



PROGRAMME 12: LAWS

AIMS

The aim of this topic is for children to explore reasons why we have rules and laws in our society.

LEARNING OBJECTIVES

Children will:

- Explore how rules and laws affect them
 - Explore reasons why we have laws and rules
 - Identify consequences of not following the law
 - Identify occupations of people who develop and enforce laws
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SKILLS

- Communication
 - Sociability and co-operation
 - Problem solving
 - Work and study
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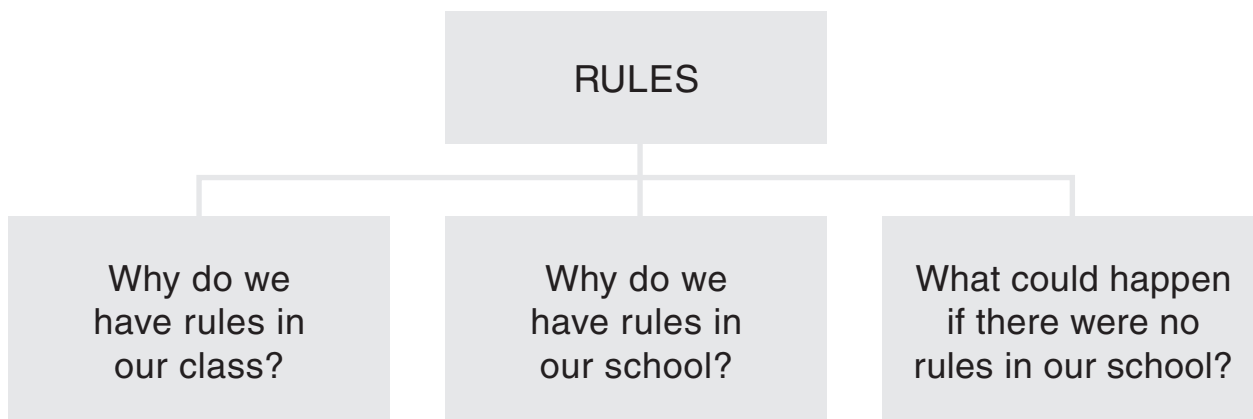
VIRTUES

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|------------------|-------------------|
| - Purposefulness | - Reliability |
| - Responsibility | - Justice |
| - Moderation | - Obedience |
| - Respect | - Self-Discipline |
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LESSON (Adapt for Juniors)

View the DVD *Laws* before the lesson.

1. Use your classroom or school rules (contract) as an example. Show your students the rules and draw up a chart similar to the one below. Write the student's responses below each sub-heading.



2. Arrange the students into small groups and pose one of the following questions to each group. They can write their answers onto a large sheet of paper for discussion with the class afterwards.

- What are the differences between laws and rules?
 - Where else would you find rules in your community?
 - Who are the people who enforce rules and/or the law?
 - Where are laws made?
 - What can happen to people who break the law?
 - What can happen to people who abide by the law?
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3. In the same small groups, have the students develop a law or rule to be enforced in their classroom for a set period of time. The rule has to be sensible, with a definite purpose and a sensible consequence, e.g., the children could make up a rule that no one is to buy or bring any type of junk food to school for a week.

Post the laws up for all to see and follow.

NO JUNK FOOD

You are now required, by law, not to bring any junk food to school for a week. This is for the benefit of your health. Any child who breaks this rule must go for a run around the field at lunchtime.




People involved with Rules or the Law

Name: Date:

Draw a picture of four people you know who make or enforce rules or laws
(think of the people who may make the laws in your school, club or community).




Name:



Name:



Name:



Name:

Supplementary Activities

Visual Language

Make a set of rules for a variety of board games such as Snakes and Ladders, Connect Four etc. Have children make rules for their own outdoor and indoor games.

Rewrite your classroom rules in a different font.

Written Language

Work with the class and come up with a definition of “Laws” and list some reasons why we have them. Display on the wall.

Write a story on how Bobby might be tempted to break a law, e.g. by stealing too many biscuits from the pantry (theft), going into a neighbour’s house to look for food, (breaking and entering) or ripping apart someone’s homework (intentional damage), but show how he chooses an alternative lawful action.

Topic

Have the local Police officer(s) come into your class and talk or give a lesson on Laws.

Research laws in other parts of the world/from history... see who can find the funniest/strangest law.

Spelling

Write out some of the virtues associated with Laws, and write out the definitions from a dictionary.

Physical Education

Give groups of 5-6 outdoor equipment and have them design a game with rules to follow.
