

11531A

## Are All These Rules and Laws Really Necessary?

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### INTRODUCTION

The design of this unit is to decrease inappropriate behaviors of students in the school and in the community. The lessons promote awareness that laws/rules and customs are really necessary and useful in a civilized society. Through the process of inquiry and generalizing, the students can discover that laws, rules, and customs help blend members of families, residents of communities and students of schools into harmonious units. Also, the lesson develops student's oral communication by asking students to identify, discuss and evaluate how laws, customs, or rules promote their safety and well being. This unit can be used as introduction before studying the Constitution, the Bill of Rights, or units on responsibility and citizenship.

### RATIONALE

Discipline has become a constant concern for most parents, educators and counselors. It is impossible to measure students' inappropriate behaviors to determine the effects these behaviors have on even one student's total welfare, especially, their self-esteem. Therefore, it is important that students have knowledge, understanding, and appreciation of how laws help bring order into their life.

### GOAL

To recognize that families develop laws to maintain stability and to give protection.

### TIME REQUIRED

The minimum time to complete this unit is 3 class periods of 45 minutes.

### OBJECTIVES

As a result of this lesson students will:

- recognize that families develop laws to maintain stability, or to provide safety and protection.

- identify family laws/rules/customs.
- define vocabulary.
- compare and contrast laws/rule/customs.
- develop critical thinking skills to evaluate the necessity for family laws.

## AUDIENCE

Lesson is for students in grades two through six.

## MATERIALS

1. Worksheet 1: LAWS RULES OR CUSTOMS
2. crayons
3. scissors
4. glue
5. yarn of various colors
6. brown paper bags
7. chart paper
8. construction paper various colors and sizes
9. paint of various colors and paint brushes of various sizes  
colored pencils

## PROCEDURE

1. Before class begins making flashcards for the individual word and write their definitions on chart paper.

**FAMILY:** a group of people sharing the same household.

**RULES:** a statement of what you can do or cannot do.

**LAWS:** written rules that all people in community or country must follow.

**CUSTOMS:** a common practice(s) among family members.

2. Establish anticipatory set by asking students, " Do any of you have rules/laws or customs you must follow in your families?" Ask

for a show of hands because most the students will agree with the statement. Continue by asking the students how they feel about their family rules/laws and customs. Write their comments on one side of the chalkboard.

3. Define the terms family, rules, laws, and customs. Show one of the four flashcards and ask, "What does this word mean to you?"

Write their suggestions on the board. Next, give them the definition and for additional clarification give example(s). Allow students time for discussion. Follow the same procedure for each word.

4. Ask students to brainstorm what their family laws, rules and customs are. Remind them that in brainstorming:

- a. No idea is too silly to mention.
- b. Do not judge other student's ideas.
- c. The more ideas the better.
- d. No laughter will be allowed. Write all suggestions on the chalkboard.

5. For homework ask students to interview their parent(s), grandparent(s), relatives or neighbors to tell what rules/laws or customs they had as children. For the younger students use teacher prepared questions such as:

- a. Did you have a certain time to go to bed?
- b. What jobs did you have to do around the house?
- c. Did everyone have to eat at the same time?

## DAY 2

Review the previous learned definitions with the students. Discuss homework assignment to see if the students found any similarities or differences between themselves and the person they interviewed. Write all suggestion on the board or on chart paper so students can see similarities or differences. Divide the class into small groups.

- a. Be sure each group is formed heterogeneously.
- b. Set a time limit for this activity.

c. Assign members their roles:

- Leader to keep the groups on task.
- Reporter to report to the class.
- Recorder to record the group's responses to the task.
- Timekeeper to see that the group completes their assignment in the required time.

Pass out Worksheet #1.

Instruct students to place the rules/laws or customs listed on the chalkboard under the appropriate heading on the worksheet (laws, rules; or customs). Let each group report their results orally. If there is a disagreement allow the class to discuss the issue until a consensus is reached. Consensus can be reached in the following ways:

- Use majority rule of voting
- Compromise by combining ideas
- Use peer mediation skills
- Use panel discussion (older students)

While the students are still in small groups ask them to discuss and evaluate the reasons that their families have rules/laws/customs. As you visit each small group, it is important to question the students. Several questions that you can use:

- When is that rule or custom important to your family? Why?
- Do you agree with your family about that rule? Custom? Law? If the student response "No" Ask how they would create a similar or different rule. How would or could they change?
- If you were the parent or care giver, what would you do?
- How does this law/rule or custom effect you or others in you family?
- What protection does this rule offer you? Your parent? Your family?
- Would that rule be different if you had more brother and sisters at home? Let each group orally discuss their evaluations.

Allow time for the groups to compare and to discussion their results.

### DAY 3

Review Day 2 lesson.

Individually or in small groups let the students select one of the following activities to demonstrate a family law, rule, or custom:

- draw a picture
- create a poem, song or rap
- produce a skit or puppet show

Two students in the second and third grades created the following rap:

Hey! Boys and girls  
Listen to me  
And don't be a nerd  
Look both ways  
Before crossing the street.  
So don't be a nerd  
Because it sure can hurt  
So look both ways  
Before crossing the street.

### EVALUATION

Students can be evaluated in the following:

- small group working as a team

Did the group understand the assignment?

Did the group share ideas and supplies?

Did the group stay on task?

Did group members using their inside voices?

Did the group clean up when the task was completed?

Did the students move about the room without disturbing others?

- class discussion

- listening skills
- worksheet activity
- observe the action and response of the students

## CLOSURE

The teacher may ask the following questions to bring closure to the lesson. How do laws/rules/customs really help promote family harmony? Do all families share the same customs or rules? Was there a difference in laws/rules/customs due to family size, or cultural background, or family members ages?

## TIPS FOR THE TEACHER

The lesson was not only a success. The students had fun learning and talking about the pros and cons of having family laws, rules, or customs. During the brainstorming and the small group activities, the students became vocal and animated. For this reason the lesson was extended an extra day. I truly regret not making a video tape of the skits, the raps, the songs and other activities the students created on Day 3.

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IS IT A LAW?

IS IT A RULE?

IS IT A CUSTOM?

## DIRECTION

Write each of the items of the chalkboard under its correct heading, LAW, CUSTOM, or RULE.

Example:

No Running in the house would be placed under the heading of RULES.

1. Do not cross the street on a red light
2. Visit grandmother every Sunday afternoon
3. No running in the house

4. Look both ways before crossing the street
5. Have a turkey dinner on Thanksgiving
6. Do not fight with your brother or sister
7. Always ride your bicycle facing traffic
8. Decorate a tree for Christmas
9. No jumping on the furniture

Teacher's guide:

1. Do not cross the street on a red light (LAW)
2. Visit grandmother every Sunday afternoon (CUSTOM)
3. No running in the house (RULE)
4. Look both ways before crossing the street (LAW)
5. Have a turkey dinner on Thanksgiving (CUSTOM)
6. Do not fight with your brother or sister (RULE)
7. Always ride your bicycle facing traffic (LAW)
8. Decorate a tree for Christmas (CUSTOM)
9. No jumping on the furniture (RULE)