

# Rules and Laws

More Practice With We STOP'D



## 3 Cs

- I care about myself.
- I care about others.
-  I care about my community.

### Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Teacher Notes

## Preparation

### Materials

- Special guest: law enforcement officer (Officer Friendly), prevention specialist, health educator or government worker
- The 3 Cs (see page 118)

### Music

- Additional Resource: CD: *Take A Stand*, Songs: "Take a Stand" and "Buckle Up"

## Vocabulary

rule                      law                      consequences

## Lesson at a Glance

### Teacher note:

- Invite a law enforcement officer, prevention specialist, government worker or health educator to discuss laws and the consequences of breaking them.

### Introduction

1. The Importance of Rules.

### Strategy

2. Rules, Laws and Consequences
3. Paper Chain

### Conclusion

4. Review of Rules and Consequences

## Core Curriculum Objectives and Standards

### Objectives

- Students will recognize why rules are important in the home, school, and community. They will identify individuals who follow rules.

### Standards

- 7020-0202** Show how acceptance of individual responsibility increases fairness and freedom in families, schools, and communities.
- 7020-0203** Explain how positive role models can help a person choose healthy behaviors.

## Introduction

Discussion

## Strategies

Discussion

### Tie in the 3 Cs

I care about me.  
I care about others.  
I care about my community.

### 1. The Importance of Rules.

- Why are family and community rules necessary?
- How do rules help us cooperate.
- Name some rules and laws you know about.
- Which of those rules apply to our classroom?
- Which of those rules apply to your family?
- What are our classroom rules?

### 2. Rules, Laws and Consequences

#### Option A: Without Guest Speaker

- How do following rules at home build self-responsibility?
- What situations arise in the family that cause conflict?
- Mom needs to go shopping, but you want to go to the park.
- Your championship softball game is on the same day as the trip to Grandma's house.
- What are consequences?
- that which follows something it depends on
- that which is produced by a cause
- a result of actions
- What are some rules we use in our lives or classroom?
- What are some laws that are in our community?
- seat belt use
- prohibiting child abuse
- restricting child labor
- regulating tobacco and drug use
- What is the difference between a rule and a law?
- A rule is something that governs a game, conduct or other arrangements that are agreed on by people.
- A law is usually established by the community or the government.
- How do rules and laws provide order in our lives?
- get along together
- avoid confusion and chaos
- help get something accomplished.
- What rewards do we get when we keep laws and rules?
- keep playing the game
- be healthy
- keep order in society
- Show the 3Cs poster
- How can we make the 3Cs part of our classroom rules?
  - I have the right to care about myself.
  - I have the responsibility to make smart choices when I care about myself.
  - I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.
  - I have a right to live in a healthy and peaceful place.
  - I have a responsibility to contribute to the health and peace of the place I am in.
  - I have a right to be in an environment where I feel safe.
  - I have a responsibility to treat others with kindness.
  - Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.



**Option B: With Guest Speaker**

- Ask the guest to discuss laws regarding drug use and some consequences of breaking these laws.
- Discuss laws concerning students.
- Laws requiring seat belt use, prohibiting child abuse, restricting child labor, and regulating tobacco and drug use.
- Talk about how laws are made by government.

Answer the following questions:

- Why were each of these laws established?
- Who do they protect?
- What happens if someone breaks a law?
- What are the purpose of laws?

## Object Activity

**3. Paper Chain**

- Give each student a strip of construction paper to form a link.
- Students write his or her name on the link and a rule he or she followed.
- Make a classroom chain by linking the strips together.
- Sneak in one blank link.
- Tear the blank link and talk about how unity in a classroom is broken when someone breaks a school rule.
- Hang the chain in the classroom.
- Emphasize that we're linked and that we work together with classroom rules.

## Conclusion

Discussion

**4. Review of Rules and Consequences**

- What do each of the following words mean?  
rule  
law  
consequence
- How do rules, laws and consequences help us cooperate at school and at home?
- Let's play the a "What If" game.
- What would happen if there were –  
no rules about throwing snowballs?  
no starting and ending time for school?  
no rules about where to put your bike at school?  
no rules at home about when to eat, go to bed, or get up in the morning?



# CARE

## CARE ABOUT MYSELF

I have a right to care about myself.

I have a responsibility to make smart choices when I care about myself.



## CARE ABOUT OTHERS

I have a right to be in an environment where I feel safe.

I have the responsibility to help ensure others are treated with kindness.



## CARE ABOUT COMMUNITY

I have a right to live in a healthy and safe community.

I have a responsibility to contribute to the health and safety of my community.

