

Grade: One	Lesson: 4	Topic: Understanding the Importance of Following Rules
Virginia Standards of Learning	English: 1.1, 1.2,1.3, 1.12,1.13 Health: 1.1 History: 1.1,1.10	
Virginia School Counseling Standards	Kindergarten-Third Grade, Personal/Social Development EP1 EP6	
Materials Needed	• Book- <i>What if Everyone Did That?</i> by Ellen Javernick • Paper • Crayons	
Learning Objectives	• Identify rules and explain their importance. • List and discuss the importance of authority figures. • Compare home rules and school rules. • Explain a law. • Compare laws and rules (traffic and community laws).	
I DO Introduction/Relationship Building Learning-Ready Reminders	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example; your favorite ice cream flavor, your favorite food, or your favorite color, etc.) Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: your favorite ice cream flavor, your favorite food, or your favorite color, etc.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will: • Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready!”	

Content	Identify rules and explain their importance. Say, “Today, we will talk about the importance of rules. Can anyone tell me a rule you follow in your classroom or school?” (Allow students to call out.) Next, say, “Wow, you all named many rules you follow at school. We even follow the rules when I come to visit you. Our rules are our learning-ready statements. Let’s review. When we are learning-ready, we: • Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready! When you are learning-ready, you are following the rules!” Next, ask, “Why do we follow the rules?” (Allow students to respond.) After students respond, explain, “We follow the rules to stay safe and learn!” List and discuss the importance of authority figures. Next, explain, “We know that we follow the rules to stay safe and learn, but there are people who help us follow the rules. Today, we will watch a quick video about the people who make and help us follow the rules.” After the video clip, say, “We saw people in our video who were in authority. They help us follow the rules. Let’s make a list of people who are in authority.” With the students, create a list of people in authority and title it “People Who Help with Rules.” Examples can include: • Parent • Teacher • Principal • Police Officer
Check for Understanding	To check for understanding, show each example picture and discuss if this is a person in authority. Students will show a thumbs up if it is a picture of who is in authority and will show a thumbs down if it is a picture of who is not in authority.
WE DO Practice	Comparing home rules, school rules, and community rules. Next, say, “We have discussed different rules, why rules are important, and who helps us follow the rules; now we get to

Check for Understanding	explore different rules that we follow at home, school, and in our community! We are going to play a game. I will show a picture and you will use hand movements to show me if it is a picture of a home rule, a school rule, or a community rule! The movements are:" (Model the movements but also show visual card.) • "Community rule- hands on top of your head, use your fingers to create a circle. • School rule- hands by your shoulders with your palms facing up. • Home rule- hands overhead, use your fingers to make a triangle." Show a picture of a setting scenario and ask students, "Is this picture showing a rule at home, school, or in the community?" As you go through the pictures, you can ask the students, "How do you know this is a home rule? Or what makes this a school rule?" (You may ask guiding questions.) Define a law. When the game is finished, say, "Wow! You all did a great job identifying different rules in different places. Do you know that part of my job is ensuring that we all follow special rules to stay safe? We call these rules laws. A law is a rule that everyone in our community/state/nation follows no matter who you are or how old you are. Many people help make sure we follow rules, but police officers have the job to make sure we follow the law. I will show you some pictures, and I want you to tell me what law we are following." Show pictures (in the PowerPoint) and have students respond to what law is being followed (for example, seat belt usage to be safe in the car). 1. Seat belt 2. Stop sign 3. Stoplight 4. Speed limit sign Compare laws and rules (traffic and community laws). Read the book <i>What If Everyone Did That?</i> by Ellen Javernick. After reading ask: "Who can name some laws that they saw the characters following?" (Allow students to call out.)
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	“Who can name some rules that they saw the characters following?” (Allow students to call out.)
YOU DO	
Practice	Next, have students draw a picture or write about a rule they follow at home or school and write/dictate why it is important.
Check for Understanding	Students can share their pictures and explain which rule they chose to draw and why following that rule is important to them.
Conclusion	At the end of the lesson, explain to the students that they will take their paper home, and they can talk about the importance of following rules with their parent or guardian.