

## ABSENCE OF RULES AND LAWS



### LESSON SUMMARY

BENCHMARK
<b>SS.1.CG.1.2</b> <i>Describe how the absence of rules and laws impacts individuals and the community.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"><li>■ Students will provide examples of rules and laws in their lives and in the community.</li><li>■ Students will recognize that disorder, injustice, and harm to people can occur when there is an absence of rules and laws.</li></ul>
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none"><li>■ <b>ELA.K.12.EE.4.1:</b> <i>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i></li><li>■ <b>ELA.1.C.2.1:</b> <i>Present information orally using complete sentences and appropriate volume.</i></li><li>■ <b>ELA.1.C.3.1:</b> <i>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level: form and use complete simple sentences.</i></li><li>■ <b>HE.1.R.2.4:</b> <i>Describe how individual actions can affect others.</i></li></ul>
ESSENTIAL QUESTION
What happens when rules and laws are not followed or do not exist?
VOCABULARY
rule, laws
MATERIALS
<ul style="list-style-type: none"><li>■ Two balls (or other soft items to throw)</li><li>■ Absence of Rules and Laws response sheet</li></ul>

## ACTIVITY SEQUENCE

### INTRODUCTION/HOOK

1. Explain to the students that you are about to play a game and at the end of the game you will determine a winner.
2. Divide the class into two teams and give each team a ball.

**Teacher Note:** *It doesn't matter how teams are arranged or who gets a ball. Keep in mind that students may get frustrated and confused during this activity. You may choose to make unequal teams to further demonstrate lack of directions/rules.*

3. Tell students to start playing "the game" but don't provide them with any further details or explanations.
4. Start assigning random points to the teams and encourage students to continue playing "the game" even if they seem confused.
5. At the end of "the game" (1-2 minutes in length), tell all students to immediately stop what they are doing and sit down where they are.
6. Randomly declare one team the winner.

### ACTIVITY

7. Have students return to their individual seats or bring them all together. Ask students the following questions: What happened when we were playing? How did you feel? (students were confused, students got upset, unfair situation occurred, it got loud or chaotic)
8. Pose the following questions for discussion: What would have made the game run better/more smooth? (directions, rules, supervision) Why do we have rules when playing games? (to keep people safe, to make the game fair, to prevent chaos)
9. Explain to students that just like rules are necessary for games, we need rules in other areas of our lives too. Pose the following question: What are some examples of rules we have in school or at home? (brush your teeth, don't throw a ball in the house, stay in your seat, keep hands to yourself, no talking in line)
10. Take 2-3 of the students' responses and follow up by asking what would happen if we did not have this rule? (we would get sick, we would get hurt, etc.)
11. Remind students that in a community, the system of rules in place to protect people are called laws. Pose the following question: What are some laws we have in the community? (follow speed limits, stop at stop signs, walk in crosswalks, no stealing)
12. Take 1-2 of the students' responses and follow up by asking what would happen if we did not have this law? (cars would crash/people hurt, people would take your things, etc.)

### CLOSURE/FORMATIVE ASSESSMENT

13. Pass out the "Absence of Rules and Laws" response sheet and place students into pairs.

14. Instruct students to complete the handout with their partner.

**Teacher Note:** *Depending on the time of year, a sentence frame may be needed for reference.*

15. Have the partners share some of their ideas with others to get an idea of a variety of potential answers.

### ADDITIONAL RESOURCES

FJCC/LFI Website

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#) (#4 a-e)

### ANSWER KEYS

“Absence of Rules and Laws” sample response

### SOURCES

The hook activity is adapted from California State University San Bernardino; Porter History – Social Science Resource Room:

<http://porterroom.csusb.edu/modelLessons/documents/6.Unit3.4Lesson1RulesandLaws.pdf>