

Play by the Rules

Game Highlights

Objectives: The student will be able to

- Complete “Your Turn”;
- Review for the *Play by the Rules* Posttest; and
- Demonstrate knowledge by creating a juvenile justice acrostic.

Alabama Course of Study, Seventh Grade Civics: Objectives 3, 4, 5, 9 and 12

Character Education: Citizenship, cooperation, creativity, diligence, patience, perseverance, respect for others and self-control

Materials: *Play by the Rules* book, Batter-Up Questions (**Worksheet 1-2**), **Parental Response Form**, **Student Response Form**, index cards, art paper and markers

Methods: Review game and cooperative art activity

Activities:

“Your Turn”: “Your Turn” is found at the end of the student textbook. Students should spend a few minutes reflecting on their studies of the law. Tell them to write their answers in the book and share their answers with their family and friends.

Review Games: Ask the students to review their Batter-Up Questions (**Worksheet 1-2**). As a review, choose one of the following games:

Baseball Game:

1. To prepare for the game, make four index cards reading: “Single,” “Double,” “Triple” and “Home Run.”
2. Divide the class into two teams. Assign a student to keep record of outs and points on the board.
3. Designate a place in the room as home plate, first base, second base and third base.
4. Flip a coin to determine which team goes to bat first.
5. One student at a time comes to bat at home plate. Throw the first pitch by asking a Batter-Up Question. If the student answers correctly, he or she will draw one index card to determine whether the “hit” is a single, double, triple or home run. The student will then go to the designated base.
6. If a student misses a question, it is an out. (You may repeat the missed question to the next batter, or tell the students the answer and move on to the next question.) Three outs mean the other team gets to come to bat and the same procedure continues until all of the Batter-Up Questions have been answered.

7. When a student has advanced around the bases to home plate, a point is scored. Keep score and the team with the most points wins.

Starting Lineup:

1. Line up the students on one side of the classroom.
2. Ask a Batter-Up Question to the first person in line. If answered correctly, the student stays in place. If the student misses the question, he or she goes to the other side of the room. Then, the second in line is asked the same question. The question is asked until it is answered correctly.
3. Students who miss a question simply move to the other line for a chance to answer another question. (No one is out if they miss a question.) The object is for all of the students to be back in the starting line up by the end of the game.
4. Give every other question to the second line so they will have another chance to answer. If the student answers correctly, he or she moves back to the original start-up line.
5. Continue questions until all have been answered correctly, and all of the students are back in the starting lineup.

Acrostic:

Students use the letters in the phrase JUVENILE LAW to design an acrostic. An acrostic uses each letter in the phrase to create factual sentences. This activity can be done in small groups or individually. Create an example with only a couple of sentences to get the students started. Tell them to use their book to find the facts to create their sentences.

1. Divide students into groups of three or four.
2. Give each group a piece of poster paper, construction paper or regular white copier paper and markers.
3. Instruct the students to write JUVENILE LAW vertically down the middle of their paper. Students might enjoy decorating these letters so they will stand out when the acrostic is completed.
4. Students will then use each letter to complete a factual sentence. See example on the following page.

Example:

J
U
V
The most serious crimes are f
Elonies.
N
I
L
E

A JuveniLe is someone under the age of majority.

A
W.

5. Ask the students to share their acrostics by reading their sentences.

Parental & Student Response Forms:

1. Provide each student with copies of the **Parental Response Form** and the **Student Response Form** found in the Appendix. **[Reminder to teachers: Please fill out and mail the Teacher Response Form at the end of the course.]**
2. Ask the students to complete their response forms and to take the Parental Response Form home for their parents to complete. Students should return the forms by a designated time.
3. To encourage full participation, consider giving a grade or extra points to students who return the parental and student response forms.

Evaluation: Review game performance, observation, artwork and Scoreboard (for Scoreboard directions see “Assessment.”)

Outside Resource Person (ORP): The following ORPs might be utilized: law enforcement officer or school resource officer (SRO).

Taking Home the Law: Student should take home the Batter-Up Questions (**Worksheet 1-2**) and text book to study for the Posttest. Tell the students to ask their parents or guardians to help them study.