

Play by the Rules

Chapter 7: Recreation

Objectives: The student will be able to

- Explain laws relating to recreation and ages for participation;
- Describe individual responsibility under the law regarding animals; and
- Demonstrate an understanding of local law establishing curfews.

Alabama Course of Study, Seventh Grade Civics: Objective 5

Character Education: Compassion, cooperation, courtesy, creativity, diligence, fairness, honesty, kindness, patience, respect for others and self-respect

Materials: *Play by the Rules* book, sticky notes and **Worksheets 7-1, 7-2 and 7-3**

Method(s): Directed reading, KWL chart and cooperative activities

Activities:

Review: Have the students share some of their answers to the Batter-Up Questions (**Worksheet 1-2**). Remind them to continue working on it throughout the remainder of the *Play by the Rules* course.

Know/Want to Know/Learned (KWL) Chart:

1. Create a chart on the board, overhead or large paper sheet with three columns: “Know,” “Want to Know” and “What I Learned.”

Know (K)	Want to Know (W)	What I Learned (L)

2. Tell students that they will be studying laws about recreation. Ask students if they know any laws concerning recreation. As students answer, write their answers in the K (“Know”) column. Place any inaccurate information in the chart and correct it after the chapter has been studied.
3. Next, ask students if there are any laws about recreation they would like to know more about. Write responses in the W (“Want to Know”) column.
4. After completing the Directed Reading, ask students what they have learned. Record answers under the L (“What I Learned”) column.

Directed Reading:

1. Distribute a sticky note to each student. Ask students to scan pp. 35-37 and decide which recreation activity is their favorite.
2. Students should write their favorite form of recreation on the sticky note.
3. Ask students to place their sticky note on the board in a row with others like it to form a graph.
4. Ask the students that chose “Hunting & Fishing” to raise their hands. Ask them what laws they learned about hunting and fishing.
5. Continue this procedure for “Water Sports,” “Sports,” “Camping,” “Parks,” “Pets” and “Parties.”
6. Now return to the KWL chart and ask the students the following questions:
 - a. Did we answer any of our “Want to Know” questions? Record the answers in the L (“What I Learned”) column on the chart.
 - b. Did you learn any other things after our reading and discussion? Record any responses under the L (“What I Learned”) column on the chart.
 - c. Do we need to correct any information given earlier?

Teen Curfew:

1. Ask the students the following questions:
 - a. Do your parents or guardians impose a curfew on you? Should they? Why or why not?
 - b. Should the government impose a curfew on young people? Why or why not?
2. Distribute **Worksheet 7-1**. Read aloud the Proposed Curfew Law. Clarify any basic questions that arise.
3. Ask the students the following questions and list answers on the board:
 - a. Who would probably oppose this law? *Teens, local businesses, law enforcement, etc.*
 - b. Who would probably support this law? *Parents, school board, local businesses, law enforcement, etc.*
4. Tell the students that they are going to participate in a mock city council meeting and will play the roles of either a city council member or a community group concerned about the proposed curfew law.
5. Divide the class into six groups of three to five students. Assign each group to represent one of the following community groups:

- a. City Council (The council’s job is to run the council meeting, question presenters and make a decision on the proposal.)
 - b. Police Officers
 - c. School Board
 - d. Families Against Violence
 - e. Students for Rights of Youth
 - f. Local Merchants Association
6. Conduct the mock city council meeting. Allow each group three minutes to present its position.
 7. Once the presentations are complete, the city council should discuss the arguments and reach a decision. The council should base its rationale on the most compelling testimony presented. Have the council announce its decision and rationale.

Evaluation: Observation, feedback, questioning, accuracy of activities and Scoreboard (for Scoreboard directions see “Assessment.”)

Outside Resource Person (ORP): The following ORPs might be utilized: city council member, law enforcement officer, school resources officer (SRO) or school administrator.

Taking Home the Law: Students should take home **Worksheets 7-2** and **7-3** and complete them with their parents or guardians.

Extra Innings: TG p. 139