

Learning Objectives

- 1) Realize that there are rules for school, rules for home, and special rules for the community and country called laws.
- 2) Recognize that laws allow people to know what to do or what not to do. They also keep people safe and make the world a better place.
- 3) Understand that the role of a good is to follow his or her community's laws.
- 4) Know the many kinds of laws that exist in a community.
 - a) Communities have traffic laws, including laws that limit the speed of traffic.
 - b) Communities have health and safety laws, like laws that prevent smoking in public places.
 - c) Communities have environmental protection laws, like automobile emissions standards.
 - d) Communities also have laws that protect property, like rules against graffiti.
- 5) Realize that many laws are the same for every community in the United States; however, other laws are unique to one particular community.
- 6) Understand that a community's government is responsible for making laws and seeing that the laws are obeyed. The community has a police force to enforce the community's laws. Know how communities make laws. In a small community a town meeting is held, where the citizens gather to discuss ways in which they can solve any problems the community has. After the discussion, the citizens vote on the proposed solutions. The solutions that are agreed upon become law. In a larger community, elected leaders make the important decisions on behalf of the citizens. These government leaders know

about the laws that the community needs because the citizens contact them through the mail, by phone, or at public meetings.

- 7) Realize that when a person does not obey the laws, he or she is usually punished. If a person commits a minor crime, he or she is usually fined, but if the person commits a serious crime, he or she might have to serve time in jail.

Suggested Activities

1) Before viewing the video

- a) What are rules? What rules do the students have at home? What rules does the school have? Why are there rules?

2) After viewing the video

- a) **K-3:** Ask the students again what a rule is. Ask older children what a law is and how it's different than a rule. How many of the rules named in the preceding activity are the same as those in the video?
- b) **Grades 2-3:** Write one sentence of a good home rule and one sentence of a good school rule. List them on the board; many will be the same rule. Have the class vote on which rule they think is the most important and which they think is the best rule. Review the class goals or rules to determine if they are all good ones and practical ones.
- c) **Making Our Own Rules:** Tell the class they are going to play a game to show the value of rules. Have the class decide on ten rules and vote to select four of them (perhaps only three for younger children). Then think of a silly, unimportant rule that is a bother to do and does not really help make things work better. An example would be that everyone would always

have to touch thumbs when they pass or always walk through a door sideways, or always tap the top of the head when passing the teacher's desk. Everyone must really try to follow the new rules and not act silly. Agree on a penalty for violating any rule. The rules must be followed for one hour. Select a police person to write down everyone who breaks a rule. At the end of the hour discuss what happened. Which rule was broken the most? Which rules did almost everyone remember? Why is it important to have rules to keep us safe and healthy but not rules that serve no purpose? See how many rules from the video the class can remember. Are those rules in the community?

Vocabulary

Community — A place where people live and work

Elect — A process of choosing people to hold public office

Fine — A sum of money that must be paid as punishment for an offense

Government — An organization that makes laws for the community

Vote — To give approval or disapproval to a proposition or candidate for office

