper, reporter, and/or leader. *SS.1.2.1*
 - b. Ask students to talk about some of the dangers that the characters faced in the story; allow them several minutes to discuss with their group members and write down their ideas on a piece of paper. *SS.1.1.7*
 - c. Reconvene into a large class discussion and ask the reporters from each group to take turns telling the class about their group's ideas. Record the ideas on a chalkboard, overhead, or flipchart. Ask students to rejoin their small groups, and discuss possible reasons why some of the dangers in the story came to be.
 - d. Bring the students back into the large group and ask the reporters to discuss their group's ideas. Once students have shared their ideas, talk about Peter and how his actions put him into a potentially risky situation.
 - e. Have students join their group one final time and ask them to brainstorm reasons why Peter's grandfather was angry that Peter did not listen when he told him not to leave the safety of the house.
 - f. Return to a full group, ask reporters to share the ideas of their groups, and then talk to students about the importance of following rules and listening to adults. *SS.1.2.4, SS.2.2.3*
 - g. Repeat this activity, but this time ask students to think of the dangers they face in their daily lives and how they can avoid such situations. *HE.2.3.1*

2. Read the *Good Concert Rules* to your class. Talk about the importance of following all of these rules while listening to the performance so that everyone can enjoy the experience. *SS.2.1.3* Ask your students to role-play proper and improper behaviors during a concert, using the *Good Concert Rules* as the guideline. 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. *SS.1.1.7* As a class, formulate a set of rules 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). *SS.1.1.3, HE.1.3.4, HE.1.3.5*

Assessment/Evaluation*:

1. Student participation in role-playing activity.
2. Student lists of dangers.
3. Class list of travel rules.

Supplemental Materials and Equipment Needed:

Paper
Pencils

Resources:

Reducing the risk of injuries:

http://www.cpsc.gov/cpscpub/pubs/pub_idx.html

Safe Schools, Healthy Students

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

Child passenger safety:

<http://www.nhtsa.dot.gov/people/injury/childps/>

Playground safety:

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

Fire safety resources:

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

National Standards Achieved:

Social Studies

VI. Power, Authority, and Governance

- a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
- d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.

V. Individuals, Groups, and Institutions

- a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

Science

Content standard F

Personal health:

- Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no.

WV Content Standard Objectives:

First-Grade

- SS.1.1.1 express opinions and accept opinions of others in solving problems and/or resolving conflicts.
- 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.1.2.1 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.
- 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.

Kentucky Program of Studies:

HE-P-14

Students will identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills).

HE-P-16

Students will describe and use personal safety strategies.

SS-P-GC-1

Students will recognize and understand the need for rules within the home and school setting.

SS-P-GC-2

Students will understand and begin to apply rights and responsibilities in relation to the community.

SS-P-CS-3

Students will recognize the roles individuals have in various groups.

Ohio Academic Content Standards:*First-Grade*

Y2003.CSS.S05.GKG-02.BC.L01.I04

Rules and Laws /

04. Recognize the need for rules in different settings and the need for fairness in such rules.

Y2003.CSS.S05.GKG-02.BC.L01.I05

Rules and Laws /

05. Discuss the consequences of violating rules.

Second-Grade

Y2003.CSS.S05.GKG-02.BC.L02.I05

Rules and Laws /

05. Predict the consequences of following rules or violating rules in different settings.

Y2003.CSS.S06.GKG-02.BA.L02..I01

Participation /

01. Demonstrate citizenship traits including:

- a. Manage conflict peacefully;
- b. Display courtesy;
- c. Respect others.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.