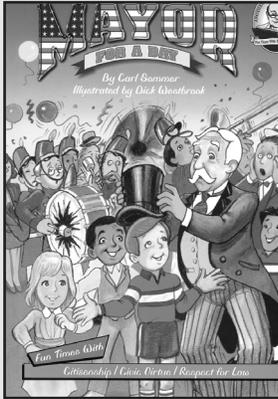


# Character Education Activities

## 10. Mayor for A Day

### Story Description



As a reward for winning the soccer championship, Davy is chosen mayor for a day. The band and the whole town assemble together for this great event. Tired of his parents' rules, Davy's first official announcement as mayor is to eliminate all rules. The parents' groan, but the children jump up and down for joy. But the day without rules is a disaster for everyone. The whole town becomes angry, but Davy finally saves the day.

In this brilliantly illustrated and fascinating story, Carl Sommer points out the importance of citizenship, rules for maintaining civic virtue, and respect for the law.

### Major Objective

To define and present the following virtues so they can be integrated into the life of each student:

**Citizenship:** having the rights, privileges, duties, and responsibilities of where you live

• **Civic Virtue:** showing moral goodness in carrying out the responsibilities related to the community where you live

• **Respect for Law:** having honor for rules set by those in authority

### Story Time Interaction

Read the story, *Mayor for a Day*, and then write these three virtues on the board: citizenship, civic virtue, and respect for the law. Define and discuss these virtues.

Discuss the various characters: Davy, Davy's mom and dad, children, dads and moms, mayor, and citizens.

### Activities

**Objectives:** To use the following activities to help reinforce the virtues of citizenship, civic virtue and respect for the law. To guide students to consider the value of rules in personal and public lives.

## Negative and Positive Outcomes

**Goal:** To show students how rules affect individuals and others

A. Davy saw an opportunity to make *his* life easier and more fun. How did Davy's thinking of having no rules affect his life?

- Davy was cold at the bus stop because he did not wear his coat.
- Davy became hungry because he did not eat breakfast.
- A student running in the hall knocked down Davy.
- A car nearly ran over Davy.
- Davy had his worst game of soccer.

B. How did his thinking of having no rules affect the lives of others at school, play, and in the community?

- Resulted in classroom fighting
- Resulted in people driving too fast
- Resulted in teammates not playing according to soccer rules
- Resulted in townspeople stealing and not paying their bills

C. What steps did Davy take to correct his mistake?

- Davy apologized to the crowd and told them that he had learned that rules were very, very important.
- Davy also apologized to his dad because he learned that a family without rules would never be happy.
- Davy finally recognized that rules brought protection and order that allows everyone to be happy.

## Why Rules are Necessary for School, Home, and Sports

**Goal:** To help students understand the importance of laws for the safety of its citizens

Children need to learn that they are living in a society that has been shaped by wise men and women who thoughtfully created rules and privileges so that all citizens of this country could live free and happy lives.

- **Government defined:** Government is composed of individuals who create and administer the laws of a state or nation for the benefit of its citizens.

- **Need for government:** Government was created to keep the actions or conduct of people within the limits prescribed by the rules made for the safety of members of a city, state, or nation.

- **Necessity for rules:** Rules are made for the safety and goodwill of people living together. For rules to work as they were designed, they must be obeyed and enforced. Unfortunately, some people only obey rules if there is someone to enforce them.

- **Questions About Rules:** Ask students to think about:

1. **What happens in a school when there are no rules?**

Fighting, classroom disruption, children being hurt, bullies hurting others, etc.

2. **What happens to children at home when there are no rules?**

Fighting with brothers and sisters, arguments over chores, children being sick because of lack of proper eating and rest, etc.

3. **What happens to sports when there are no rules?**

Arguing, pushing, shoving, fighting, etc. One cannot have fun at play if there are no rules.

## How Are Rules Made?

**Goal:** To help students understand why we have rules and how they are made

**School situation:** You have started a new school in the neighborhood, and your class is the council that is to make rules for the new school.

**Procedure:**

1. For about 10 minutes, have each student make a list of rules they believe they need to have for a peaceful and successful school.
2. Now break students into small groups of four or five council members. Let them pick a council president for the group. For about 10 to 15 minutes let them discuss and write the rules that they believe are necessary for a peaceful and successful school.
3. Take the council presidents and let them present to the class the rules that their council made.
4. Let the class coordinate these rules into one set of rules. Write these rules on the board.

Discuss why rules are important.

## Rules for Safety and Health

**Goal:** To help students understand how rules are necessary for safety and health

**Class Discussion:**

- Discuss the need for rules of safety: walking, cars, bicycles, skateboards, etc.
- Discuss the effects of eating junk foods, smoking, drinking, pills, drugs, etc.
- Discuss what happens to those disobeying rules for safety and health.

## Other Projects

Groups can work on other projects concerning the values of rules for homes, cafeteria, school bus, driving, games, etc. Have them make a list with a brief explanation of why they think each rule is important and have these turned in. Observe reasoning skills both orally and in written materials.

## Davy's Way vs. Dad and Mom's Way

**Goal:** To help students understand the importance of rules

**Activity:** Discuss the rules mentioned in *Mayor for a Day*. Compare the results when you do it Dad and Mom's way vs. Davy's way.

**Davy's rules:**

Don't eat breakfast.  
Don't wear a jacket to school.  
Don't have school rules.  
Don't have driving rules.  
Don't have soccer rules.  
Eat all the dessert you want whenever you want.

**Dad and Mom's rules:**

No dessert until you eat your meat and vegetables.  
Look both ways before crossing the street.  
Go to bed on time.  
Sit up straight.  
Eat your food.  
Brush your teeth.  
Clean your room.  
Make your bed.  
Do your homework.

## Social Studies/US Government

### Why Rules are Necessary for Government

**Goal:** To introduce students to the various levels of government and to show that the active participation of citizens is vital if the democracy is to endure

**Good Citizenship:** To be good citizens students must learn about governmental processes.

**Materials:** Local newspapers; local Chamber of Commerce get-acquainted packets, magazines, etc.

**Procedure:** Can vary according to abilities of students

Break into small groups and have students discuss “Why is government necessary?” and “What does government do?”

1. Present the various levels of government including national, state and local levels.
2. Brainstorm about how people can have influence on local government:
  - a. Know the leaders
  - b. Stay informed about issues
  - c. Ask questions
  - d. Learn what to do and how to do it
    - Who to call
    - How to correctly write a letter to a government official
    - Where to find titles and addresses
3. Make a vocabulary list of “need to know” words like council, mayor, governor, assembly, vote, polls, precincts, issues, campaign, etc.
4. Make an organizational or flow chart or other graphic to give students a visual aid for understanding how the system works.

**Examples:**

*City Voters*

- Elect city council members and mayor
- Council
  - Has meetings to discuss and vote on appropriate resolution of issues
  - Makes city laws

*State Voters*

- Elect governor
- Elect Representatives & Senators
- Governor, House of Representatives, or Senate
  - Hear testimony from members or constituents and then vote on how to resolve an issue
  - Make state laws

5. Plan a field trip to a local city council meeting, City Hall, or if nearby—the governor’s office, etc.

**Voters:** It is your privilege to elect whomever you believe is the most qualified for the office and to influence others about important issues. You may:

- Help campaign for that person

- Donate money to campaigns
- Speak to others to tell them about a certain issue

**Point to Stress:** As a voter, you can influence government.

## **Role of Government**

**Goal:** To teach students the various roles of government and how government benefits them

**Procedure:** Have students make a list of five things that government provides: police, firefighters, postal service, housing inspectors, food inspectors, schools, military, security at the airports, auto inspections, marriage licenses, etc.

Discuss with the students the various roles that government plays in their lives. Without government aid, public schools would not be funded.

## **Tying It All Together**

Have each student make a scrapbook in which to record:

- A list of national, state, and local government figures with addresses and phone numbers
- A flow chart of national, state, and local government
- Newspaper articles describing actions of:
  - National government: president, senators, representatives, and judiciary
  - State government: governor, senators, representatives, and judiciary
  - Local government: mayor and city council members