

Pilot country: Palau

Topic of the Lesson: Understanding the notion of respect within the community, via the study of road rules

Grade: 6

Subject: Palauan Studies

ICH element: Code for social interactions

ESD principle: Promoting transformative change in awareness, attitudes and behaviours

Duration: 3 hours 1/2, over 5 days

Curriculum Framework Lesson Standard (s):

Students are well-grounded in the cultural heritage and traditions of their community and use this foundation to achieve personal and academic success throughout life.

Lesson Objectives:

- Students will learn the importance in Palauan culture of showing respect toward the community.
- **Assignment:** Students will demonstrate one way they can show respect for road rules.
- Students will explain in a short essay why respecting community especially rules for the road is so highly valued in Palauan culture.

Lesson Resources:

Rechuodel, Volume 1 pp. 57-60

Osisechakler a Rengalek er Belau er a Irechar

Orange cones used for physical education (used to mark a road)

Large Cardboard Boxes – 3 for each group

Markers, masking and duct tape, glue, scissors, paper

Vocabulary:

Respect, right of way, observes traffic rules, paying attention to the driver and activities of the road; sitting in the car properly, keeping noise in the car to a minimum.

Lesson Plan
<p>A. Introduction: (e.g., expectations, activities, items to be discussed, review of previous lessons and introduction of new topics)</p> <p>Time: 10 minutes</p> <ul style="list-style-type: none"> • Inform student this week’s lesson is about respecting the community, and the roads, highways and streets are important parts of the community that people use to move about. • Read the objectives to the students or post them on a chart for students to read. • Read part of the “Osisechakler a Rengalek er Belau er a Irechar” to the students to provide them with a background (The traditional Education System of Palau. pp.4-6).
<p>B. Body: (e.g., step by step procedures of actual presentation of the lesson, guiding questions like: How will the lesson be presented? What kinds of activities will be included in the lesson?)</p>

Teacher Tasks	Student Tasks
Day 1: Road Rules Brainstorming	
<p><u>Time: 10 minutes</u> 1. Allow students to brainstorm road rules both for pedestrians and automobiles that they know. List all the rules on the board or chart paper so that they will be visible to the students for the whole week.</p> <p><u>Time 10 minutes</u> 2. Show the scenarios and the procedures to the students and the time they need to prepare for the activity.</p> <p><u>Time 10 minutes</u> 3. Wrap Up: Allow students to assign roles and responsibilities for the activity.</p>	<p>1. Students will be brainstorming road rules that they know of, both for pedestrians and automobile drivers.</p> <p>2. Student read the scenarios, ask questions about the activities.</p> <p>3. Students will assign roles and responsibilities in their group.</p>
Day 2: <u>Review tasks and Rehearse Performance</u>	
<p><u>Time: 15 minutes</u> 1. Have students read Osisechakl er a Rengalek er Belau er a Irechar. Omengull pp.6-7. Have them write what they understand from the reading. Collect the students' writing before they go into groups.</p> <p><u>Time: 15 minutes</u> 2. Have students get into groups and discuss their scenario and practice how they will perform. Move around in the classroom and assist each group.</p> <p><u>Time: 15 minutes</u> 3. Wrap Up: Randomly select samples of what the students wrote and read these to the students. Have them give a 'thumbs-up' sign if it describes an appropriate understanding of the reading.</p> <p>4. Ask students to find large cardboard boxes to use as their automobiles (each group will need three boxes).</p>	<p>1. Students take turns reading the paragraph. Then quickly write a sentence or two about what they understand from the reading and give this to the teacher.</p> <p>2. Students discuss and perform their assigned scenario.</p> <p>3. Students listen to the teacher reading out loud and evaluate if the pieces appropriately describe what the reading said.</p> <p>4. Each group will collect three large cardboard boxes.</p>

Day 3: Review Day 1 & 2 and Automobile Construction	
<p><u>Time: 10 minutes</u> 1. Have students settle down then allow them 3 minutes to silently review what they have been doing for the last two days. Then ask a volunteer to share why they think respecting people, property and community is important. Record any responses and write them on a chart for later use.</p> <p><u>Time 30 minutes</u> 2. Have students get into groups and begin constructing their automobile using the cardboard boxes. Have markers, tape, clues and other materials available for the students.</p> <p><u>Time 5 minutes</u> 3. Wrap Up: Have students complete their construction, clean the class and return tools and unused materials away before leaving.</p>	<p>1. Students silently review what they have been doing for the last two days. Then they share why respecting people, property and community is very important.</p> <p>2. Students work in groups, designing and constructing automobiles (using boxes).</p> <p>3. Students complete automobile construction, clean the classroom and return unused materials before leaving.</p>
Day 4: Performance Day	
<p><u>Time: 10 minutes</u> 1. Assist students to construct a road where the performance will take place. (Note: it could be in the classroom, gym or outside in the campus grounds).</p> <p><u>Time: 20 minutes</u> 2. Have the groups volunteer to do the performance (5 minutes). Those who are not performing will observe and evaluate the performance with a 'thumbs up' or 'thumbs down'. Assist students by videotaping the performance for later use.</p> <p><u>Time 15 minutes</u> 3. Wrap Up: Have each group summarize, orally, their feelings about the performance. Do the same with the observers. Write all the responses on the board or chart paper. Have students copy the notes into their notebooks.</p>	<p>1. Students construct the road for the performance with the assistance of the teacher.</p> <p>2. The volunteer group will perform their scenario.</p> <p>3. Students will summarize their feelings during the performance both as observers and as performers. Students copy the responses in their notebook.</p>

Day 5: Evaluation	
<p><u>Time: 15 minutes</u> 1. Prompt the students to discuss the performance. Ask them what they learned from the performance. And ask what lessons they learned from the performance that can show the importance of respecting rules of the road.</p> <p><u>Time 20 minutes</u> 2. Prompt the students to write down answers to the two questions:</p> <ul style="list-style-type: none"> • What did they learn from the performance? • What specific parts of the performance showed them why it is important to follow road rules? 	<p>1. Students will discuss the performance and what they learned from it, particularly why it is important to respect the rules of the road.</p> <p>2. Students write two short paragraphs as responses to the two questions.</p>
<p>C. Conclusion: (Summary of key points covered in the lesson) <u>Time: 5 minutes:</u></p> <ul style="list-style-type: none"> • By being able to describe their observations and feelings during the different scenarios, students can visualize the many problems (accidents and wreckage) that can occur when rules of the road are not followed. They will be able to describe how to avoid getting hurt on the road by respecting road rules. 	
<p>D. Evaluation: (types of assessment/evaluation to be used; e.g., paper/pencil, informal observation, and formal performance assessment) Informal assessment: monitoring students participation in group and individually Formative Assessment: Short written piece about the reading and reflection of daily activities. Summative Assessment: Short written paragraph that will be scored as follows.</p> <ol style="list-style-type: none"> 1. Syntax: complete sentences (4) 2. Vocabulary: used appropriate words to describe feelings and observations (4) 3. Organization: ideas are ordered in correct sequence (4) 4. Punctuation and spelling: correct (4) 	
<p>E. Teacher's Notes: (e.g., lesson successes, or unsuccessful strategies that need revision for effective teaching)</p>	

Road Outlaw Scenario

Objective:

Each group of students will role play and act out each of the scenarios, and demonstrate what it would be like in a car if no one respected the rules of the road.



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Focus:

“What would it be like in a car if the drivers did not respect rules of the road?” How would the passengers feel? How would pedestrians feel? How would other drivers feel? How does this connect to respect of the road rules?

Scenarios:

Group 1: Has a mother driving kids to school.

Group 2: Have women in a bus going to the market.

Group 3: Have a van full of tourists going on a sightseeing tour.

Group Tasks: Divide the student into two or three groups.

- Students assign roles and responsibilities for each group member (who will be the driver, the passenger and who does not follow road rules).
- Rehearse what they will do and say in during the performance.
- Reflect on what they observe and feel during the performance.
- Report to the class why they feel it is important to respect road rules.

Props: Boxes in various sizes that can be used as cars; orange cones used for physical education can be used to mark part of a road. Each group will need at least two boxes, one for the car with passengers and one for another road user (a driver who does not follow the road rules). Students use one class period to prepare their automobile and props.

Activity:

Allow 10 minutes for students to act out the scenario (3 x 10 = 30 minutes) and 15 for the whole class to reflect on what they observed. Record all responses on a chart or board.