

## DRAW AND TALK ABOUT THE NEED FOR RULES

Learning Objectives: The students will

1. Understand the purpose for having rules at home and school.
2. Identify authority figures at home and school.
3. Utilize their critical thinking skills.
4. Enhance their listening and communication skills.

TEKS: SS K.8A, 9A, 15A, 1.11A, 18A, 2.19A

Materials: *David Goes to School* by David Shannon, Sack with “Draw & Talk” written on the front, Draw and Talk Cards attachment

Vocabulary: authority, punishment, rule

Teaching Strategy:

1. (Preceding the presentation of the lesson, the teacher should choose the questions that will go in the “Draw & Talk” sack from the bank of questions listed on the “Draw & Talk” attachment. After the questions have been duplicated, they should be cut into strips, folded in half, and put in the sack. The teacher may also add other questions, if desired.)
2. Introduce the lesson by asking students to define the word “rule.” Lead them to conclude that a rule is a statement or guideline that describes how we should act at school, home, sports etc. Record the definition of a “rule” on the board.
3. Explain to students that you are going to read a story about a boy who seems to always be getting into trouble at school because he does not follow school rules.
4. After reading the story, tell students that an authority figure is a person who has the power to give orders and enforce the rules. Write the definition on the board. Ask who the authority figure was in the story that you just read (David’s teacher).
5. Tell students that they are going to talk about rules and authority figures by playing a game called “Draw and Talk.” Tell them that the “Draw and Talk” sack contains questions and that each student will get to draw and/or answer a question from the “Draw and Talk” bag. (Remind students that when they answer their question, they should express their personal opinions. There are no wrong answers.)

6. The teacher should ask the first student to draw and read his/her slip. (If students are unable to read, the teacher should read the question.) After the student has answered his/her question, the teacher may solicit responses from other students in the class, if desired. The activity continues until every student has drawn and answered a question. (The questions may also be discussed over a period of several days rather than in one sitting, depending upon the attention span of the children.)
7. To debrief the activity, have students respond, in oral or written form, to one or more of the following questions:
  - Something I learned about rules from doing this lesson is \_\_\_\_\_.
  - “A world without rules would be like \_\_\_\_\_ because\_\_\_\_\_.”
  - On a scale of 1 to 5, with 5 being the best score, I would rate the “Draw and Talk” activity as a \_\_\_\_\_ because \_\_\_\_\_.
  - A rule that I think is necessary in this classroom is that students should \_\_\_\_\_ because \_\_\_\_\_.

Extension Activity: Have students brainstorm a list of rules for their classroom. After eliminating duplications and/or combining rules, summarize 3-5 rules that will be followed during the year. Write the new rules on a piece of poster board and have all the students sign it. Students may also discuss possible consequences for breaking classroom rules.

Extension for Gifted and Talented: Have students write about the following:

- (1) Tell about your day with David, from the teacher’s point of view.
- (2) When David wrote on his desk with crayon, the teacher made him stay after school and clean all of the desk tops. Defend why you think this was a fair punishment, from the teacher’s point of view.
- (3) Explain why the teacher felt she should give David a star after he completed his punishment. Why wasn’t telling David he did “a good job” enough of a reward?

## DRAW AND TALK CARDS

Do we need rules in this classroom and at our school?  
Why or why not?

Describe what you think our classroom would be like if there were no rules.

How many warnings should someone be given before he/she receives punishment for breaking a rule? Why?

Should you obey school rules? Why or why not?

If you had been in the cafeteria line getting your tray and David had gotten ahead of you in line, how would you have felt? Why?

Name some authority figures at school that you should obey? Why should you obey them?

How can rules help us? Explain your answer.

What should you do when you see someone break a rule?  
Why?

Why do you think David's teacher told him that he could not chew gum in class?

Why do you think David's teacher told him to raise his hand if he wanted to talk?

Why do you think David's teacher told him to keep his hands to himself?

Why do you think David's teacher told him to wait his turn in the cafeteria?

Why do you think David's teacher told him that he wasn't supposed to write on his desk?

Why do you think David's teacher told him that he should not run in the halls?

Why do you think David's teacher told him that he should not yell?

Why do you think David's teacher told him that he should not push other children?

Whose responsibility is it to obey rules? Why?

What should be done if a student refuses to follow the rules at school? Why?

Is there ever a time that it is alright to not follow the rules? Explain your answer.

Should breaking a rule always result in punishment? Why or why not?

If you were the teacher and could create a classroom rule, what would it be? Why?

Who is an authority figure in your home that you should obey? Why?

What is the most difficult rule for you to follow at home? Why?

What is the easiest rule for you to follow at home? Why?

If you were the parent and could create a new rule in your home, what would it be? Why?

If you could get rid of a rule at home, which one would you get rid of? Why?

Give an example of a rule in your home that was created for your safety. How does it protect you?