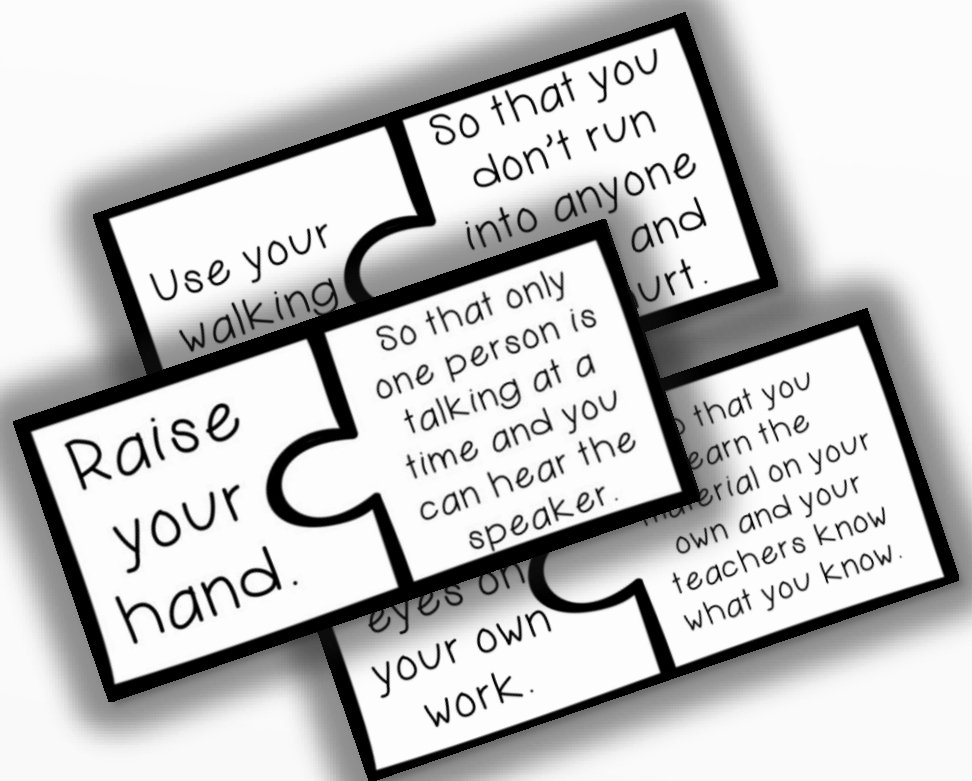
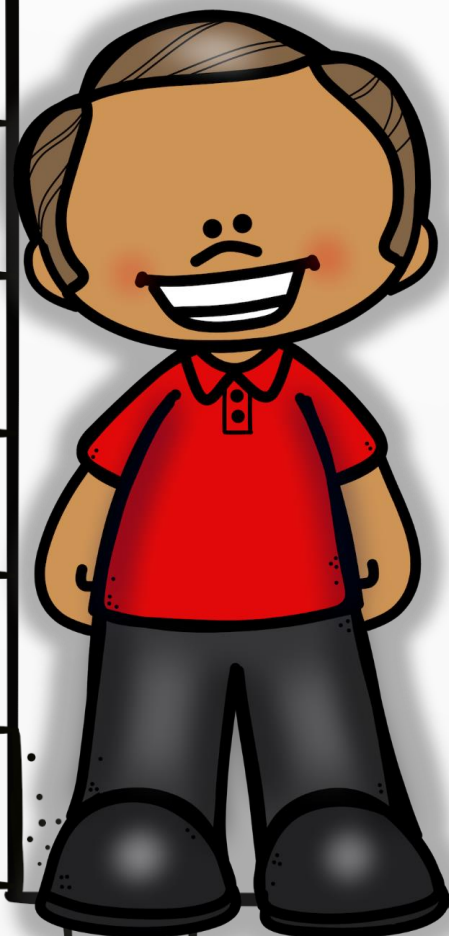


# That **RULE**

## Doesn't Apply to Me!



### RULES + REASONS LESSON

# RULE DOESN'T APPLY TO ME!

Students will identify appropriate vs. inappropriate use of voice in various situations.

## OBJECTS/BEHAVIORS:

Ability to assume responsibility; Demonstrate self-control; Demonstrate ethical decision-making and social responsibility

## OUTLINE:

- Read and discuss That Rule Doesn't Apply to Me! and discuss.
- Pg. 7 What rule do you think 'stinks'?
- Pg. 10 Did Mary Gold have tattle tongue? What about when someone told on him for cutting in line? Why or why not?
- Pg. 18 It seems like Noodle feels like adults are constantly reminding him of the rules. Have you ever felt that way before? Why do you think they're always reminding him?
- Pg. 22 What were some of the things Noodle's mom said would happen without rules?

**MATERIALS:** Julia Cook's That Rule Doesn't Apply to Me!, rules and reasons cards

**CASEL DOMAINS:** Self-Management, Responsible Decision Making

LINE CONTINUED:

Positive – Options (see attachment)

Trade

Options (see attachment)

Options (see attachment)

OUTLINE CONTINUED →

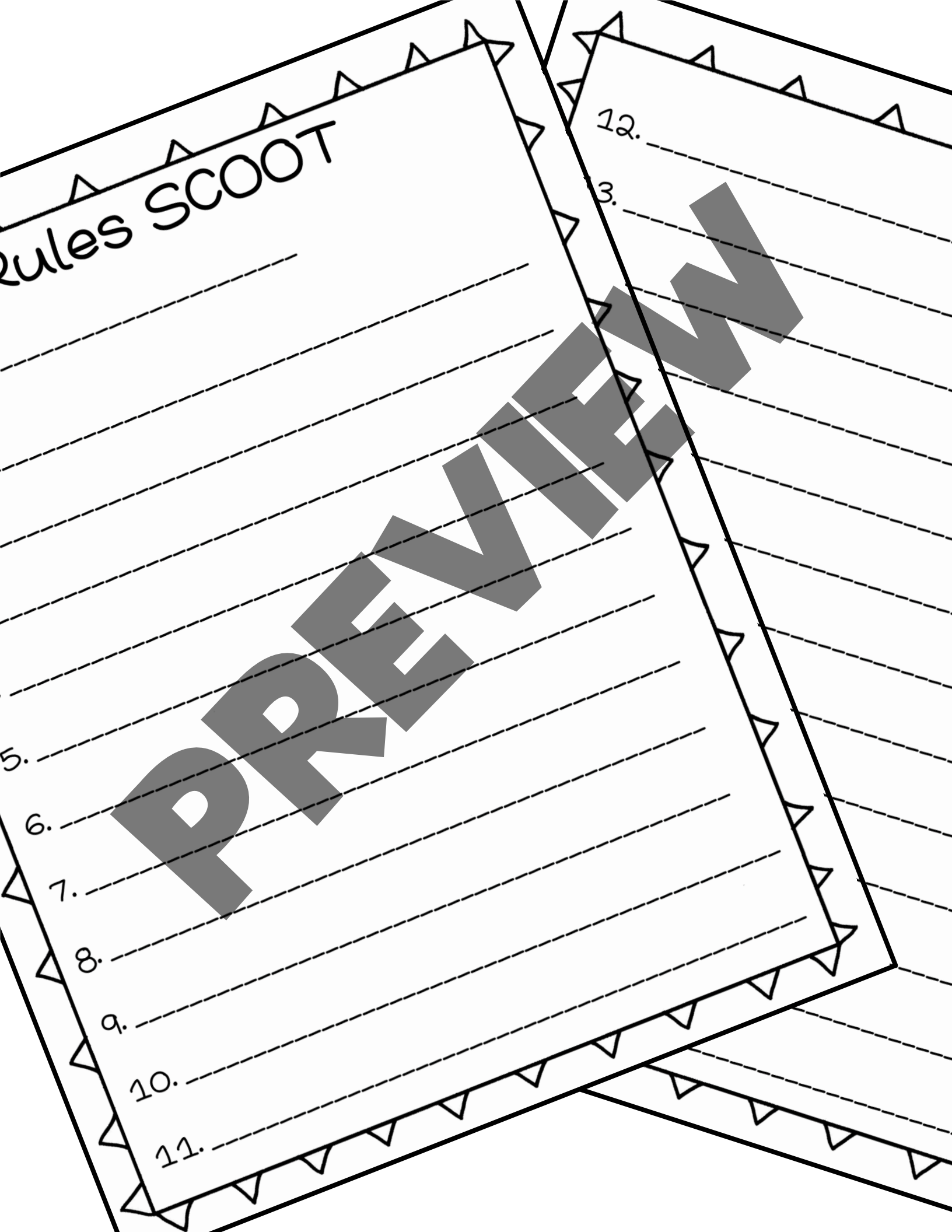
# make it positive

- SCOOT:

- Place one negatively worded rules card on each desk.
- Give each student a response sheet OR use laminated cards and put a dry erase marker and eraser (or sock or tissue) at each work space.
- Students travel from card to card in order at your signal.
- At each card, students re-word the rule in a more positive way either on the back of the card or on their response sheet.

- Quiz, Quiz, Trade

- Give each student a negatively worded rules card.
- Students mix and mingle to find a partner.
- Student A reads their card. Student B states how it could be worded positively. Student B reads their card. Student A states how it could be worded positively.
- Partners switch cards, find new partners, and repeat.



# rules SCOOT

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.



**Blank back  
cards for  
writing  
positive  
wording**

**PREVIEW**

No food  
near the  
computers!  
1

Don't pick  
your nose!  
2

No hitting,  
poking, or  
pushing!  
3

No  
running!  
4

coming  
in line!

Until you  
finish your  
work!

14

No standing  
on the  
swings!

6

Don't talk  
the whole  
time in

Don't hog  
the

16

No toys  
allowed at  
school!

ying  
ur  
e!

Don't be  
late for  
school!

No  
copying!

21

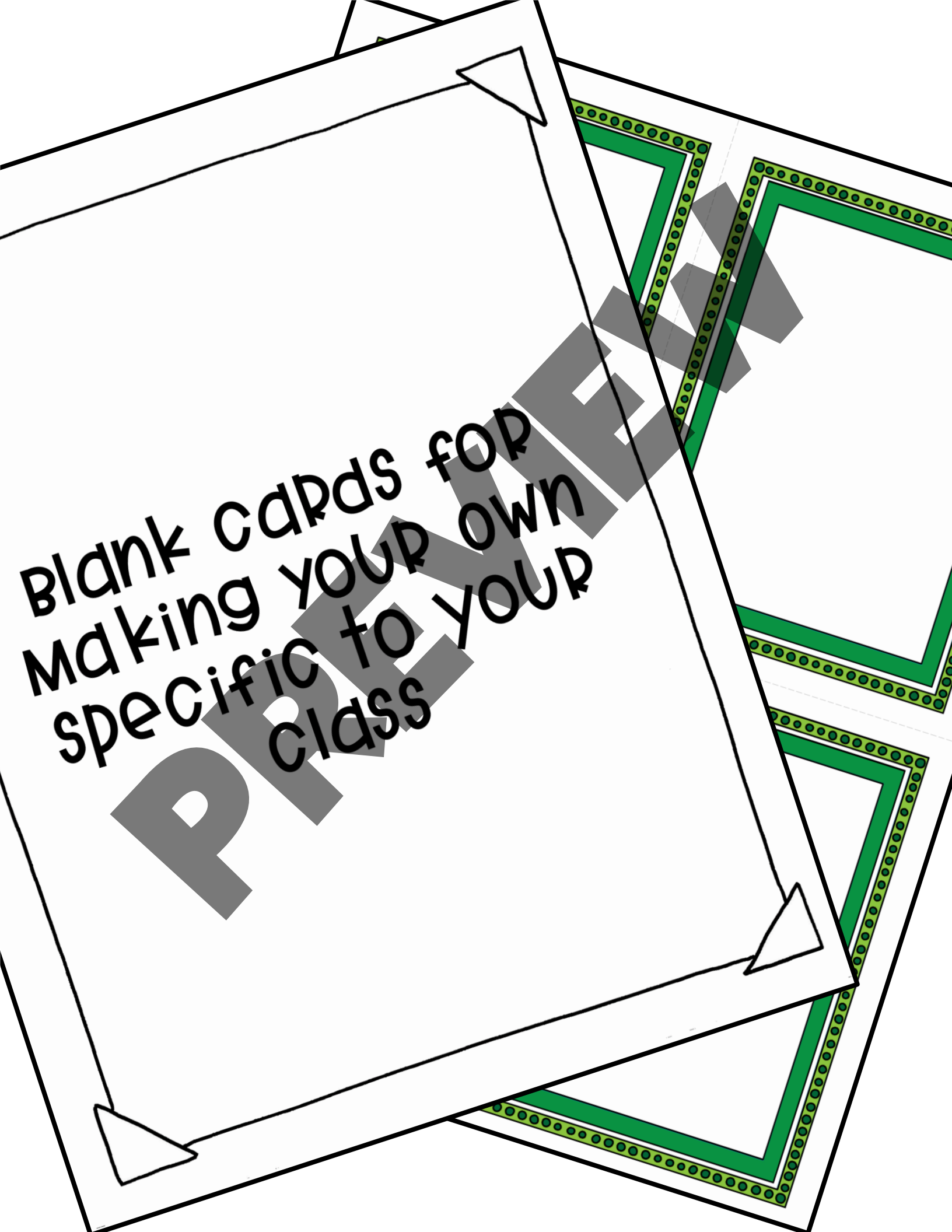
No shouting  
out  
answers!

22

Don't be

No getting

No



Blank cards for  
making your own  
specific to your  
class

PREVIEW

# RULES + REASONS

- **Find Your Match (whole group):** Give each student a rule or reason puzzle piece. Challenge them to find their matches. You can give students more than one card or you can select the ones most important for your class. After they make a match, allow pairs to share out.
- **Matching (pairs or small group):** Give pairs or small groups sets of puzzle pieces to match.
- **Memory:** Play a game of memory (whole group or small group). Place all the puzzle pieces face down. Flip one up, read it, then flip another to try and find the match. Flip both back over if no match, then next person's turn. Remove cards and continue if you make a match.
- **Who Has (whole group):** (For older groups) Give each student 1 rule piece and 1 reason piece. Select a student to start who reads their rule aloud then flips it over. The student with the matching reason stands and reads it aloud, flips it over, then reads their rule. This continues until everyone has read both their rule and their reason (somewhat like 'I Have, Who Has').



Computers  
are food-  
free  
spaces.

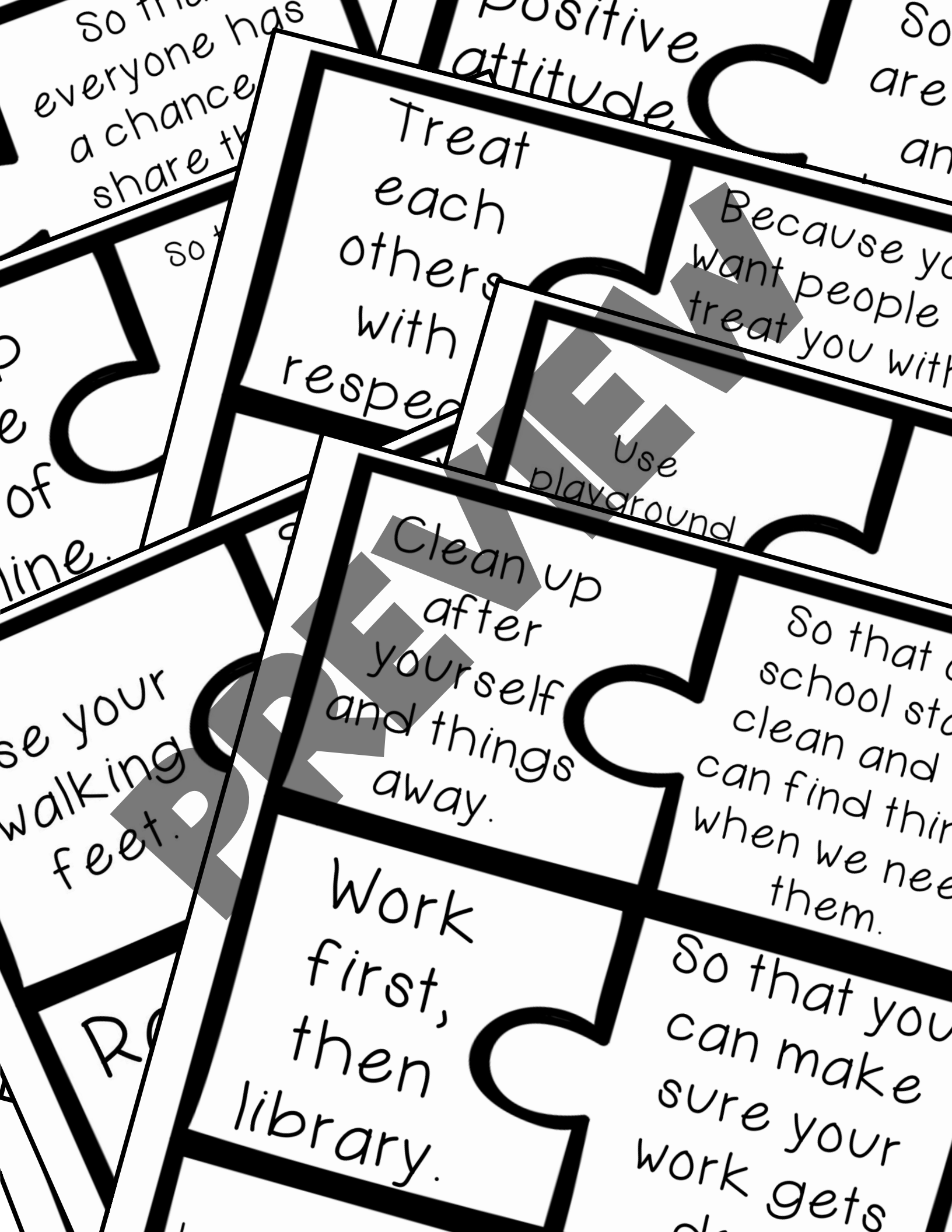
So that our  
computers  
keep working  
well.

Use a  
tissue.

So that people  
aren't grossed  
out and you  
don't spread  
germs.

Keep  
your  
hands to  
yourself.

So that  
everyone's  
personal  
space is  
respected.



positive  
attitude

Treat  
each  
others  
with  
respect

Because you  
want people  
treat you with

Use  
playground

Clean up  
after  
yourself  
and things  
away.

So that  
school sta  
clean and  
can find thing  
when we need  
them.

Work  
first,  
then  
library.

So that you  
can make  
sure your  
work gets

So that  
everyone has  
a chance  
share the

Use your  
walking  
feet.



Blank puzzles for  
making your own  
specific to your  
class

PREVIEW

# PROCESS + REFLECT

- Snowball fight! Give each student a slip and ask them to answer the first question. Students crumple their paper, toss them, retrieve another one, and answer the second question. Continue until all questions have been answered. Process answers whole group to find commonalities and to problem solve.
- Simultaneous Round Robin. In groups of 4, give each student a different Round Robin page. They respond to the question in the first box and then on a designated signal, rotate papers. Continue until each student has answered each question..
- Exit Ticket

# SNOWBALL FIGHT!

What is one rule you don't like?

What rule is the hardest for you to follow?

What is one rule you wish we had at class?

What is one rule you wish we had in this school?

# SNOWBALL FIGHT!

What is one rule you don't like?

What rule is the hardest for you to follow?

What is one rule you wish we had at class?

What is one rule you wish we had in this school?



Name: \_\_\_\_\_

What is one rule you don't like?

\_\_\_\_\_

Why do we have that rule? Why is it important?

\_\_\_\_\_

What is one rule you wish we had?

\_\_\_\_\_

Name: \_\_\_\_\_

What is one rule you don't like?

\_\_\_\_\_

Why do we have that rule? Why is it important?

\_\_\_\_\_

What is one rule you wish we had?

\_\_\_\_\_

one school rule you  
disagree with?  
do you disagree with it?

What is one rule you  
think you should  
Why?

or school rule is the  
for you to follow?  
is it tricky for you?

What types of co  
you think you sho  
don't follow

PREVIEW

1.

2.

1.

2.

3.

4.

3.

# THE Responsive COUNSELOR



## Education

B.A. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

M.Ed. From Vanderbilt University  
Human Development Counseling:  
School Counseling and  
Clinical Mental Health

## Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been at my current school for 5 years now, providing a comprehensive school counseling program.

## Philosophy

- I only sell resources that I create for my own students and use first with them!
- All of my work is rooted in evidence-based instructional, SEL, and/or therapeutic practices.
- My aim is to make things **effective** and **engaging** for wiggly learners and use wording accessible to underserved and EL populations.

## Connect With Me!

