

	word authority means?” Allow students a chance to respond and then review the definition of authority by saying, “Authority refers to a person who has an important role in keeping things fair and safe. They are the ones in charge. Let us brainstorm some examples of authority figures in your lives”. Create a brainstorm with the word authority in the middle and have students share examples of authority figures in their lives (For example, teachers, parents, police officers, etc.). Next, review why authority figures are important and how they help maintain order and safety. Say, “Authority figures, like teachers, principals, and police officers, play an important role in maintaining order and safety. They make sure everyone follows the rules and stays safe. Think of them as real-life superheroes, keeping us all protected and making sure everything runs smoothly.” Ask the students, “Why is it important that we listen to people who are in authority?” (Allow students to respond.) Say, “It is important that we listen to authority figures because they help maintain order and safety, they keep things running smoothly. Now, let us read a story about what would happen if people did not listen to authority figures and did not follow the rules.” Read the book, <i>What if Everybody Did That?</i> by Ellen Javernick. After reading, ask the students to share with a shoulder partner one example of how they listen to a person in authority and why it is helpful to them.
Check for Understanding	To check for understanding. Say “Give an example of a time you listened to an authority figure and how it helped you.” Allow students to share with their shoulder buddies.
WE DO Practice	List and define respectful interactions with authority. Next say, “Now let us talk about how we should interact with authority figures. I will start by giving an example. When the teacher is talking, what should we do?” (Allow students to respond.) Reinforce the response by saying, “It is respectful to listen. That is showing respect to an authority figure. Let us create a list of other ways we can show respect. I will write them down.”

	Using chart paper create a list called “Respectful Interactions with Authority”. Write down student responses as they call them out. Create a shared definition of respectful behaviors for peers, adults, and authority figures. After making the list say, “Fantastic job, everyone! Using the list that we created I want us to create a definition of respectful behaviors. I am going to pass around sticky notes. I want you to write down a behavior that shows respect. For example, we know that raising your hand when the teacher is talking is showing respect. I am going to write on my sticky note ‘Raise my hand’. When you are done writing on your sticky note(s), you can come up and put it on this paper.” Have students write a behavior on a sticky note(s) and then place it on the chart paper. Title it “Respectful Behaviors”. You may allow the students to write more than one sticky note. When the students are finished reviewing and summarizing common behaviors say, “Great job, everyone! I am proud of our respectful behaviors. When I read this, I see that we define respectful behaviors as... (read behaviors on the sticky notes). Now, let us make sure we remember these as awesome ways to show respect in our classroom every day!”
YOU DO Practice	Explain appropriate ways to interact with authority figures. After students finish creating a shared definition, have them break into small groups and assign each group a different authority figure (teacher, principal, police officer, parent, bus driver, coach, etc.). Giving the group a piece of paper, have each group brainstorm and write down respectful interactions with their assigned authority figure. After five minutes, each group can share their ideas with the class. You can introduce the above activity by saying, “You all have shown that you know a lot about respect. We are going to become experts in showing respect to different authority figures. I am going to break you into small groups, and each group will focus on a different authority figure. I will give each group a piece of paper and assign you an authority figure. It could be a teacher, a parent, a police officer, or someone else. Your job is to brainstorm and write down respectful interactions with your assigned authority figure. Remember, we are learning how to show respect in different situations.”

Check for Understanding	To check for understanding, have each group of students share their person and ways that they have brainstormed to be respectful.
Conclusion	For an optional closing activity, you may ask each student individually to write or draw a scenario where they demonstrate respect for an authority figure or a peer. Encourage students to share their scenarios with the class to reinforce positive behavior examples.