

# *Play by the Rules*

## Pregame

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**Objectives:** The student will be able to

- Complete the *Play by the Rules* Pretest;
- Demonstrate the skills of being a good witness; and
- Describe the contents of *Play by the Rules*.

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

**Character Education:** Citizenship, cooperation, diligence, patience, respect for others, self-control and sportsmanship

**Materials:** *Play by the Rules* book, **Pretest, Answer Sheet, Worksheets PG-1, PG-2 and PG-3**

**Method(s):** Evaluation, cooperative activity, directed reading and brainstorming

**Activities:** Prior to the Pretest, sign and send home the letter found in the Appendix to parents or guardians to inform them about the *Play by the Rules* curriculum. It is also recommended that students return the letter signed by his or her parents and/or guardians.

Explain to the students that they will be studying our state's laws by using *Play by the Rules*.

### ***Pretest:***

The Pretest can be found at the back of the Teacher's Guide.

Allow 20-25 minutes to administer the Pretest.

Explain to the students that this Pretest is to measure how much they know about Alabama law. It should not count as a grade, but as a tool for comparison at the end of teaching *Play by the Rules*.

### ***You Own the Law:***

1. Instruct students to put their names on the front cover of the textbook in the space provided.
2. Direct their attention to the inside of the front cover. Allow the students enough time to fill out the portions of this section that they know.
3. During the course, have students complete the inside cover using various research methods.

### ***Witness This!***

1. Ask the students if anyone has ever witnessed a crime. (Have students raise their hands if they have. Do not ask for details.)

2. Ask a few of the students that indicated they have witnessed a crime to describe how it made them feel. (For example, scared, angry, confused, etc.)
3. Ask the students to discuss what someone should do if they witness a crime.
4. Tell the students that they can help make their school and community safer by being good witnesses.
5. Divide the students into pairs by counting off into 1's and 2's. All of the 1's will be police officers, and all of the 2's will be witnesses to a crime. All 1's should partner with a 2.
6. Distribute **Worksheet PG-1**, folded in half, to all of the witnesses and **Worksheet PG-2** to all police officers. Instruct students not to look at **Worksheet PG-1** until instructed to do so.
7. Tell the witnesses that they are about to witness a crime and will have 15 seconds to study the crime scene. Witnesses may not say or write anything during this part of the activity. At the end of 15 seconds, tell the witnesses to fold the crime scene and put it away until directed to look at it again.
8. Then ask the police officers to interview their witness (allow three to five minutes). Remind the students not to look at the crime scene. The police officers should not see the crime scene illustration until after they have finished their interviews and reports.
9. List on the board some of the things the witnesses reported. Ask the police officer from each group to discuss one thing reported by his or her witness. After you have allowed each group to report, ask the students if there are any other details not previously reported.
10. Allow all the students to look at the crime scene. Then discuss the following questions:
  - a. Did you miss any information?
  - b. Was the missed information important?
  - c. Is there incorrect information? Does the incorrect information matter?
  - d. What information do you think is the most helpful to the police?
  - e. Should witnesses be separated or interviewed as a group? Why?
  - f. How do police decide who to believe?
  - g. Should police believe young people?

### ***Scavenger Hunt:***

1. Students will work in groups of three to five to complete **Worksheet PG-3**.
2. Each group will choose a recorder to record the team's answers.
3. Each group should work on a game strategy to complete the Scavenger Hunt in the time frame established (10 minutes is suggested). This activity is designed to introduce the text to the students in a fun and interactive method.
4. Call time after 10 minutes. Ask each group to give one answer until all questions are answered correctly.

**Evaluation:** Pretest, observation, feedback/questioning and accuracy of activities

**Taking Home the Law:** Students will take home their *Play by the Rules* book and share it with their parents/guardians.

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