

Rules and Reasons For All Seasons

OBJECTIVES:

- Appreciate why we need rules for play, family, school, and community.
- Develop decision-making skills.
- Gain respect for community members who help us understand and obey rules.
- Develop social skills and facilitate cooperation.
- Help children understand that rules help people live and work together successfully.
- Enhance self-esteem.

GROUP SIZE:

6–8 children per adult volunteer

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5–15 minutes to complete.

BACKGROUND:

This lesson will help children understand and appreciate rules that are very important to our lives. The activities will help them develop an appreciation for rules they are asked to follow and obey.

LIFE SKILL AREAS

- Large-motor skills will be developed through group games.
- Fine-motor skills will be enhanced by using scissors, crayons, pencils, etc.
- Develop decision-making and social skills through group discussions and activities.

HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by 4-H members, thinking about special seating arrangements, and playing background music.
- Have a community helper (in uniform) visit and explain their job to the children.

LEARNING ACTIVITIES:

1. *Getting Started*

Why do we need rules?

1. To keep us safe—traffic rules
2. To keep us healthy—wash hands after using the restroom
3. To help us learn—quiet during class, return library books
4. To keep the community clean—don't litter



ACTIVITY “Signs of the Times”

Materials: yellow, green, and red construction paper, scissors, glue, and tongue depressors

Make traffic signals with construction paper and tongue depressors (for stability).

Learn what action each represents:

Red—Stop, Green—Go, Yellow—Caution

Application: What would happen if there were no rules? Take any example and let the kids discuss.

ACTIVITY “Identification”

Materials: various pictures of signs

Identify signs and the rules that they remind us of:

1. Stop signs
2. School signs (quiet, no running, no chewing gum, etc.)
3. Do not litter signs
4. Speed-limit signs
5. No parking signs

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ACTIVITY GAME TIME... “Simon Says”

Materials: none

Play the game *Simon Says*. Have fun!

Application: Explain to children the importance of rules, and the presence of a leader in this game, and listening as well as playing fair.

2. Digging Deeper

ACTIVITY “Who Helps?”

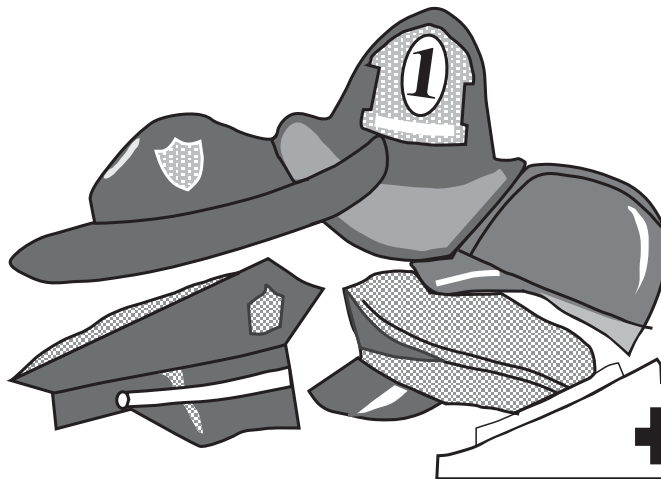
Materials: hats

Explain the community members who assist us in obeying rules.

1. Police—traffic rules
2. Fireman—fire rules
3. Park ranger—litter rules
4. Referee—game rules
5. Teacher

Bring in clothing and have children identify what jobs each piece represents.

Application: How can all of us “wear” different hats? We can be good citizens and use model behavior.



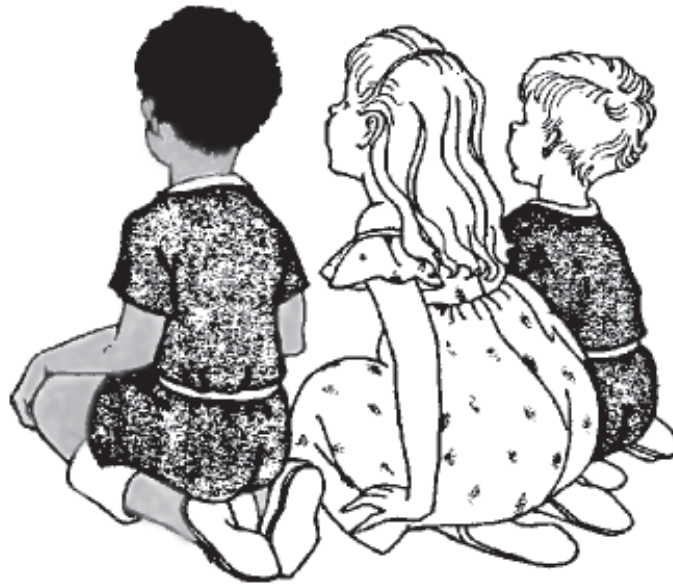
3. Looking Within

ACTIVITY “Sharing Circle”

Materials: none

Have the children sit on the floor in a circle. Ask the children questions and allow each of them to share their thoughts, feelings, and ideas.

- What rules do you and your family follow?
- Which rule is the hardest for you to follow?
- Why is that rule important?
- What rules do we have for our Cloverbud group?



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4. Bringing Closure

ACTIVITY “Responsibility Calendar”

Materials: paper, pencils, crayons, construction paper, glue, and sample calendar.

Leader will help children make a calendar in which they list responsibilities (with their parents) that they have for the next month. (Maybe two calendars—one for children and one for parents).

Application: Ask the children why being responsible is important.

ACTIVITY “Clean-up Time”

Materials: those used during activities.

Clean-up time probably happens at every meeting, so incorporate cleaning up as an activity that we encounter at school, home, or play, instead of a chore. Have children help clean up and replace chairs.

Application: Explain everyone’s responsibility to leave things neat and clean.

5. Going Beyond

ACTIVITY “Community Visit”

Materials: permission slips from parents



Visit the local fire department or police station. If this is not possible, have a firefighter or a police officer as a guest and have him/her explain why rules are important in helping keep members of the community safe.

Reading Adventures

This listing of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterwards to reinforce the activity.

Give Me A Sign!: What Pictograms Tell Us Without Words,
by Tiphaine Samoyalt

I See A Sign, by Lars Klove

Puff...Flash...Bang!: A Book About Signals, by Gail Gibbons

Jobs People Do, by Christopher Maynard