

Grade Two—Unit Four

Lesson Two

Accepting Authority

PURPOSE/OBJECTIVE

Students will learn how to respond to authority by using self-control.

MATERIALS

- **SELF-CONTROL** flashcard
- **AUTHORITY** flashcard
- Students' workbooks

PROCEDURE

1. Review Lesson One of this unit by displaying the **SELF-CONTROL** flashcard and asking students to say the word out loud. Ask them to explain what is meant by self-control and give examples. Remind students that self-control means *to be careful and think about what to do and then choose to do the right thing*. For example: You left your pencil at home. You see two pencils on your classmate's desk. You would like to ask him if you may borrow one but he is not in the classroom. What should you do? *The right thing would be to wait until he returns and then ask.*
2. Tell students that today they will be reminded of what authority means and how they should use self-control to respond to the authority.
3. Display the **AUTHORITY** flashcard and ask students to repeat the word after you. Ask if anyone knows what is meant by authority.
4. Explain to students that authority means *those who are responsible for them and in charge of them*. For example: when you are at home, your parents or guardians have authority over you, and they are responsible for your guidance and safety. They are in charge of you. When you are at school, your teacher has authority over you which means he or she is responsible for, or in charge of you. When you are on the

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school bus, the bus driver has authority over you. He or she is responsible for ensuring that you are taken safely to and from school. Ask students to tell you who is in authority over them at home, at school, and other places they might go. (*Answers may vary but include parents, teachers, baby-sitters.*)

5. Explain to students that the one in authority has the right to give instructions or make decisions concerning them. For example, sometimes they will tell you “yes” for things you ask for and sometimes they will tell you “no”. Explain that we practice self-control when we respect the authority and respond properly to decisions they make for us, even when we are told “no.”

6. Ask the class to think about some of the ways they react when they are told “no”. Did they stomp their feet? Did they slam doors? Did they argue? Did they cry and say mean things or did they show respect and gratitude towards those who care for their well-being?

7. **Activity #1—What Would You Do?** Read each scenario and discuss with students how each child reacted improperly. Then ask students for responses showing self-control.

Scenario #1

Carrie had been thinking of her mother’s homemade oatmeal cookies all day. She couldn’t wait to get home to eat some. But when she got home and asked to have some cookies, Carrie’s mother told her “no” because it would ruin her appetite for supper.

“But I’ve been waiting all day! It’s not fair!” Carrie said, and stomped off to her bedroom and slammed the door.

Scenario #2

“Dad! Billy’s dad has an extra ticket to the baseball game next week. Can I go please?” Timmy begged his father.

“Not this time Timmy. We have things we need to do. Maybe next time.” Timmy’s father replied.

“You don’t love me and I don’t want to help you!” Timmy yelled angrily.

Scenario #3

Kevin and his mother went to the department store to buy some socks

for Kevin's father. As they were walking to the checkout counter, there it was. The super, duper, triple, looper yo-yo. It could do every turn imaginable.

"I gotta have it mom, p-leea-se!" Kevin begged.

"Not today Kevin. We are here to get socks and go home." Kevin's mother said.

"But mom," Kevin started.

"Kevin, I said no. I don't want to discuss it any further," replied Kevin's mother.

All the way home Kevin pouted and would not speak to his mother. He would not even look at her.

8. **Activity #2—Persons In Authority:** Have students turn to **pages 72-74** in their workbooks (**pages 148-150** in the *Teacher's Manual*). They are to circle the person in each picture who has authority. Discuss each picture with the students.

9. Conclude the lesson by reminding students that they practice self-control when they accept and respond properly to decisions made by those in authority.

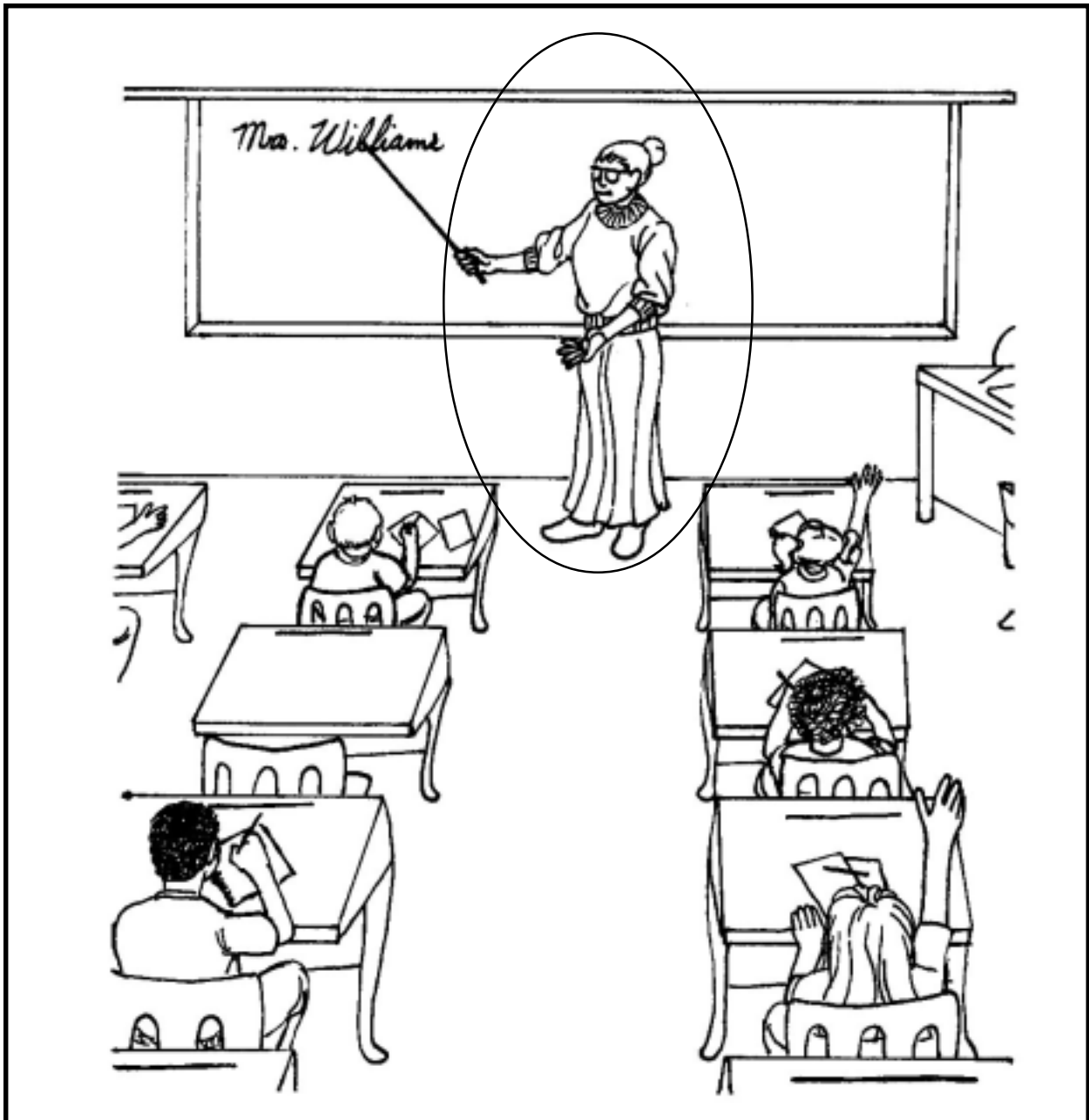
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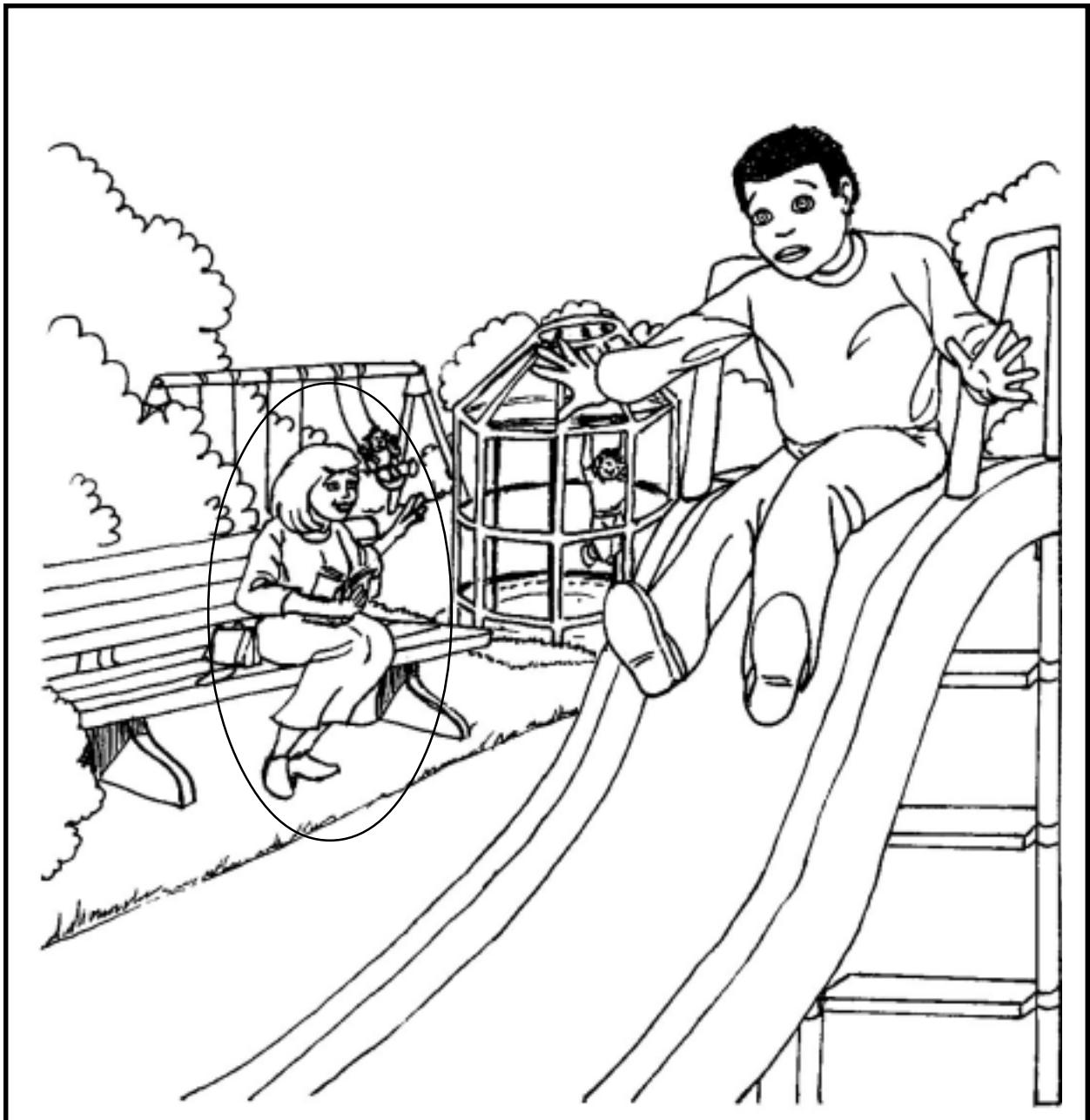
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Activity #2

Persons In Authority Answer Key

In each picture, circle the person who has authority.







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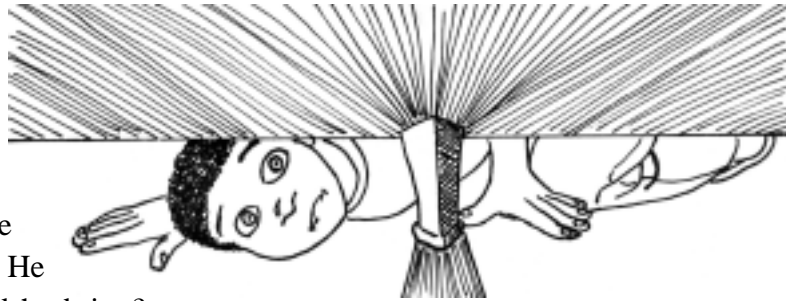
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Additional Activity

Play the narrative entitled “Living Rocks” from the *Teacher’s Companion Audio Lessons* cassette tape. Follow along on **pages 56-58** of the *Teacher’s Companion*.

Living Rocks

It was Show and Tell day at school. Everyone got to bring something to school to show and tell the class all about it. Jackson searched high and low for the best thing to bring. He looked under the couch. He looked behind the chair. He looked under the table. What could he bring?



“Jackson, what on earth are you looking for?” his mother asked.

“Something special. Something that no one else will ever think to bring,” Jackson said, while looking.

“Why do you need to bring something that special to school?” his mother asked.

“It’s Show and Tell day, and I still can’t find anything to bring,” Jackson replied. He was beginning to sound a bit frustrated.

“Show and tell or no show and tell, you need to sit down and eat your breakfast before you go to school,” Mrs. Walton said, pulling out his chair. “You can look after you eat.”

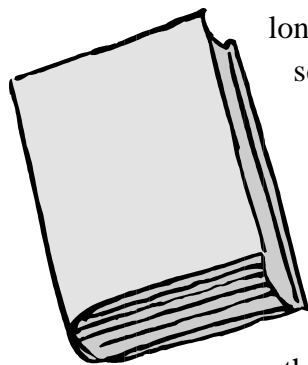
“Mom, you don’t understand...” Jackson began.

“I understand that if you do not eat, you will not be able to concentrate on your studies. Now come on.” Mrs. Walton’s voice was firm but gentle.

When Jackson had finished eating, he placed his dish on the counter. When he turned around, Mrs. Walton was holding a strange looking book without any pages.

“What’s that?” Jackson asked.

“It is an old coin collection that belonged to my father that I am going to allow you to take for Show and Tell today,” Mrs. Walton began. “It contains coins that are no longer available. Get your backpack and I’ll tell you about it on the way to school.”



Jackson and his mother got in the car and buckled their seat belts. Then Mrs. Walton handed Jackson the collection and told him to open it. “The pennies you see are silver pennies. I think they were made in the 1940’s. The nickel is an Indian head with a buffalo on the back.”

Mrs. Walton continued explaining the coin collection to Jackson.

“This is cool! Thanks mom,” Jackson said, as he jumped out of the car and went to his class. When he got to class, he asked the teacher to hold the collection for him until it was time for Show and Tell.

During Show and Tell there were all kinds of things that were special to everyone. There were dolls, stuffed animals, toys, books, but no one had a coin collection. When it was Jackson’s turn he showed the different coins and explained what they were. He told the students that after class they could have a closer look at the coin collection.



When Jackson was finished, Taylor got up and showed what he had brought. They were living rocks. Taylor explained that when they are placed in water they grow and become mountains. Taylor got them at the large Department Store in town.

Everyone gathered around to watch the rocks grow. That is everyone but Jackson. He was standing by his coin collection, but no one came to see it. When Jackson's mother arrived at school to pick him up, she could tell something was wrong.

"How did Show and Tell go today? Did everyone enjoy the coins?" Mrs. Walton asked.

"No one cares about silly old coins, they like living rocks. Why couldn't we have living rocks?" Jackson spouted off.

"What are living rocks?" asked Mrs. Walton.

"They are all kinds of bright colors and when you put them in water they become mountains," Jackson explained, as they were driving by the Department store. "Stop Mother," Jackson shouted. "Can we go into the store? Please? This is where you get living rocks. Please let me show you."

"Okay Jackson, but we are not buying anything. Do you understand?" Mrs. Walton asked.

"Yes ma'am," Jackson answered.

When Jackson and his mother entered the store, there were the living rocks, right on the main counter. "Here they are! Can we get them? Please?" Jackson begged.

"No Jackson, this is not something you need. If you want to do extra chores around the house and earn the money to purchase them, that's fine, but I already told you that we were not buying anything," said Mrs. Walton. "Now, let's go back to the car, it's time to go home."

That night, Mr. Walton and Jackson had a talk. "Jackson, do you remember how you felt when you couldn't find something for Show and Tell?" Mr. Walton asked.

"Yes sir, I felt bad. I



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wanted something special,” Jackson replied.

“How did you feel when your mother allowed you to take her coin collection?” Mr. Walton continued.

“Great! No one would have a coin collection,” Jackson said.

“Do you think it was a kind thing to say when you called her coin collection silly?” Mr. Walton asked.

“No sir,” Jackson said.

“What you did was not showing respect to your mother. You also disobeyed while in the store,” Mr. Walton explained. “When she told you that she wasn’t buying anything before you went in, you should have accepted that. Instead, you argued with your mother and lost control of your actions. What do you have to say for yourself?”

“I apologize. I only wanted to get the rocks. I didn’t see them growing at school and I wanted them,” Jackson said.

“Why didn’t you see them grow at school?” asked Mr. Walton.

“Because I was mad. Getting mad isn’t very great, is it?” Jackson asked meekly.

“No it isn’t, it causes you to do things you regret. You didn’t see the rocks grow, you hurt your mother’s feelings and you disrespected her authority. I know she said that you could work to earn the money for the rocks but I think before you do anything, you need to go to your mother and have a talk with her,” Mr. Walton said. “I also want you to go to Taylor and apologize for the way you acted towards him. Maybe next time you will think twice about how you act.”

Jackson talked with his mother and apologized to her. He also told her he would work harder at having self-control so that he would not act that way again.

Jackson learned that he needed to use self-control by obeying his parents, his teacher and any one else who is responsible for him. He realized that having what he wanted wasn’t as important as obeying and respecting his mother.

