

Grade: Two	Lesson: 1	Topic: Citizenship/Stealing
Virginia Standards of Learning	English 2.2 2.3	
Virginia School Counseling Standards	Kindergarten-Third Grade, Personal/Social Development	
Materials Needed	• Commitment cards • Chart paper or whiteboard and markers • Treat or reward for students (pencil, piece of candy, stickers, etc.)	
Learning Objectives	• Recall the differences between rules and laws. • Define the word crime. • Define ownership, property, and stealing/theft. • List potential consequences of stealing (at various levels). • Identify strategies that could prevent stealing/theft.	
I DO	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!”	
Learning-Ready Reminders		
Content	Recall the differences between rules and laws and define crime. Ask the students to raise their hands and tell you if they know why we have learning-ready rules. (Let students raise their hands and answer.) Ask the students to raise their hands and tell you what a rule is. (Let students raise their hands and answer.) Remind the students a rule is a guide to help keep us safe or do something the right way. Rules can change from place to place. Ask the students to raise their hands and tell you a rule they have at home that they	

	see someone take something that was yours?" Tell the students how these things make someone feel sad when they lose something and mad when they see someone took something that was theirs (explain and give examples).
YOU DO	List potential consequences of stealing (at various levels). Next, tell the students "When someone steals, there must be results to their actions. This is called a consequence; it is what happens next." Ask the students what they think could be the consequence of stealing. Examples could include: • Go to jail. • Must perform community service. • Cause a loss of trust. • Experience broken friendships. • Cause everyone to pay higher prices in stores. • Get banned from favorite stores. • Feel low self-esteem. Next, say, "If someone steals something, they should try to make the situation right. Raise your hand and tell me what are some ways a person can make the situation right if they steal something?" Examples: • Return it to the owner. • Apologize. • Accept the consequences and learn from the mistake: remind students what consequence means.
Check for Understanding	To check for understanding, ask the students to raise their hands and tell you what they should do if they see someone stealing. Answers can include: • Tell an adult they trust or a community helper. This does not make them a "tattletale". It makes them a responsible citizen. • If it is safe to approach the person, tell them they should not do that because it is against the law.
Conclusion	Discuss scenarios of stealing and consequences. Identify strategies that could prevent stealing/theft. Remind the students that stealing is a crime, which means it is an action that breaks the law and therefore has consequences. "It is important that we are good citizens who never steal and tell an adult when we see someone stealing something." Tell the students there are positive outcomes when you do something good. What are some positive outcomes for not stealing? Examples:

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| | <ul style="list-style-type: none">• “Being a good friend: When you do not take things that do not belong to you, your friends will trust you more and want to play and share things with you.• Feeling proud: When you make the right choice not to steal, you can feel proud of yourself, like a superhero!• Respect from adults: Teachers and parents really like it when you make good choices. It shows you can be trusted. They will respect you and think you are a great kid.• Special rewards: You might get stickers, extra playtime, or even special jobs in the classroom when you show you can be trusted.• Being the problem solver: Instead of taking something, you can use your brain to find other solutions. You can ask for permission or find an adult to help.” |
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Create commitment cards.

Ask the students if they agree stealing is bad. Tell the students “We are going to make commitments today that we are never going to steal.” Show students the commitment cards and read aloud with them. Send students to their desks to write their commitments on the commitment cards and sign their names at the bottom.

When students are done, tell them you have a good consequence to give them for their good decisions. Give students a pencil, piece of candy, or sticker as a reward for their good behavior.

I commit to being a good citizen. I commit
to never steal and always respect
others' property.

(sign name here)



I commit to being a good citizen. I commit
to never steal and always respect
others' property.

(sign name here)

