

AUTHORITY FIGURES



LESSON SUMMARY

BENCHMARK
SS.K.CG.1.2 <i>Identify people who have the authority and power to make and enforce rules and laws.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will identify authority figures in their school and community including, but not limited to, parents, teachers, and law enforcement officers.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.K.C.2.1: <i>Present information orally using complete sentences</i>■ ELA.K.C.4.1: <i>Recall information to answer a question about a single topic</i>■ ELA.K.C.5.1: <i>Use a multimedia element to enhance oral or written tasks</i>
ESSENTIAL QUESTION
Who is in charge of making sure we follow rules and laws?
VOCABULARY
rule, laws, authority figure
MATERIALS
<ul style="list-style-type: none">■ Authority Figures images■ Definition slides■ Digital T-Chart or chart paper■ Index cards or paper for each student■ Coloring supplies

ACTIVITY SEQUENCE

INTRODUCTION/HOOK
<p>Teacher Note: During this lesson students will view images of people of authority in their school and community. To develop a greater relationship between students and those individuals in the school and community, swap to actual photos of the people who work at your school and in your community or invite them to your classroom for this activity. Generic images are included in case either option is not possible.</p> <ol style="list-style-type: none">1. Project the “Authority Figures” images, or the images you have collected of individuals within your school and community.2. Pose the following questions for discussion: Who are each of these people? (firefighters, crossing guard, police officer, teacher) What do they do? (help people, make rules/laws, make sure rules/laws are followed [enforced]) What do they have in common? (all community helpers, all trusted adults, all in charge [have power and authority] in school and the community, all authority figures)
ACTIVITY
<ol style="list-style-type: none">3. Use the “Definition” slides to review the definition of a rule (slide #1) and laws (slide #2). Remind students that we have rules at home and at school, such as a set bedtime or raising our hand to ask a question. We have laws in our community to protect us and keep us safe, such as stopping at a stop sign when driving.4. Project slide #3 to define authority figures and connect for students that these are trusted adults (like the pictures from the hook activity) who are in charge of making sure we follow rules and laws.5. Create a paper T-chart, or use this “Digital T-Chart” slide to work as a whole class to list authority figures in the school and in the community.6. Pose the following question for discussion: Who is in charge of making sure we follow rules and laws? (teachers, parents, police officers, principals)
CLOSURE/FORMATIVE ASSESSMENT
<ol style="list-style-type: none">7. Give each student an index card or small piece of paper to illustrate one authority figure at school or in the community. Use these index cards to create a bulletin board for reference if completing this lesson in a unit. Students can use the T-chart developed above to label the image of the chosen authority figure.
ADDITIONAL RESOURCES
FJCC/LFI Website
ANSWER KEYS
n/a

SOURCES
n/a