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AUTHORITY FIGURES

Learning Objectives: The students will

1. Identify authority figures at home and school.
2. Understand the roles and responsibilities of authority figures.
3. Explain the necessity for authority figures.
4. Listen responsively to a story being read aloud and participate in discussions

TEKS: SS K.8, K.9, K.15, K.16, 1.10, 1.11C, 1.17, 1.18, 2.17B,E, 2.18, 3.16A-C, 3.17A,B LA K.1A-E, 1.1A-E, 2.1A-E, 3.1A-E

Materials: No, David by David Shannon, several overhead transparencies of the “Ladder of Authority” (Handout 1) and/or 2 paper copies of the handout for each student, overhead marking pen

Vocabulary: authority, laws, responsibilities, rules

Teaching Strategy:

1. To introduce the lesson, read students the book No, David by David Shannon. Explain to students that an authority figure is a person who has the power to influence the behavior of others. Ask who the authority figure was in the story that was just read. (David’s mother)

2. After students relate that David’s mother was the authority figure, display the overhead transparency of the “Ladder of Authority.” (Students may write on their own copies of the “Ladder of Authority,” if the teacher desires.) Write the word “student” on the bottom rung of the ladder, and then write the word “mother” on the rung above it. Ask students to name others who have power over them at home. Write the names of the authority figures on the rungs of the ladder until all the rungs have been completed. (Responses may include such people as parents, step parents, older brothers or sisters, grandparents, neighbors, babysitters, etc)

3. Lead a discussion focusing on the following questions:
   • Is an authority figure necessary in your home? Why or why not?
   • Why did David’s mother tell him “No” so often?
   • Why do your parents make and enforce rules in your home?
   • If David’s mother had not been present, what things might have happened to David?

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• What are some of the responsibilities of authority figures such as parents or older brothers and sisters when they take care of you by babysitting?
• When you are a parent in the future, what rule will you expect your children to obey? Why?

4. Next write the word “student” at the top of the ladder and have students list those over whom they have power or control. The teacher should record responses on the rungs of the ladder. (Responses may include younger bothers and sisters, pets, etc.) Ask students to relate their roles and responsibilities as older brothers/sisters or caretakers of their pets.

5. Using a new “Ladder of Authority” transparency, write the name “student” on the bottom rung and ask students who has authority over them at school. Record responses on the rungs of the ladder.

6. Lead a discussion focusing on the following questions:
   • What would happen at school if there were no authority figures?
   • Which school authority figures have power over each other?
   • What are the responsibilities of your teacher?
   • What are the responsibilities of your principal?
   • If you were the teacher or principal, what rule would you eliminate? Why?
   • If you could create a new classroom or school rule, what would it be? Why?

7. (If instruction is to include authority figures in the community, an additional transparency may be used to record the names of those who have power over students in the community.)

Extension for Gifted/Talented: Using the pages from the story of No, David by David Shannon for reference, have students select one of the incidences involving David getting into trouble. Give each student a 12” x 18” piece of drawing paper, folded in half (hamburger bun style). On one-half of the paper students should depict the action of David being disobedient and on the other half of the paper depict the results of David’s actions if he does not discontinue what he is doing. The picture should include a heading such as “You should not _______________ because ______________.” The heading should explain the consequences of not following the rule.
HANDOUT 1

LADDER OF AUTHORITY