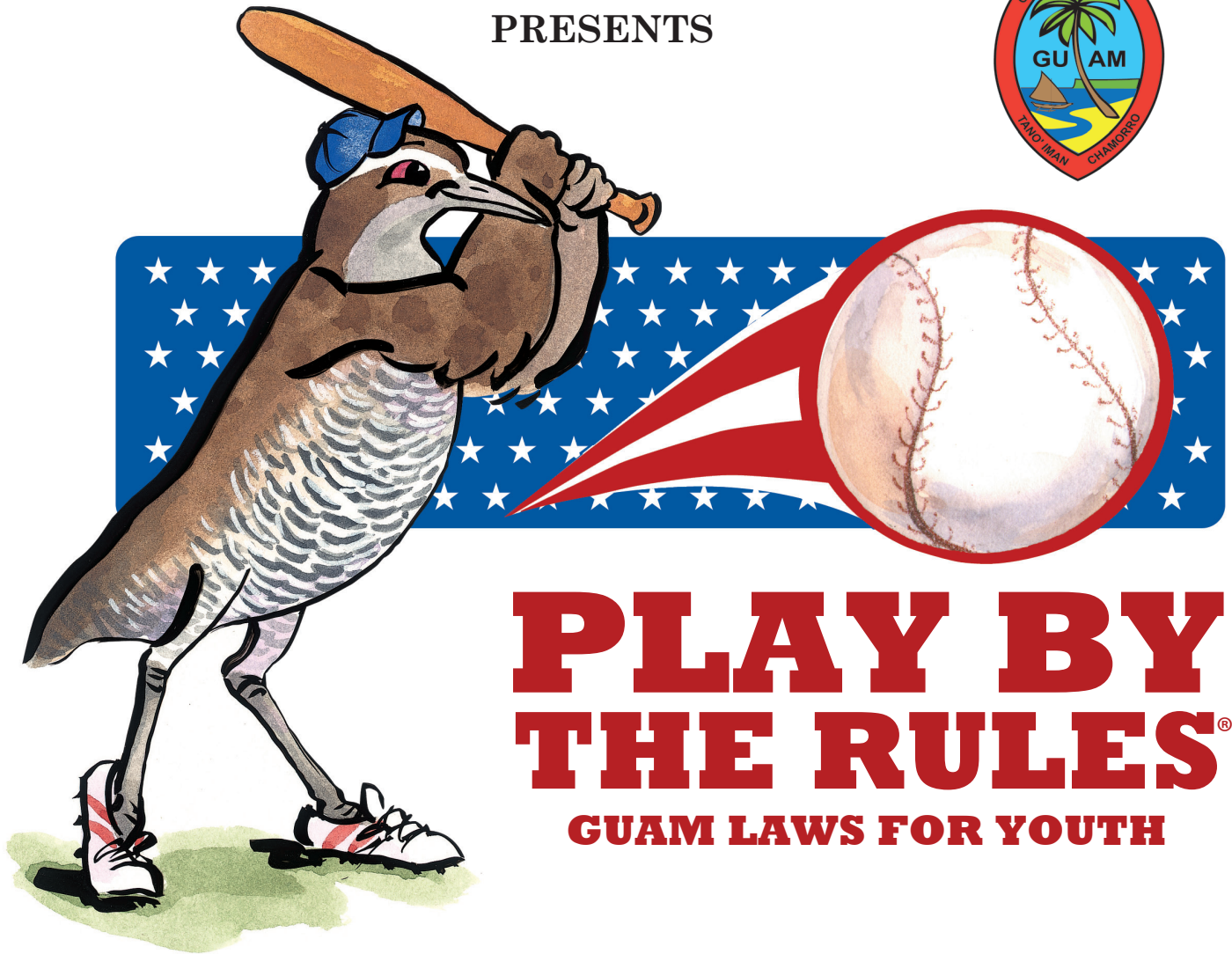


2nd Edition

The Judiciary of Guam

PRESENTS



PLAY BY THE RULES® GUAM LAWS FOR YOUTH

Teacher's Guide

In collaboration with
Alabama Center for Law & Civic Education
Guam Department of Education

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PLAY BY THE RULES®

GUAM LAWS FOR YOUTH

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In 2003, the Judiciary of Guam became a unified judicial system comprised of the Supreme Court and the Superior Court, Guam's independent and coequal branch of government. The mission of the Judiciary is to administer justice by interpreting and upholding the laws, resolving disputes in a timely manner, and providing accessible, efficient and effective court services.



The Alabama Center for Law & Civic Education (the "Center") is a 501(c)3 nonprofit corporation that has served since 1990 as a teacher training and resource center. It is dedicated to educating citizens by improving civic knowledge, civic skills and civic character. *Play by the Rules* was created and is directed by the Center. This award-winning crime prevention model for teaching state and territory-specific law to middle school students, teachers and parents is based on the *Play by the Rules: Alabama Laws for Youth* program first published in 2001. The *Play by the Rules* program was awarded a Byrne grant by the U.S. Department of Justice, Office of Justice Programs. The *Play by the Rules* National Project is a multi-year project to facilitate the expansion of *Play by the Rules* into other jurisdictions.

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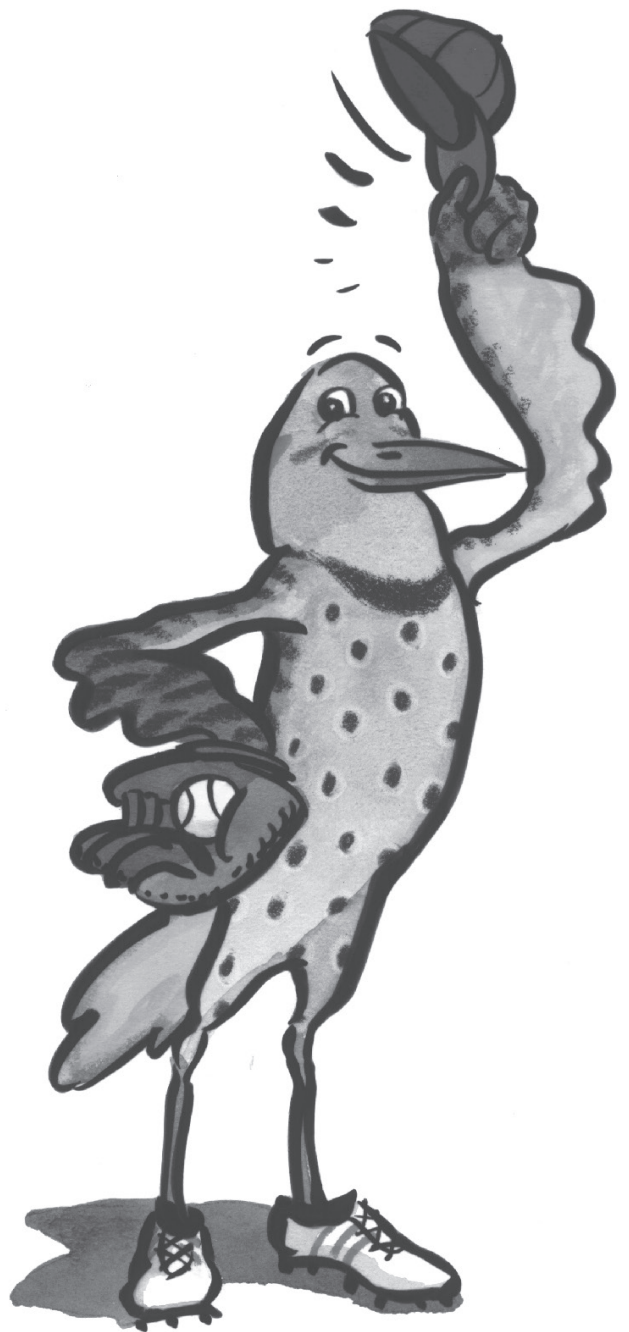


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Introduction

The success of government is dependent upon citizens who practice responsible citizenship. As educators, we know how difficult it can be to teach citizenship. We hope this curriculum will foster good citizenship through the knowledge of law. *Play by the Rules* can be the vehicle for many meaningful lessons on Guam law as it relates to our youth. Students will learn about the legal system in a fun and interactive method.



We would like to introduce you to “Bama Jack,” the national *Play by the Rules* spokesperson, and “Kiko the Koko,” Guam’s spokesperson. Bama Jack and Kiko the Koko will lead students through a variety of topics in *Play by the Rules*. They are young birds living in a world where not all birds obey the law. Bama Jack and Kiko the Koko want to teach their peers about the law and how they can be responsible citizens. You will find them throughout the text in cartoons depicting the various legal issues raised by their questions. Notice how the artwork helps teach the law.

How Do I Use *Play by the Rules* in the Classroom?

There are two suggested pacing schedules for teaching *Play by the Rules*. A 15-day (three week) pacing schedule is recommended. However, if time does not permit, we also have provided a 10-day (two week) alternative. The Teacher’s Guide will give you step-by-step lesson plans and teaching tips. Pacing schedules are provided on the following pages.

What About Assessment?

Summative: A Pre/Posttest is designed to assess students’ knowledge of the law learned in the *Play by the Rules* program. The test is written in a standardized test format. Upon completion of the Posttest, student achievement certificates are distributed. It is not recommended to use the Pretest as a grade; however, it is suggested that you use the Posttest as a grade.

Formative: “The Scoreboard” is a daily assignment comprised of reading reflection, Batter-Up Questions and handouts that can be used as alternative assessments for grades. See “Assessment” for further instructions.

How Do I Order Books?

You may call PBR Guam Coordinator, Joleen F. Respicio, Project Manager, Judiciary of Guam, at (671) 475-3426.

How Do I Get Started?

It's easy! The Teacher Guide lays out all of the steps and lesson plans needed to teach *Play by the Rules* successfully. Remember to notify parents/guardians of the students' upcoming study of *Play by the Rules* with the provided "Letter to Parents/Guardians." Then, follow the provided lesson plans. Most of all ... have fun!

What Are Extra Innings?

Extra Innings are activities designed to provide additional lessons to refresh the students' knowledge of the law. There is at least one extra-inning activity for each chapter. It is suggested that after following the initial pacing schedule, you should continue to teach *Play by the Rules* throughout the year whenever possible.

NOTE TO READERS

Page References?

There are two different books referenced by page numbers in the Teacher's Guide: the *Play by the Rules* and the Teacher's Guide. Unless otherwise noted, all page references are to the student book. Page references to the Teacher's Guide will be preceded by "TG."

Legal Advice?

The law is constantly changing and may vary from jurisdiction to jurisdiction. Therefore, someone confronted with a legal problem should not use this text as a substitute for legal advice from an attorney.

This project is federally funded by Consolidated Grant, Title V-A, CFDA #84-403A, U. S. Department of Education.

Suggested 15-Day Pacing Schedule

- Day 1 Pregame**
- Day 2 Chapter 1: Rule of Law**
- Day 3 Chapter 2: Juvenile Justice System**
- Day 4 Chapter 3: Criminal Offenses**
- Day 5 Chapter 4: Weapons, Guns & Fireworks**
- Day 6 Chapter 5: Alcohol & Other Drugs**
- Day 7 Chapter 6: Parent-Child Relationship**
- Day 8 Chapter 7: Recreation**
- Day 9 Chapter 8: School**
- Day 10 Chapter 9: Transportation**
- Day 11 Chapter 10: Work**
- Day 12 Chapter 11: Civil Responsibility**
- Day 13 Chapter 12: Technology**
- Day 14 Game Highlights**
- Day 15 Postgame**

Students should write their names on the book cover and take notes in their books during the three weeks of study. These books belong to them!

Suggested 10-Day Pacing Schedule

- Day 1 Pregame**
- Day 2 Chapter 1: Rule of Law**
- Day 3 Chapter 2: Juvenile Justice System**
- Day 4 Chapter 3: Criminal Offenses**
- Day 5 Chapters 4 & 5: Weapons, Guns & Fireworks / Alcohol & Other Drugs**
- Day 6 Chapters 6 & 7: Parent-Child Relationship / Recreation**
- Day 7 Chapters 8 & 9: School / Transportation**
- Day 8 Chapters 10 & 11: Work / Civil Responsibility**
- Day 9 Chapter 12: Technology and Game Highlights**
- Day 10 Postgame**

Students should write their names on the book cover and take notes in their books during the two weeks of study. These books belong to them!

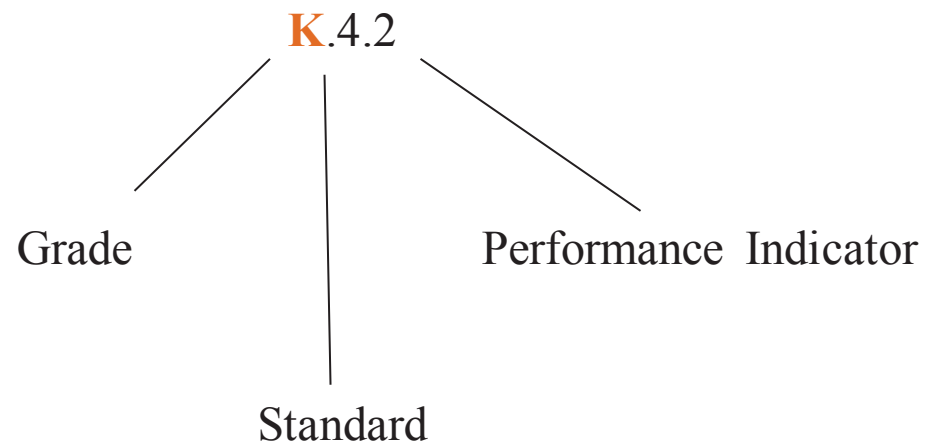
Play By The Rules Correlations

<i>Play By the Rules</i> Chapter	GDOE Social Studies Standards	Character Education Traits
Pregame	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, diligence, respect for others, self-control and sportsmanship.
1	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, diligence, respect for others, self-control and sportsmanship.
2	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, fairness, cooperation, diligence, courage, punctuality, self-control and self-respect.
3	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, compassion, cooperation, diligence, patience, respect for others, self-respect and tolerance.
4	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Cooperation, courtesy, compassion, creativity, patience, respect for others, self-respect and tolerance.
5	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Cooperation, creativity, diligence, patience, perseverance, respect for others, and self-respect.
6	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Cheerfulness, compassion, cooperation, courage, courtesy, diligence, fairness, honesty, patience, respect for others, and self-respect.
7	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Compassion, cooperation, courtesy, creativity, diligence, fairness, honesty, kindness, patience, respect for others, and self-respect.
8	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Compassion, cooperation, courtesy, creativity, diligence, fairness, honesty, kindness, patience, respect for others and self-respect.
9	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, respect for others, self-control and self-respect.
10	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, punctuality, respect for others, self-control and self-respect.
11	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, respect for others, self-control and self-respect.
12	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Cooperation, honesty, diligence, patience, perseverance, respect for others, and self-respect.
Game Highlights	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, creativity, diligence, patience, perseverance, respect for others, and self-control.
Postgame	K.4.1, K.4.2, 1.4.1, 2.4.1, 3.4.1, 7.4.2 AG.4.16	Citizenship, cooperation, creativity, diligence, patience, perseverance, respect for others and self-control.

Play By The Rules Correlations

Standard 4: Government and Civics

Students learn to achieve civic competence by studying the structures of power, authority, and governance



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Assessment

Assessment is an important aspect of any curriculum. While it is not recommended that the Pretest be used for a student grade, it is important that student knowledge, attitudes and participation be assessed while studying *Play by the Rules*. The alternative assessments below are provided for your use and are designed to be implemented with limited preparation.

Play by the Rules Scoreboard:

Have each student create a portfolio, or *Play by the Rules* Scoreboard, for use during the entire study of *Play by the Rules*. You can provide each student a manila folder or have students make a special section in their class notebook for this purpose. The students will need paper for a journal and space to keep worksheets. If students use manila folders, create a box or special place in your classroom to keep the Scoreboards at the end of each day. If time permits, have students decorate their folders or create a cover page for the Scoreboard.

At the beginning of each day, ask students to write in their journal (for no more than five minutes) about the previous day's lesson. You may use one of the prompts below or create one of your own. Provide a different prompt each day.

- Yesterday I learned ...
- What I have learned can impact my life by ...
- If I could change/make a law, it would be ...
- We need a law about ____, because ...
- I will use the information I have learned by ...
- The most interesting thing I have learned is ...
- My favorite law is ____, because ...
- I would like to know more about ...

At the end of each day, have students write a few sentences summarizing the chapter or sharing their thoughts about the chapter in their journal. This should take no more than five minutes to culminate the day's lesson.

Each assigned worksheet should be placed in the students' Scoreboard for assessment.

Use the rubric provided below to assess the students' Scoreboard. Scoreboards may be collected for assessment as needed.

	Poor	Basic	Excellent
Requirements	Few requirements were met	Most requirements were met	All requirements were met or exceeded
Organization	No clear organization	Content is somewhat organized	Content is well organized
Content	Content contains many factual errors	Content contains few factual errors with few details or examples	Content is detailed and includes examples

Batter-Up Questions:

Each night students will be assigned Batter-Up Questions which correspond to the chapter studied. Review the answers daily. Batter-Up Questions can be collected daily, weekly or at the end of studying *Play by the Rules* for a grade.

Class Participation:

Play by the Rules contains many interactive lessons. Studies show that interactive lessons are essential components of law-related education and the development of positive attitudes and civic participation. Use the rubric provided to assess each student's participation.

	Poor	Basic	Excellent
Class Discussions	Poor contributions Interrupts often Puts down views of others	Good contributions Pays attention Builds on comments of others	Excellent contributions Actively engaged Respectful of others' views
Class Activities	Rarely engaged Often off task	Engaged often On task most of the time	Engaged most of the time On task consistently
Group Activities	Rarely completed his or her share Dominates group or isn't engaged at all	Helpful in completing his or her share Contributes and is engaged often	Completed his or her share Contributes but doesn't dominate and is engaged

Taking Home the Law:

Each day students will be given a Taking Home the Law lesson to complete with their parents/guardians. Check for completion of the assignment.

Parent & Student Response Forms:

To encourage full participation, consider giving a grade or extra points to students who return the parental and student response forms.

Posttest:

After studying *Play by the Rules*, students will take the Posttest which can be used as a grade.

Play by the Rules

Pregame

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*.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.1, 4.MS.5, 4.MS.6, 4.MS.8, 4.MS.13 and 4.MS.16

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 the letter found in the Appendix home 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 island'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 Guam 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.
7. Tell the witness 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 again. 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. 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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Name: _____

Play by the Rules Worksheet PG-1: Witness This!

Directions:

Study the crime scene below for 15 seconds. Then, fold this sheet closed and report what you saw to the police officer.

Crime Scene



Name: _____

Play by the Rules
Worksheet PG-2: Witness This!

Your Police Report

Directions: Interview the witness and record everything in this report.

Name: _____

Play by the Rules Worksheet PG-3: Scavenger Hunt

Using your copy of *Play by the Rules*, work in a small group to answer the following questions. You will have 10 minutes, so develop a team strategy and work quickly ... good luck!



1. Who are the *Play by the Rules* mascots and how can you locate them in the book?
2. Civil or criminal? Look at the cartoon on p. 3. What type of law is involved in the top cartoon? What type of law is depicted in the bottom cartoon?
3. Look at the cartoon on p. 9. List three main differences in juvenile court and adult court.
4. List and define the classifications of crimes.
5. Look at the cartoons on pp. 20-21. What crimes do the cartoons represent?
6. What is the criminal classification of reporting a false bomb threat to a school?
7. What is a deadly weapon?

8. At what age may a person own, buy or possess a gun?
9. Look at the cartoon on p. 26. What is the bird doing that is illegal?
10. What happens if a police officer finds cigarettes in your possession?
11. Do your parents have a right to the money you earn?
12. What chapter addresses “Animal Cruelty?”
13. Between what ages are you required to attend school?
14. What are the three roles of a School Resource Officer (SRO)?
15. School administrators may search your locker or book bag if they have _____.
16. List three things Bama Jack is doing correctly in the cartoon on p. 43.
17. In order to get a job, you will need an employment certificate if you are under the age of _____.
18. List three things the babysitter should not be doing in the top cartoon on p. 51.
19. What two categories of civil law are discussed in Chapter 11?
20. List three things you can do to stay safe online.

Play by the Rules

Worksheet PG-3: Scavenger Hunt

Answer Key

1. **Who are the *Play by the Rules* mascots and how can you locate them in the book?**
Bama Jack and Kiko the Koko. Look for their sneakers and blue ball caps. (Comment and Introduction pages.)
2. **Civil or criminal? Look at the cartoon on p. 3. What type of law is involved in the top cartoon? What type of law is depicted in the bottom cartoon?**
Top cartoon – civil (p. 3)
Bottom cartoon – criminal (p. 3)
3. **Look at the cartoon on p. 9. List three main differences in juvenile court and adult court.**
Answers could include the following (p. 9):
Juvenile: Judge presides, no jury, attorneys present, parents present and the hearing is not public.
Adult: Jury trial, court reporter and it is a public trial.
4. **List and define the classifications of crimes.**
Felonies, misdemeanors, petty misdemeanors and violations. (p. 15)
5. **Look at the cartoons on pp. 20-21. What crimes do the cartoons represent?**
Cartoon on p. 20 – retail theft
Top cartoon on p. 21 – robbery
Bottom cartoon on p. 21 – littering and disorderly conduct
6. **What is the criminal classification of reporting a false bomb threat to a school?**
Felony (p. 22)
7. **What is a deadly weapon?**
A deadly weapon is a firearm or other weapon, device, material or substance that is used for the purpose of producing death or serious bodily injury. (p. 23)
8. **At what age may a person own, buy or possess a gun?**
18. A minor may possess a gun when the minor is being instructed by a parent/guardian in the use of weapons or when properly licensed and hunting with a parent/guardian who is also properly licensed and possesses an identification card. (p. 23)
9. **Look at the cartoon on p. 26. What is this bird doing that is illegal?**
The bird is trying to purchase alcohol with a fake ID (note that the picture on the ID is of a person). (p. 26)
10. **What happens if a police officer finds cigarettes in your possession?**
The police officer may seize any cigarettes or other tobacco products if found in the possession of a minor and can take the minor into custody. Violation of this law may result in mandatory attendance at an educational program on tobacco products and how to stop smoking. (p. 27)
11. **Do your parents have a right to the money you earn?**
Yes (p. 30)

12. What chapter addresses “Animal Cruelty?”

Chapter 7 (p. 35)

13. Between what ages are you required to attend school?

Five to 16 (p. 37)

14. What are the three roles of a School Resource Officer (SRO)?

(1) To serve as law-related education teachers, (2) are informal counselors or mentors within the context of knowledge, training, and expertise as law enforcement officers and (3) are law enforcement officers who are uniformed, are visual deterrents, investigate, and serve as liaisons between school, court, police, and other law enforcement officers and agencies. (p. 40)

15. School administrators may search your locker or book bag if they have _____.

Reasonable suspicion (p. 40)

16. List three things Bama Jack is doing correctly in the cartoon on p. 43.

Answers may include three of the following: helmet, reflectors, brakes and riding on bike path.

17. In order to get a job, you will need an employment certificate if you are under the age of _____.

16 (p. 49)

18. List three things the babysitter should not be doing in the top cartoon on p. 51.

Listening to loud music, talking on phone and reading a magazine (not paying careful attention to child).

19. What two categories of civil law are discussed in Chapter 11?

Torts and contracts (pp. 53-55)

20. List three things you can do to stay safe online.

Answers should include items from the “Internet Safety” section of Chapter 12 (p. 60).



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Play by the Rules

Chapter 1: Rule of Law

Objectives: The student will be able to:

- Define and evaluate the “Rule of Law;”
- Explain the difference between criminal and civil law;
- Describe the various roles in the courtroom; and
- Describe constitutional due process rights for juveniles.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.1, 4.MS.2, 4.MS.3, 4.MS.5, 4.MS.6, 4.MS.8 and 4.MS.14

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

Materials: *Play by the Rules* book, **Worksheets 1-1 and 1-2 (Batter-Up Questions)**.

Method(s): Cooperative activity, directed reading and brainstorming.

Activities: Choose one of the following activities as an “ice breaker.”

Game Without Rules:

1. Place students in groups of four or five.
2. Any object can be used for the game (e.g., pencil, ball, balled-up paper, etc.). Give an object to each group. Inform the students that they are going to play a game; however, do not tell them the purpose of the game or the rules of the game.
3. Tell the students to begin passing the object around their group.
4. After students begin to play, interrupt the game at intervals giving one of the following directions:
 - a. Pass to the person on your right.
 - b. Pass it to the person on your left with your right hand.
 - c. Pass the object with your eyes closed.
5. Continue this process until it is obvious that the students are frustrated by the constant changing of the rules of the game.
6. Stop the game. Ask the students how they like playing the game without knowing the rules or constantly adding new rules. Help the students understand that they had difficulties because of the after-the-fact, arbitrary way the rules were given as they played the game.
7. Tell students to remain in their groups for the next activity.

Deserted Island:

1. Read the following aloud and ask the students to follow your directions.

Close your eyes. Imagine that you are in a life raft in the middle of the ocean. Begin swaying from side to side as if the waves are moving you. You have all survived a ship wreck but are stranded in a life raft in the middle of nowhere. Smell the salt water and feel the sun burning your shoulders. [Teacher should suddenly make a loud noise.] The life raft has run ashore on an island.

Open your eyes. You are on a deserted island and have nothing but the clothes on your back and what the island has to offer. There are no governments or laws to control how you live.

2. Ask each group to take 10 minutes and determine how they will live together on the island, addressing the following questions:
 - a. What are the advantages of living on the deserted island?
 - b. What are the disadvantages?
 - c. What rights do you have on this island?
 - d. Who is going to be the leader and how will he or she be chosen?
 - e. Will there be rules or laws?
 - f. What three rules would you first implement?
3. Ask one person from each group to present their group's plan for survival on the island, addressing each of the above questions.
4. Record students' answers on the board or an overhead and discuss similarities and differences from each group.

Directed Reading:

1. Read aloud the introductory paragraph on p. 1. After reading the paragraph, ask the students:
 - a. What is the "Rule of Law?" *Everyone, including government officials, must respect and obey the law.*
 - b. Why is it important for government officials to follow the same laws as average citizens? *Accept reasonable answers. We must know that our leaders are trustworthy and we hold them to a high standard.*
2. Ask the students to silently read pp. 1-3.
3. Look at the two cartoons on p. 2.
 - a. Which represents the federal government and which represents the Guam government? *Top cartoon – federal; bottom cartoon – Guam.*
 - b. How do the federal and Guam branches differ? *Guam's legislative branch consists of only the Senate. The U.S. Congress is made up of the House of Representatives and the Senate.*

4. Look at the cartoon on p. 3. (Give students time to read.)
 - a. Which cartoon demonstrates a criminal law? *Bottom* A civil law? *Top*
 - b. Give examples of a criminal law and a civil law.
Criminal law: Robbery, theft, assault, murder, etc. (pp. 15-22)
Civil law: Contracts, defamation, negligence, intentional tort, etc. (pp. 53-55)
 - c. How do you decide what is criminal and what is civil?
Criminal law relates to actions that affect society (ex. robbery). Civil law relates to the way you interact with other individuals (ex. contracts). (p. 3)
5. The Guam Code Annotated is a book of all of the laws of Guam. What are the other levels of law that we must obey? *Federal law (p. 2)*
6. Read pp. 5-7 paying attention to the different courtroom roles or jobs.
 - a. Who can name a courtroom role and describe its duties? (Prompt until all roles are named and described.) *Roles: judge, jury, defendant, plaintiff, witness, attorney, prosecuting attorney, defense attorney, plaintiff's attorney, attorney general, etc. (pp. 5-6)*

In re Gault Case Study: Do Juveniles Have Rights?

1. Read aloud the *In re Gault* case (**Worksheet 1-1**) to the students.
2. As you read the case ask students to raise their hands when they hear something they think is unfair.
3. Write the “unfair” actions on the board as you read through the case. Use the answer key to guide the students through the list on the board of each “unfair” action.
4. Read the Supreme Court decision.
5. Discuss due process rights.

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

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

Taking Home the Law: Students will take home **Worksheet 1-2** (Batter-Up Questions) and begin working on it with their parents or guardians. This worksheet will serve as a review for the Posttest. Tell the students to work on it as you study each chapter and have it completed by the end of the program.

Extra Innings: TG p. 132.

Play by the Rules

Worksheet 1-1: In re Gault

Fifteen-year-old Gerald Gault was already on six months' probation because he had been in the company of another boy who had stolen a wallet from a woman's purse. At about 10 a.m. on June 8, 1964, Gerald and a friend were arrested and taken to the county children's detention home. They were accused of telephoning a neighbor, Mrs. Cook, and saying offensive and obscene things to her. Mrs. Cook had called the sheriff.

The boys were questioned by the superintendent of the detention home. The boys admitted making the calls, but each blamed the other.

At the time Gerald was picked up, his parents were at work. The sheriff did not leave a notice telling them Gerald was being taken to the detention home. No one from the sheriff's office informed the Gaults. The Gaults went to the detention home when they found out that Gerald was being held there. An officer told the Gaults a hearing would be held in juvenile court the next afternoon.

Gerald, his mother, his older brother, the officer and judge were at the hearing. Mrs. Cook was not present. No one was asked to swear to tell the truth at the hearing. No record was made of what was said. No lawyers were present. At later hearings, there were disagreements over what Gerald had said at the first hearing.

After the first hearing, Gerald was taken back to the detention home. Two or three days later he was driven home. No explanation was given for why he was kept in the detention home or why he was taken home. The day he was driven home, Mrs. Gault received a note on plain paper notifying her of the next hearing.

On June 15, the Gaults appeared in court. Mrs. Cook was not present although Mrs. Gault had asked that she be present. Again no one was asked to swear to tell the truth and no record was made of the hearing. No lawyers were present. People at this hearing later disagreed about what happened. At this hearing, the probation officer gave the judge a report that was not given to the Gaults. This report said Gerald had made insulting phone calls.

The judge ruled that Gerald had broken a section of the Arizona criminal law that said a person who "in the presence of or hearing of any woman or child ... uses vulgar, abusive or obscene language, is guilty of a misdemeanor." The judge committed Gerald as a juvenile delinquent to the State Industrial School until he reached age 21, unless he was discharged sooner by due process of law.

If Gerald had been 18, he would have been tried in a regular criminal court. There, the maximum penalty for making "vulgar, abusive or obscene" calls would have been a \$5 to \$50 fine or not more than two months imprisonment.

Mr. and Mrs. Gault filed a petition for Gerald's release from the State Industrial School, which was denied. The case was appealed by Gerald's lawyer and eventually reached the U.S. Supreme Court. His lawyers argued that the procedure used in Gerald's case had denied him due process.

Play by the Rules

Worksheet 1-1: *In re Gault*

Answer Key

1. The boys were questioned by the superintendent of the detention home.
Miranda warnings must be read before questioning. However, this case occurred in 1964. Miranda warnings weren't established until the case of Miranda v. Arizona in 1966.
2. No one from the sheriff's office informed the Gaults.
When a juvenile is taken into custody, a reasonable attempt must be made to notify the parents.
3. Mrs. Cook was not present.
The Sixth Amendment guarantees the right to confront witnesses.
4. No one was asked to swear to tell the truth at the hearing.
Witnesses must be sworn in during court proceedings.
5. No record was made of what was said.
Records must be made of court proceedings.
6. No lawyers were present.
The Sixth Amendment guarantees the right to counsel.
7. At later hearings, there were disagreements over what Gerald had said at the first hearing.
The Fifth Amendment protects against self-incrimination.
8. After the first hearing, Gerald was taken back to the detention home.
A juvenile must be released into the custody of his or her parents with all possible speed unless the juvenile poses a threat to the community or themselves.
9. Mrs. Gault received a note on plain paper notifying her of the next hearing.
An official summons to court must be given to the parents.
10. Mrs. Cook was not present although Mrs. Gault had asked that she be present. Again, no one was asked to swear to tell the truth and no record was made of the hearing. No lawyers were present.
(See answers to numbers 3, 4, 5 and 6.)
11. At this hearing, the probation officer gave the judge a report that was not given to the Gaults.
Any evidence presented must be made available to both parties.
12. The judge committed Gerald as a juvenile delinquent to the State Industrial School until he reached age 21.
The Eighth Amendment protects against cruel and unusual punishments. In this case, the U.S. Supreme Court determined the punishment to be excessive.

Supreme Court Decision

This is one of the U.S. Supreme Court's most important decisions regarding juvenile rights. It established certain constitutional rights for juveniles. However, there are still distinct differences between juvenile and adult courts and rights.

The Supreme Court, in an 8-1 vote, decided Gault had been denied due process of law. The Court held that due process of law for juveniles required at least four procedural protections: right to an attorney, written notification of charges, confrontation of witnesses and protection against self-incrimination.

Name: _____

Play by the Rules

Worksheet 1-2: Batter-Up Questions

Directions: Answer these questions correctly and you are sure to ace the test.

Chapter One:

1. What is the definition of “Rule of Law?”
2. Name the two main types of law.
3. What is the difference between a “plaintiff” and a “defendant?”

Chapter Two:

4. What is the definition of “juvenile?”
5. List each right found in the Miranda warnings.
6. Can juveniles be tried as adults?

Chapter Three:

7. Define “felony” and “misdemeanor.”
8. List and give examples of the two basic categories of crime.
9. What is “criminal mischief?” Give two examples.
10. What is “retail theft?”
11. Do you have to be outside of a store with merchandise to be arrested for retail theft?
12. Define “robbery.”

13. Give two examples of conduct that show “respect for authority.”

14. Is it a felony or misdemeanor to falsely report a bomb threat?

Chapter Four:

15. What is a “dangerous instrument?”

16. At what age can you own or buy a gun? At what age, can you hunt with a gun?

17. Is it illegal to shoot fireworks?

Chapter Five:

18. How old do you have to be to buy alcohol?

19. Is it a felony or a misdemeanor to use a fake ID to buy alcohol or cigarettes?

20. How old do you have to be to buy cigarettes?

21. List the four main categories of dangerous drugs.

22. When is it legal to take prescription medication?

23. What is the difference between “drug possession,” “distribution,” “manufacturing” and “trafficking?”

Chapter Six:

24. Can parents spank their children?

25. Can your parents keep your paycheck and open your mail?

26. Your parents are responsible for you until you are ____ years old.

27. Can your parents give you permission to drink alcohol, smoke cigarettes or take illegal drugs?

28. What is “child abuse” or “neglect?”
29. What should you do if you are abused or neglected?
30. Who is required by law to report child abuse or neglect?
31. What agency is responsible for child abuse and neglect cases?

Chapter Seven:

32. At what age do you need a license to hunt?
33. At what age can you legally operate a motor boat?
34. List three laws concerning pets.

Chapter Eight:

35. You must attend school between the ages of ____ and ____.
36. School administrators must have _____ to search your locker or other personal items.
37. Failure of a student to attend school is called _____.
38. Define “suspension” and “expulsion.”
39. Can an expelled student attend “after-school” activities?

Chapter Nine:

40. When you are riding a bicycle on a roadway, you must obey all of the laws that the _____ must obey.
41. Where is it legal to ride a bicycle?
42. List four appropriate things to do when stopped by the police while you are in a vehicle.

- 43. Is it illegal to leave the scene of an accident?
- 44. Can someone have an open container of alcohol in a vehicle?
- 45. Are there laws about seat belt use in a vehicle?
- 46. Is it a felony or misdemeanor to drive without a license?

Chapter Ten:

- 47. What two jobs can a 12 year old legally perform?
- 48. A person under the age of ____ must have an employment certificate to legally hold a job.
- 49. Is it legal for a person under 18 to work with radioactive substances, power driven bakery machines or in roofing operations?
- 50. List five ways to be a good babysitter.

Chapter Eleven:

- 51. What is a “tort?”
- 52. List seven examples of torts.
- 53. What is the difference between “libel” and “slander?”
- 54. Give two examples of a “contract.”

Chapter Twelve:

- 55. Can you use information from the Internet for school assignments?
- 56. What is “plagiarism?”
- 57. When is downloading music illegal?

58. What is the “No Electronic Theft Act?” Give three examples of violations.

59. What is “cyber bullying?”

60. List five ways to stay safe while on the Internet.



Play by the Rules

Worksheet 1-2: Batter-Up Questions

Answer Key

Chapter One:

1. What is the definition of “Rule of Law?”

The “Rule of Law” is the principle that everyone, including public officials, must follow the law. (p. 1)

2. Name the two main types of law. *Criminal and civil (p. 3)*

3. What is the difference between a “plaintiff” and a “defendant?”

A plaintiff is the injured party who brings an action against (sues) the defendant. A defendant is someone who has either been accused of committing a crime (in criminal court), or someone who is being sued by another party (in civil court). (p. 5)

Chapter Two:

4. What is the definition of “juvenile?”

A juvenile is a person not yet considered an adult for the purposes of determining either criminal or civil liability. Generally you are considered a juvenile if you are under the age of 18. (p. 9)

5. List each right found in the Miranda warnings.

You have the right to remain silent.

Anything you say can and will be used against you.

You have the right to a lawyer and to have the lawyer present while you are being questioned.

If you cannot afford a lawyer, one will be appointed to represent you before any questioning, if you wish.

If you wish to communicate with your lawyer reasonable means will be provided to allow you to do so.

(pp. 10-11)

6. Can juveniles be tried as adults?

Yes. If someone is 16 or older and commits a crime, the Assistant Attorney General may petition the court to have them transferred to adult court. Also, if someone is 16 or over and is charged with committing certain violent acts such as murder, robbery, use of a weapon or drug trafficking, they will be charged as an adult. (p. 14)

Chapter Three:

7. Define “felony” and “misdemeanor.”

A felony is the most serious crime that may result in being committed to a federal or local prison for more than one year.

A misdemeanor is a less serious offense. Misdemeanors cannot result in commitment to prison for more than one year. Petty misdemeanors cannot result in commitment for more than 60 days. (p. 15)

8. List and give examples of the two basic categories of crime.

Crimes against persons: Homicide (murder), assault, harassment and criminal sexual conduct.

Crimes against property: Arson, criminal mischief, theft, robbery, criminal trespass and burglary. (pp. 16-22)

9. What is “criminal mischief?” Give two examples.

Criminal mischief is intentionally causing damage to the property or motor vehicle of another. Common examples include breaking windows, egging or keying a car and slashing tires. (p. 19)

10. What is “retail theft?”

Retail theft, also known as shoplifting, is the crime of taking merchandise from a store without paying or intending to pay. (p. 20)

11. Do you have to be outside of a store with merchandise to be arrested for retail theft?

No, you do not have to be outside the store to be arrested for retail theft. If you conceal the item in the store you can be arrested. (p. 20)

12. Define “robbery.” *Robbery is theft by the use of force. (p. 20)*

13. Give two examples of conduct that show “respect for authority.”

Answers will vary and may include the following:

- a. Do not resist arrest.*
- b. Leave an area or break up a group if police ask you to.*
- c. Do not refuse to assist a policeman or a fireman if you are asked to help.*
- d. Give the police your name, date of birth or driver license when asked. (p. 22)*

14. Is it a felony or misdemeanor to falsely report a bomb threat?

It is a felony to report a false bomb threat to cause disruption of school activities or to cause the evacuation of a building. This is considered terroristic conduct. (p. 22)

Chapter Four:

15. What is a “dangerous instrument?”

A firearm or other weapon, device, material or substance that is used for the purpose of producing death or serious bodily injury. (p. 23)

16. At what age can you own or buy a gun? At what age, can you hunt with a gun?

18 to own or buy a gun. (p. 23)

13 to hunt with a gun if accompanied by a licensed adult hunter. (p. 33)

17. Is it illegal to shoot fireworks?

Yes, it is illegal to purchase, possess or shoot fireworks on Guam unless consigned to the Guam or federal government. (p. 24)

Chapter Five:

18. How old do you have to be to buy alcohol? 21 (p. 25)

19. Is it a felony or a misdemeanor to use a fake ID to buy alcohol or cigarettes?

It is a petty misdemeanor to use a fake ID to purchase alcohol, cigarettes or tobacco. (p. 26)

20. How old do you have to be to buy cigarettes? 18 (p. 27)

21. List the four main categories of dangerous drugs.

Hallucinogens, stimulants, sedatives and inhalants. (p. 27)

22. When is it legal to take prescription medication?

It is only legal to take prescription medication if it is prescribed to you by a doctor and is taken according to the doctor's directions. (p. 27)

23. What is the difference between "drug possession," "distribution," "manufacturing" and "trafficking?"

Drug possession occurs anytime a person possesses any controlled substance without authorization. Distribution occurs when a person sells, furnishes, gives away, delivers or distributes any controlled substance unless authorized by law.

Manufacturing occurs when a person manufactures any controlled substance without legal authority or possesses any chemicals used to manufacture a controlled substance with the intent to manufacture a controlled substance.

Trafficking is the possession of large quantities of illegal drugs. (pp. 27-28)

Chapter Six:

24. Can parents spank their children?

Yes, your parents have the right to discipline you as long as it does not endanger your health and welfare. (p. 29)

25. Can your parents keep your paycheck and open your mail? Yes (p. 30)

26. Your parents are responsible for you until you are ____ years old. 18 (p. 30)

27. Can your parents give you permission to drink alcohol, smoke cigarettes or take illegal drugs?

No, parents cannot give you permission to break any laws. It doesn't matter if the behavior is in the privacy of your home. (p. 30)

28. What is "child abuse" or "neglect?"

Child abuse and neglect is the cruel mistreatment of a child under the age of 18. It also includes abandoning a child in your custody, causing physical or emotional harm to a child or failure to adequately provide food, clothing, shelter and medical care. (p. 31)

29. What should you do if you are abused or neglected?

You should report it to the police or someone you trust. Even if someone threatens to harm you if you tell about the abuse, you should report it for your own protection and welfare and that of others. (p. 31)

30. Who is required by law to report child abuse or neglect?

Any person who, in the course of his or her profession comes in contact with children is required to report all suspected cases of child abuse and neglect. Professionals required to report include, among others, doctors, dentists, nurses, school administrators, teachers, police officers and social workers. (p. 31)

31. What agency is responsible for child abuse and neglect cases?

Child Protective Services (p. 31)

Chapter Seven:

32. At what age do you need a license to hunt? 13 (p. 33)

33. At what age can you legally operate a motor boat? 16 (p. 34)

34. List three laws concerning pets.

- a. *As a pet owner, you must keep your pet safe from harm and make sure it gets food, water and a rabies vaccination.*
- b. *You cannot capture a wild animal and keep it as a pet.*
- c. *It is illegal to neglect your pet, to kill or injure an animal belonging to someone else, or to treat any animal cruelly. (pp. 34-35)*

Chapter Eight:

35. You must attend school between the ages of ____ and ____. 5 and 16 (p. 37)

36. School administrators must have _____ to search your locker or other personal items.

Reasonable suspicion. They also can conduct random and blanket searches. (p. 40)

37 Failure of a student to attend school is called _____. *Truancy (p. 40)*

38. Define “suspension” and “expulsion.”

Suspension is the temporary removal of a student from school or class. Expulsion means that a student is not allowed to attend school as punishment for violating a school rule. (p. 41)

39. Can an expelled student attend “after-school” activities?

Most schools have a policy not allowing a student who has been expelled to participate in any school-related activities until the punishment is complete. (p. 42)

Chapter Nine:

40. When you are riding a bicycle on a roadway, you must obey all of the laws that the _____ must obey.

Driver of a car (p. 43)

41 Where is it legal to ride a bicycle?

Ride in a bicycle lane if one is provided. If there is no bicycle lane, ride as close to the right-hand side of the road in the same direction as a car. Do not ride on sidewalks, carry someone on the handlebars or hitch to a car or other motor vehicle. (p. 44)

42 List four appropriate things to do when stopped by the police while you are in a vehicle.

Answers will vary and may include the following:

- a. *Remain in your vehicle.*
- b. *Do not get out and approach the police officer.*
- c. *Keep your hands visible (on the steering wheel).*
- d. *Remain calm and courteous. (p. 46)*

43. Is it illegal to leave the scene of an accident?

Yes, it is illegal to leave the scene of an accident before police arrive. This is commonly known as a “hit and run.” (p. 46)

44. Can someone have an open container of alcohol in a vehicle?

No person shall have any open containers of alcohol in a motor vehicle whether they are the driver or a passenger. (p. 46)

45. Are there laws about seat belt use in a vehicle?

If you are 12 years of age or under, you must use a seat belt no matter where you sit in the vehicle, including beds of pickup trucks. Everyone must use a seat belt in the front seat. Violation is a misdemeanor. (p. 46)

46. Is it a felony or misdemeanor to drive without a license? *Misdemeanor (p. 47)*

Chapter Ten:

47. What two jobs can a 12 year old legally perform?

A 12 year old can deliver newspapers and babysit. (p. 49)

48. A person under the age of ____ must have an employment certificate to legally hold a job.
16 (p. 49)

49. Is it legal for a person under 18 to work with radioactive substances, power driven bakery machines or in roofing operations? *No (p. 50)*

50. List five ways to be a good babysitter.

Answers will vary and may include the following:

- a. Keep an emergency list of telephone numbers and where the parents can be reached.*
- b. Check the children often. Do not get distracted by watching TV or reading a book.*
- c. Do not open the door to anyone unless the parents give permission.*
- d. Never leave the home until the parents return.*
- e. Do not have friends over or use the telephone unnecessarily. (p. 51)*

Chapter Eleven:

51. What is a “tort?”

A tort is committed when you fail in your duty of care toward others and injure a person, damage property or cause harm. (p. 53)

52. List seven examples of torts.

Assault, battery, false imprisonment, defamation, fraud, trespassing and invasion of privacy. (p. 54)

53. What is the difference between “libel” and “slander?”

Libel is a falsely written expression that harms someone’s reputation.

Slander is a falsely spoken word that harms someone’s reputation. (p. 54)

54. Give two examples of a “contract.”

Answers will vary and may include the following:

- a. Buying a car*
- b. Buying a house*
- c. Selling a stereo*
- d. Selling a bicycle*
- e. Anything bought “on time” or with payments (p. 55)*

Chapter Twelve:

55. Can you use information from the Internet for school assignments?

Yes, you may use the information you find on the Internet in your schoolwork. Remember that not all Web sites are accurate. Check with your parents, guardians or teachers for trustworthy sites. (p. 57)

56. What is “plagiarism?”

Plagiarism is the copying of someone else’s work and representing it as your own. (p. 57)

57. When is downloading music illegal?

It is illegal to download music if you do not have permission from the copyright holder. (p. 58)

58. What is the “No Electronic Theft Act?” Give three examples of violations.

The “No Electronic Theft Act” was passed into law in 1997 and allows for criminal enforcement of the U.S. copyright laws against people who have no profit motive. (p. 58) Examples are downloading copyrighted music without permission, copying computer software and selling copies of a movie on DVD.

59. What is “cyber bullying?”

Cyber bullying involves the use of technology (cell phones, e-mail, instant messages, Web sites, etc.) to harass or annoy another person. This is a form of harassment and is a petty misdemeanor. (p. 58)

60. List five ways to stay safe while on the Internet.

Answers will vary and may include the following:

- a. Do not give out personal information such as your name, address, telephone number, school name, etc.*
- b. Tell your parents or guardians or teacher right away if you come across anything that makes you feel uncomfortable.*
- c. Never agree to meet anyone you have met online without your parent’s or guardian’s permission.*
- d. Never send anyone your picture without your parent’s or guardian’s permission.*
- e. Never give your passwords to anyone.*
- f. Do not respond to messages that are mean or in any way make you uncomfortable. (p. 60)*

Play by the Rules

Chapter 2: Juvenile Justice System

Objectives: The student will be able to:

- Define the term “juvenile;”
- Explain Miranda Warnings;
- Explain the difference between the juvenile justice system and the adult system; and
- Show an understanding about proper behavior during a police stop or arrest.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.1, 4.MS.2, 4.MS.3, 4.MS.5, 4.MS.6 and 4.MS.8

Character Education: Citizenship, fairness, cooperation, diligence, courage, punctuality, self-control and self-respect.

Materials: *Play by the Rules* book and **Worksheets 2-1 and 2-2.**

Method(s): Directed reading, cooperative activities and brainstorming.

Activities:

Review: Have the students share the answers to the first five questions of the Batter-Up Questions (**Worksheet 1-2**). Remind them to work on it throughout the remainder of the *Play by the Rules* course.

Directed Reading:

1. Have students read the introductory paragraph and the paragraph “What is a Juvenile?” on p. 9.
 - a. Are juveniles treated the same as adults under the law? *No. There is a separate juvenile court that works to rehabilitate in conjunction with punishment.*
2. Finish reading pp. 9 and 10.
 - a. Ask students to define “juvenile.” *A juvenile is a person not yet considered an adult for purposes of criminal or civil liability. Generally, persons under age 18 are considered juveniles.*
 - b. What are some of the differences in juvenile and adult court terms? *Refer to chart on p. 9.*
 - c. Explain how a juvenile should act if arrested. Elicit details from students. *Remain respectful, cooperative and truthful, do not bad mouth or walk away, obey all requests asked of you, etc. (p. 10).*

Miranda Warnings & the Bill of Rights

1. Read the following case to the students:

Miranda vs. Arizona (1966):

Ernesto Miranda was a poor Mexican immigrant living in Phoenix, Arizona, in 1963. Miranda was arrested after being identified in a police lineup. Miranda was charged with rape and kidnapping, and interrogated for two hours while in police custody. The police officers questioning him did not inform him of his Fifth Amendment right against self-incrimination, or of his Sixth Amendment right to the assistance of an attorney.

As a result of the interrogation, he confessed in writing to the crimes with which he was charged. His written statement also included an acknowledgement that he was aware of his right against self-incrimination. During the trial, the prosecution used Miranda's confession to obtain a conviction, and he was sentenced to 20 to 30 years in prison on each count. This case was taken to the U.S. Supreme Court.

2. Ask the students the following questions:

- a. What arguments can be used by Miranda to overturn his conviction? *He was not told that he had the right to remain silent (Fifth Amendment), or that he had the right to an attorney (Sixth Amendment).*
- b. What arguments can be used by the State of Arizona to uphold the conviction? *During questioning by the police, Miranda admitted to the rape and kidnapping. His written statement acknowledged that he was aware of his right against self-incrimination.*
- c. If you were on the U.S. Supreme Court, would you rule that Miranda's rights had been violated or not? *Allow students to vote by raising their hands. Ask students to give a few reasons why they voted as they did.*

3. Read aloud the Court's decision to the students:

The U.S. Supreme Court ruled that the Fifth Amendment protected individuals from being forced to confess. The Court also held that persons accused of serious crimes have a fundamental right to an attorney, even if they cannot afford one. As a result of the Supreme Court decision, "Miranda Warnings" were established.

4. Ask the students if they know the rights stated in the Miranda Warnings? List them on the board.

- a. *You have the right to remain silent.*
- b. *Anything you say can and will be used against you in a court of law.*
- c. *You have the right to have an attorney present before any questioning.*
- d. *If you cannot afford an attorney, one will be appointed to represent you before any questioning.*

5. Divide the students into small groups of three to five.

6. Distribute **Worksheet 2-1**, "Miranda & the Bill of Rights."

7. Tell the groups to take each sentence of the Miranda Warnings and summarize in their own words. For example, you might reword "You have the right to remain silent" to "You do not have to speak if you don't want to."

8. Tell the groups to then match each sentence of the Miranda Warnings to the appropriate amendment in the Bill of Rights located on **Worksheet 2-1** that provides the basis for the right.
9. Tell the students to discuss the questions within their groups.
10. After completion of the activity, hold a class discussion.

Directed Reading Continued:

1. Under what conditions can a juvenile be tried as an adult?
If you are 16 or over and commit a delinquent act, the Assistant Attorney General may petition to have you transferred to adult court. Usually, this will only happen if you have been before the court several times or if the new charge is a serious crime. If you are 16 or over and are charged with committing certain violent crimes such as murder, robbery, rape, use of a weapon in committing crimes or drug trafficking, you will be charged as an adult. 19 GCA § 5106(a). (p. 14)
2. Will a juvenile's record follow him/her into adult life? Why? Why not?
All records are sealed when a juvenile reaches age 18, or until age 21 if the court maintains jurisdiction over the juvenile. However, other agencies, such as the FBI, and schools, do not seal their records. Your future may be affected by a bad driving record or school record, and it can be used against you in gaining a good job or entering military service. (p. 14)

Evaluation: Observation, feedback/questioning, cooperative activities, accuracy of activities and Scoreboard (for Scoreboard directions see "Assessment").

Outside Resource Person (ORP): The following ORPs might be utilized: local judge, attorney, Department of Youth Affairs employee, juvenile probation officer, law enforcement officer or school resource officer (SRO).

Taking Home the Law: Students should take home **Worksheet 2-2** and complete it with their parents or guardians. Review this worksheet briefly at the beginning of the next day.

Extra Innings: TG p. 133.

Name: _____

Play by the Rules

Worksheet 2-1: *Miranda Warnings* & The Bill of Rights

Directions: Take each sentence of the Miranda Warnings and summarize in your own words. Then, match each sentence of the Miranda Warnings to the appropriate amendment in the Bill of Rights located on the second page of **Worksheet 2-1** that provides the basis for the right.

Sentence from Miranda Warnings	Put in your own words	Bill of Rights Amendment

Discussion Questions:

1. Why are these rights so important that the U.S. Supreme Court decided that people accused of crimes must be informed of them?
2. Does informing a person of their rights guarantee that those rights will not be violated?
3. How can police be certain that an accused person understands the meaning of the Miranda Warnings?

Play by the Rules

Worksheet 2-1 (Cont'd.)

United States Bill of Rights

First Amendment – Freedom of Religion, Speech & Press: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Second Amendment – Right to Bear Arms: A well regulated Militia, being necessary to the security of a free State, the right of the People to keep and bear Arms, shall not be infringed.

Third Amendment – Housing of Soldiers: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Fourth Amendment – Search & Arrest Warrants: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Fifth Amendment – Rights in Criminal Cases: No person shall be held to answer for any capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Sixth Amendment – Right to a Fair Trial: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district where in the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Seventh Amendment – Rights in Civil Cases: In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Eighth Amendment – Bails, Fines & Punishments: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Ninth Amendment – Rights Retained by the People: The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Tenth Amendment – Powers Retained by the States & the People: The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Play by the Rules

Worksheet 2-1: *Miranda Warnings* & The Bill of Rights

Answer Key

Sentence from Miranda Warnings	Put in your own words	Bill of Rights Amendment
<i>You have the right to remain silent.</i>	<i>Answers will vary.</i>	<i>Fifth Amendment</i>
<i>Anything you say can and will be used against you in a court of law.</i>	<i>Answers will vary.</i>	<i>Fifth Amendment</i>
<i>You have the right to have an attorney present before any questioning.</i>	<i>Answers will vary.</i>	<i>Sixth Amendment</i>
<i>If you cannot afford an attorney, one will be appointed to represent you before any questioning.</i>	<i>Answers will vary.</i>	<i>Sixth Amendment</i>

Discussion Questions:

- 1. Why are these rights so important that the U.S. Supreme Court decided that people accused of crimes must be informed of them?**

Answers will vary.

- 2. Does informing a person of their rights guarantee that those rights will not be violated?**

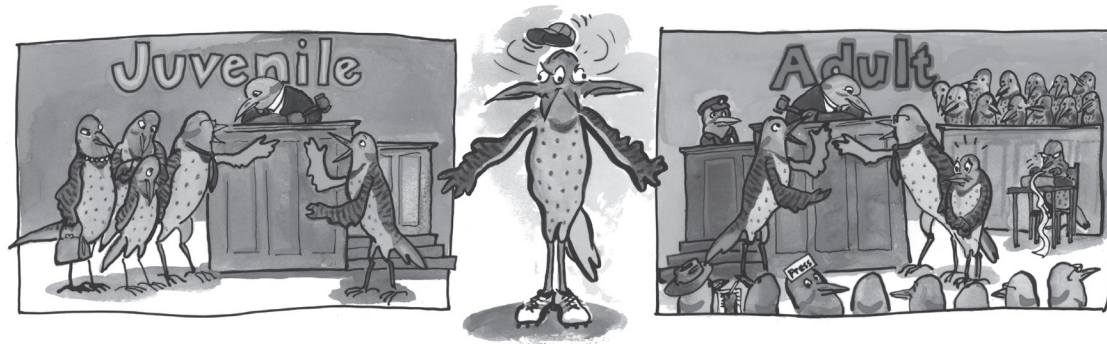
No. Informing someone of their rights does not guarantee that those rights will not be violated. The purpose of informing a person of their rights is so that he or she will have knowledge of his or her rights and know when those rights have been violated.

- 3. How can police be certain that an accused person understands the meaning of the Miranda Warnings?**

Police officers are required to ask the accused person, "Do you understand these rights?" If the accused person is deaf, speaks a foreign language, etc., police officers must look for an alternative way to inform the accused person of his or her rights, such as sign language, a translator, etc.

Name: _____

Play by the Rules Worksheet 2-2: Juvenile or Adult?



Directions:

1. Decide whether each of the following are juvenile or adult cases.
2. Write “A” (for adult) or “J” (for juvenile) next to each case. Underline the part of the statement that tells you it is an adult or juvenile case.

- _____ 1. Carol is picked up by the police for criminal mischief. The judge lets her go home with her parents until her hearing.
- _____ 2. Richard is convicted of murder and sentenced to life in prison.
- _____ 3. Samantha is picked up for skipping school.
- _____ 4. Mike has no criminal record, even though he went to court and admitted to shoplifting charges.
- _____ 5. Claire asked the jury to find her “not guilty.”
- _____ 6. A social worker reports to the court that Margaret obeys her parents, comes home by curfew and attends school regularly.
- _____ 7. Bobby is arrested and charged with robbery. He later has a trial.
- _____ 8. Brandon is picked up by the police for running away from home.
- _____ 9. Paul will always have a criminal record, even though he has only been convicted of a crime once.
- _____ 10. Penelope looks around the courtroom and sees a lot of people watching her trial.

Play by the Rules

Worksheet 2-2: Juvenile or Adult?

Answer Key

1. **Carol is picked up by the police for criminal mischief. The judge lets her go home with her parents until her hearing.**
Juvenile – hearing (not a trial)
2. **Richard is convicted of murder and sentenced to life in prison.**
Adult – sentenced to life in prison
3. **Samantha is picked up for skipping school.**
Juvenile – truancy
4. **Mike has no criminal record, even though he went to court and admitted to shoplifting charges.**
Juvenile – no criminal record
5. **Claire asked the jury to find her “not guilty.”**
Adult – jury trial
6. **A social worker reports to the court that Margaret obeys her parents, comes home by curfew and attends school regularly.**
Juvenile – report to the court that Margaret obeys parents, comes home by curfew and attends school regularly
7. **Bobby is arrested and charged with robbery. He later has a trial.**
Adult – trial (not a hearing)
8. **Brandon is picked up by the police for running away from home.**
Juvenile – running away from home
9. **Paul will always have a criminal record, even though he has only been convicted of a crime once.**
Adult – will always have a criminal record
10. **Penelope looks around the courtroom and sees a lot of people watching her trial.**
Adult – people watching her trial

Play by the Rules

Chapter 3: Criminal Offenses

Objectives: The student will be able to:

- Define crime and identify the classifications of crime;
- Identify the two basic categories of crimes;
- Describe and give examples of crimes against persons and crimes against property;
- Give an example of respecting authority; and
- Define bullying and be able to explain how it can lead to crime.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.2, 4.MS.5, 4.MS.13, 4.MS.14 and 4.MS.16

Character Education: Citizenship, compassion, cooperation, diligence, patience, respect for others, self-respect and tolerance.

Materials: *Play by the Rules* book, **Worksheets 3-1, 3-2, 3-3 and 3-4**, continuum signs and GEB Policy 409, Prevention and Intervention Against Bullying and Sexual Harassment (“GDOE Bullying Policy”).

Method(s): Brainstorming, directed reading, continuum and cooperative activity.

Activities: It is recommended that you invite a school resource officer or a police officer to participate in this lesson.

Review: Review **Worksheet 2-2** and ask students to share their answers. Discuss.

What is Crime? Ask the students to define “crime.” Ask for a few answers and then have students read the definition on p. 15.

Is it a Crime? (Continuum Activity)

Using **Worksheet 3-1**, follow the instructions below.

1. Explain to the students that they will be asked to take a position on each of the scenarios listed on the worksheet.
2. Post four signs across the front of the room: “most serious,” “serious,” “least serious” and “not a crime.”
3. For each scenario, ask one row (or four to five students) to stand up. Read the scenario to the class and tell the panelists to stand under the continuum heading that they feel best describes their position on the issue. The student panel is not allowed to say anything as they take their positions and move about the continuum.
4. The remainder of the class will take turns making persuasive statements to encourage the panelists to move to another position on the continuum.

5. Once everyone is located under their final position, ask the panelists to give their reasons and discuss as a class.
6. Continue this process for each scenario.
7. After this activity, discuss with the students why some crimes are felonies and others are misdemeanors.

Directed Reading:

1. Look at the chart on p. 15.
 - a. What do you notice about the severity of the fines and sentences? *Solicit answers. As the crime becomes more serious, the sentence and fine become more severe.*
 - b. What are the four classifications of crime? *Felonies, misdemeanors, petty misdemeanors and violations.*
 - c. Which of these three is the most serious? *Felony* Least serious? *Violation*
2. Read pp. 16-21.
 - a. What are the two basic types of crime? *Crimes against property and crimes against persons.*
 - b. What are some of the crimes against persons? *Elicit as many as possible including: homicide, manslaughter, criminally negligent homicide, assault, harassment, harassing communication, bullying and criminal sexual conduct. (pp. 16-19) Discuss these crimes as desired by the students. You may want to ask: Why are kids hesitant to report bullying? What are the risks and/or the rewards in reporting any crime?*
 - c. What are some crimes against property? *Elicit as many as possible including: arson, criminal mischief, U.S. mail crimes, theft, throwing a rock or object into an occupied car, retail theft or shoplifting, employee theft, robbery, accepting stolen property, car theft, credit card theft, identity theft, criminal trespass, burglary, computer hacking, littering and disorderly conduct. (pp. 19-22) Discuss these crimes as desired by the students.*
 - d. Do you have to obey a police officer? *Review "Respect for Authority" on p. 22.*
 - e. What are some crimes related to Respect for Authority? *Elicit answers including refusing to leave, resisting arrest, delaying, obstructing or assaulting police, refusing to help police, refusing to disperse, and giving police false information.*
3. Read p. 22.
 - a. Does anyone know about the U.S. Department of Homeland Security? *Review "Order and Safety" on p. 22.*

- b. What is the purpose of this department? *It is responsible for detection, prevention, preparation for and response to any terrorist activity. Discuss crimes related to terrorism as desired by the students.*

Bullying

1. Distribute **Worksheet 3-2**. Tell the students to read along and listen carefully.
2. Read aloud “Part 1” of the case study to the students and then ask them the following questions:
 - a. What is bullying? Give examples.
Bullying is any gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming another student, damaging his or her property, or has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with school or a student’s education. Bullying includes, but is not limited to, any gesture or written, verbal, or physical act that is reasonably perceived as being motivated by a student’s religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socio-economic status, or by any other distinguishing characteristic. There are many types of bullying including, but not limited to, physical aggression, social aggression, verbal aggression, intimidation, written aggression, and sexual harassment. Bullying can result in crimes such as assault, harassment, robbery, or theft and may lead to more serious criminal acts. (p. 17)
 - b. Can bullying ever be a crime?
Bullying can include such crimes as assault, harassment, arson, robbery and theft. Bullying can also lead to more serious crimes such as criminal sexual conduct, kidnapping, attempted murder, murder and suicide. (p. 18)
3. Read aloud “Part 2” of the case study to the students and then ask them the following questions:
 - a. What actions were the result of the bullying?
Bullying led to 13 murders, 21 wounded and two suicides. Pipe bombs destroyed much of the building and left over 1,900 people in shock and fear.
 - b. Who was affected by this incident? Discuss how each group was affected.
Students, parents, teachers, school officials, police and the community were directly affected.
 - c. Who could have prevented this tragedy?
Allow the students to discuss who might have prevented this incident. Possible answers might include parents, teachers, counselors, other students and the community.
 - d. Were there any warning signs?
Accept reasonable responses. Possible answers include withdrawing from school activities, no longer participating in class as usual, etc.

Note: Tell the students that this case study is a true story. This is a condensed version of the tragedy at Columbine High School on April 20, 1999, in Littleton, Colorado.

4. Distribute **Worksheet 3-3** and the GDOE Bullying Policy.

5. Put the students into small groups and ask them to review and summarize the GDOE Bullying Policy.
6. Ask the students to list three things that students can do to prevent bullying and school violence.
7. Have each group share a part of their summary of the bullying policy and how students can help prevent bullying and school violence.
8. An optional activity includes having each group create an anti-bullying poster and with an administrator's permission, place the posters throughout the school.

Evaluation: Observation, feedback/questioning, accuracy of activities 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: Distribute **Worksheet 3-4**. Have students complete with parents and bring completed worksheet to class the following day.

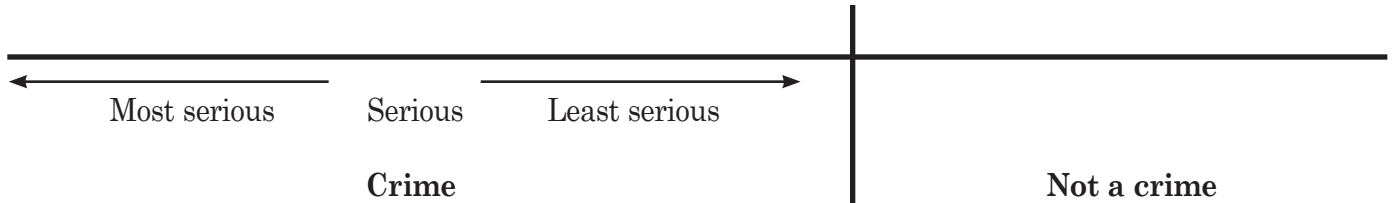
Extra Innings: TG p. 134.



Name: _____

Play by the Rules

Worksheet 3-1: Is it a Crime?



All crimes are serious, but the way the law is written indicates that some crimes are more serious than others. Using the continuum above, rank the following acts as most serious, serious, least serious or not a crime:

1. A person with a gun robs a victim of \$40. No one is hurt.
2. A drunk driver kills a teenager by driving recklessly.
3. A teen downloads 20 songs from the Internet and creates a CD.
4. Someone sells crack cocaine to elementary school students to support his elderly mother and father.
5. A teen's car is vandalized in a parking lot.
6. Two teens take down a stop sign to decorate their room.
7. A person hides a CD in his/her bag but doesn't leave the store.
8. A teen working in a local electronics store lets a friend buy a stereo system at the employees' discounted price.
9. A teen uses an older friend's ID to purchase cigarettes.
10. One student says to another, "I'll beat you up after school."



Play by the Rules

Worksheet 3-1: Is it a Crime?

Answer Key

1. **A person with a gun robs a victim of \$40. No one is hurt.**
Robbery (p. 21)
2. **A drunk driver kills a teenager by driving recklessly.**
Manslaughter (p. 16)
DUI (p. 26)
3. **A teen downloads 20 songs from the Internet and creates a CD.**
Criminal infringement of a copyright (p. 57)
4. **Someone sells crack cocaine to elementary school students to support his elderly mother and father.**
Drug crime – distribution (p. 27)
5. **A teen's car is vandalized in a parking lot.**
Criminal mischief (p. 20)
6. **Two teens take down a stop sign to decorate their room.**
Criminal mischief (p. 20)
Theft (p. 20)
7. **A person hides a CD in his/her bag but doesn't leave the store.**
Retail theft or shoplifting (p. 20)
8. **A teen working in a local electronics store lets a friend buy a stereo system at the employees' discounted price.**
Employee theft (p. 20)
9. **A teen uses an older friend's ID to purchase cigarettes.**
Fake ID (p. 26)
10. **One student says to another, "I'll beat you up after school if you don't give me your lunch money."**
Harassment and bullying (p. 17)

Name: _____

Play by the Rules

Worksheet 3-2: Bullying Case Study

Part 1:

Eric and Dylan were the best of friends. They had been in school with each other most of their lives and were now in high school. They both enjoyed playing video games, computer games and making films for school projects.

Many of their classmates considered them to be “outcasts.” They were teased by the athletes for being computer geeks. The athletes called them names, left threatening messages on their lockers and made prank phone calls. As time passed, the bullying seemed to get worse. Eric and Dylan were slowly withdrawing from school activities and were no longer participating in class as usual.

Finally, after several teacher conferences, Eric and Dylan told a counselor about the bullying. The counselor referred them to the assistant principal. This only made matters worse. The student athletes then became physically aggressive. They met up with Eric and Dylan in the student parking lot and kicked them, spit at them and cursed them for going to the principal. Before and after school became very tense times for Eric and Dylan. They feared that the athletes would continue to rough them up.

Several months passed and the bullying continued. Eric and Dylan were growing tired of the teasing and aggression, so they told their parents. Eric’s father told him to “be a man,” and Dylan’s mother called the principal. This only made Eric and Dylan feel worse and they decided that something had to be done.

Questions:

1. What is bullying? Give examples.

2. Can bullying ever be a crime? If so, what crime(s)?

Name: _____

Play by the Rules

Worksheet 3-2: Bullying Case Study

Part 2:

On a sunny April day, a suburban high school found itself under attack by two of its own students. In less than 15 minutes of the first lunch period, two student gunmen killed 13 people and injured 21 others before turning the guns on themselves. This was the most devastating school shooting in U.S. history.

The evening before the shootings, Eric and Dylan gathered two sawed-off shotguns that had been purchased for them by an 18 year-old friend a few months earlier. They also called a friend who then sold them a 9mm pistol and two boxes of ammunition.

That sunny day in April was the last day Eric and Dylan would see, along with 13 other innocent lives. The two young men made several pipe bombs and placed them in the cafeteria and other strategic places throughout the school, going unnoticed that morning. At 11:17 a.m. the cafeteria was at its maximum capacity. The custodian had gone to change out the school's surveillance videotape when the first explosion occurred. Eric and Dylan were watching from their cars and had planned to shoot the students who might escape the bombs. They also put bombs with timers in their cars to go off when they reentered the school. At 11:19 a.m., Eric and Dylan reentered the school and began shooting with no specific targets. By this time, four people were dead and they were still shooting. One witness heard Eric say, "This is what we always wanted to do. This is awesome."

The tragedy continued as Eric and Dylan moved from the cafeteria to the library, shooting and killing eight more students and one teacher. Many students who heard the pop of the guns thought it was a senior prank that usually happened this time each year. But it was not a prank. These two young men terrorized an entire city, state and even the nation for several hours that day in April.

After the shootings, it was revealed that Eric and Dylan had been planning this attack for over a year. They planned to kill as many students and faculty as possible. Detectives found lists at each of the boy's homes totaling 67 people they intended to kill.

Questions:

1. What actions were the result of the bullying?
2. Who was affected by this incident? Discuss how each group was affected.
3. Who could have prevented this tragedy?
4. Were there any warning signs?

Play by the Rules

Worksheet 3-2: Bullying Case Study

Answer Key

Part 1:

1. What is bullying? Give examples.

Bullying is any gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming another student, damaging his or her property, or has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with school or a student's education. Bullying includes, but is not limited to, any gesture or written, verbal, or physical act that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socio-economic status, or by any other distinguishing characteristic. There are many types of bullying including, but not limited to, physical aggression, social aggression, verbal aggression, intimidation, written aggression, and sexual harassment. Bullying can result in crimes such as assault, harassment, robbery, or theft and may lead to more serious criminal acts. (p. 17)

2. Can bullying ever be a crime?

Bullying can include such crimes as assault, harassment, arson, robbery and theft. Bullying can also lead to more serious crimes such as criminal sexual conduct, kidnapping, attempted murder, murder and suicide. (p. 18)

Part 2:

1. What actions were the result of the bullying?

Bullying led to 13 murders, 21 wounded and two suicides. Pipe bombs destroyed much of the building and left over 1,900 people in shock and fear.

2. Who was affected by this incident? Discuss how each group was affected.

Students, parents, teachers, school officials, police and the community were directly affected.

3. Who could have prevented this tragedy?

Allow the students to discuss who might have prevented this incident. Possible answers might include parents, teachers, counselors, other students and the community.

4. Were there any warning signs?

Accept reasonable responses. Possible answers include withdrawing from school activities, no longer participating in class as usual, etc.

Note: Tell the students that this case study is a true story. This is a condensed version of the tragedy at Columbine High School on April 20, 1999, in Littleton, Colorado.

Name: _____

Play by the Rules
Worksheet 3-3: Bullying

Directions: Work in small groups. Review and summarize your school's bullying policy.

Three things I can do to help make my school bully free:

1.

2.

3.

Name: _____

Play by the Rules

Worksheet 3-4: Current Events

Directions:

1. Find an article in a newspaper, magazine or online that reports a crime.
2. Read the article with your parents or guardians and complete the following activity.
3. Attach a copy of your article to this worksheet.

Questions:

1. Article headline:
2. From what publication or Web site was this article taken?
3. Who committed the crime?
4. What was the crime?
5. Where did the crime take place?
6. When was the crime committed?
7. Is the crime a felony or a misdemeanor? Why?
8. Is this a crime against persons or property?



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Play by the Rules

Chapter 4: Weapons, Guns & Fireworks

Objectives: The student will be able to:

- Define and give examples of weapons;
- Discuss laws regarding handguns and other weapons; and
- Show an understanding of laws regarding fireworks.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8, 4.MS.13 and 4.MS.14

Character Education: Cooperation, courtesy, compassion, creativity, patience, respect for others, self-respect and tolerance.

Materials: *Play by the Rules* book, **Worksheets 4-1 and 4-2.**

Method(s): Brainstorming, directed reading, cooperative activity, role play and group discussion.

Activities:

Review: Review **Worksheet 3-4** and discuss a few articles.

Brainstorming: Have students generate a list of anything that can be a weapon and write them on the board. This list might include typical weapons and even unconventional things that could be used as a weapon.

Directed Reading:

1. Read the introductory paragraph on p. 23. Ask students, “Do you know that a car, a rock or a pencil is considered to be a dangerous instrument, depending on the circumstances in which they are used? These items are capable of causing death or serious physical injury.”
2. Read aloud “What is a deadly weapon?” and “What is a dangerous instrument?”

Is it a Weapon?

1. Distribute **Worksheet 4-1**. Read aloud the story at the top of the Worksheet to the students.
2. Ask the following questions:
 - a. Is the law clear? Why or why not?
 - b. Why was the law passed?
3. Ask for six student volunteers to role play the six scenarios on **Worksheet 4-1**. As they are preparing, tell the rest of the class that they are members of the city council who will be hearing from six citizens concerning the new law.

4. Students should present themselves to the mock city council with their scenario. The class will then ask questions and vote on whether to allow the conduct in each of the scenarios. They should offer reasons for their decision and other possible solutions.

Directed Reading Continued: Continue reading pp. 23-24. Ask the students the following questions:

1. If persons under age 18 cannot own a rifle or shotgun, how can they legally hunt? *A minor may possess a gun if he or she is being instructed by a parent/guardian in the use of weapons or when hunting with a properly licensed parent/guardian. (p. 23)*
2. May persons under 18 purchase guns or ammunition? *No (p. 23)*
3. What laws and punishments relate to bringing guns in or near school? *It is a very serious crime. Under the Guam Gun-Free School Zone Act of 2004, if you bring a gun to school you will be guilty of a felony in the third degree. You will also be suspended or expelled from school. (pp. 24 and 41)*
4. Are there laws concerning shooting fireworks? If so, what are the laws? *Fireworks are not permitted on Guam unless consigned to the Guam or federal governments. (p. 24)*

Name That Crime:

1. Distribute **Worksheet 4-2**.
2. Read the story to the class.
3. Instruct students to work in pairs and make a list of any illegal actions found in the story.
4. List the students' responses on the board and discuss why each is or is not an illegal action.

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

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

Taking Home the Law: Tell the students to take **Worksheet 4-2** home to test their parents or guardians.

Extra Innings: TG p. 135.

Name: _____

Play by the Rules

Worksheet 4-1: Is it a Weapon?

The local city council met to discuss the increase of the city's crime. Last year several cases were weapon-related incidents in local schools. The meeting focused on how to decrease school violence. The council decided to pass a law that makes it illegal to carry a weapon on school property. Also, the schools and other school facilities must post the following sign at their entrances:

NO WEAPONS ALLOWED ON SCHOOL PROPERTY.

Directions:

1. The law seems clear, but a few situations have arisen that question the interpretation of the law.
2. You are members of the city council and today you will be hearing from six citizens who have concerns about the law.
3. Use the following questions as a guideline to determine if the situation should be allowed or not: (a) Was a weapon involved? (b) Does this act violate the law? (c) What should be done? Be prepared to defend your answers. Keep in mind what the law says as well as its intent.
4. As members of the city council, you will decide whether to allow the conduct in each of the scenarios. Be prepared to offer your reasons and possible solutions.



Scenarios:

1. Josh has baseball practice after school. He brings his bat to school so he will not have to go home before practice.
2. Mrs. Richards, the home economics teacher, passes out 15 knives for her students to use to create decorative vegetables for a dinner party.
3. Tricia, an honor student, brings her dad's new pistol to school to show her friends. She keeps the safety on and puts it away in her locker.
4. Mr. Stewart is a teacher and he lives a long way from school. He is leaving for a hunting trip right after school and brings his hunting bow and arrows to school with him.
5. Natalie likes to carve wood as a hobby. She brings her pocketknife and wood carving to school. She always has spare time in study hall and wants to work on her project.
6. Jonathan is a diabetic. He brings his insulin and syringes to school just in case he needs them.

Name: _____

Play by the Rules

Worksheet 4-2: Name That Crime

Bobby and Ignacio, both 15, are best friends. They usually spend every weekend together exploring the island, going to the paintball field, playing soccer, fishing and swimming. One weekend they decided to do something different. Bobby shows Ignacio his Dad's gun cabinet, finds the key and unlocks it. Inside there are two pistols, a rifle and ammunition. Since they are so good at paintball, they decide they will now see how well they can do with real guns.

The boys decide they will go out into the backyard and do some target practice shooting. As soon as they began shooting the pistols, Bobby's neighbor comes outside yelling at the boys. Ignacio and Bobby take the two pistols and the ammunition, put them in their backpacks, jump on their bikes and take off.

They decide to ride down south and practice shooting on Bobby's Aunt's ranch. On the way, they stop at a convenience store to get drinks and pickled daigo and papaya. Inside the store they see James, a guy who has been bullying them at school. They stop to talk to him on their way out of the store. They show James the pistols in their backpacks and tell him if he doesn't leave them alone he will be "eating bullets for lunch!" After James leaves Bobby and Ignacio are proud of themselves for confronting him.

Once they arrive at the ranch, they decide to shoot at bigger targets. They begin by shooting at the road signs. Then they move on to shooting at the tops of utility poles and lights. After an hour of practice they decide they have both improved their target skills so they shoot the pistols into the air in celebration. They place the guns and ammunition in their backpacks and head home.

Monday morning they meet at school and realize they still have the pistols and ammunition in their backpacks. Bobby and Ignacio decide that it is a good idea to keep the guns in their backpacks at school just in case they run into James again.

Directions: With a partner, make a list of any illegal actions in this story.

Play by the Rules

Worksheet 4-2: Name That Crime

Answer Key

1. The boys decide they will go out into the backyard and do some target practice shooting.
Persons under 18 years of age may not own, use or carry any weapon considered a firearm, such as a pistol, rifle or shotgun. (p. 23)
2. Ignacio and Bobby take the two pistols and the ammunition, put them in their backpacks, jump on their bikes and take off.
Juveniles may not possess ammunition that is suitable for use in a handgun. (p. 23)
3. They show James the pistols in their backpacks and tell him if he doesn't leave them alone he will be "eating bullets for lunch!"
Threatening or scaring another person with a weapon is considered "assault" and is illegal. (p. 24)
4. They begin by shooting at the road signs.
It is illegal to shoot a firearm at any sign or notice placed upon any property belonging to the government. (p. 24)
5. Then they move onto shooting at the tops of utility poles and lights.
It is illegal to shoot a firearm at any utility pole or light fixture. (p. 24)
6. After an hour of practice they decide they have both improved their target skills so they shoot the pistols into the air in celebration.
It is illegal to shoot a firearm into the air. (p. 24)
7. They place the guns and ammunition in their backpacks and head home.
Juveniles may not possess ammunition that is suitable for use in a handgun. (p. 23)
8. Monday morning they meet at school and realize they still have the pistols and ammunition in their backpacks.
It is a serious crime to bring a gun to school. Under the Guam Gun-Free School Zone Act of 2004, a first-time offense is a felony in the third degree. (p. 24)



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Play by the Rules

Chapter 5: Alcohol & Other Drugs

Objectives: The student will be able to:

- Describe laws that involve alcohol and drugs;
- Discuss tobacco laws;
- Demonstrate an understanding of the categories of other dangerous drugs; and
- Display the use of decision-making skills.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8, 4.MS.13, 4.MS.14 and 4.MS.16

Character Education: Cooperation, creativity, diligence, patience, perseverance, respect for others and self-respect.

Materials: *Play by the Rules* book, art or notebook paper, markers and **Worksheets 5-1, 5-2 and 5-3.**

Method(s): Brainstorming, directed reading and cooperative activity.

Activities:

Review: Ask students to share the results of their parents'/guardians' accuracy on **Worksheet 4-2.**

Directed Reading:

1. Read aloud the introductory paragraph on p. 25.
2. Tell the students to look at the picture on p. 25. Ask the students:
 - a. Describe what is going on in the picture.
 - b. What illegal items is this man offering to Kiko the Koko? *Cigarettes, beer, drugs, aerosol spray and miscellaneous drugs.*
 - c. Has Kiko the Koko made the right decision? Why?
3. Tell the students to read pp. 25-26 silently. Then, ask the following questions:
 - a. Look at the picture on p. 26. Is a crime being committed? If so, what crime? *Using a fake ID is a form of fraud.*
 - b. Who can legally buy and drink alcoholic beverages? *Only people age 21 and over can buy, consume or have alcoholic beverages in their possession. (p. 25)*
 - c. Why do you think there is an age limit on buying and consuming alcohol? *If it is not mentioned by the students, remind them that they are still growing and their brains are still maturing. Alcohol and other controlled substances may injure immature brains and bodies.*

- d. What is DUI and what does it mean to motorists? *Driving under the influence of alcohol or drugs (i.e., drunk driving). A test will determine if the driver is DUI. DUI is extremely dangerous for all drivers and pedestrians. (p. 26)*

The Party:

1. Distribute **Worksheet 5-1**.
2. Read the story aloud to the class. Tell the students to raise their hands each time they hear any action that they believe is illegal. Write them on the board and continue the story.
3. Review the students' list and use the answer key to discuss the correct answers with the class.

Directed Reading Continued:

1. Ask the students to silently read pp. 26-27.
2. What are some examples of tobacco products? *Tobacco products include cigarettes, cigars, chewing tobacco or pipe tobacco. (p. 26)*
3. At what age is it legal to buy tobacco products? *18 and older (p. 27)*
4. Why do you think it is against the law for minors to use tobacco products? *Tobacco use has been proven to be hazardous to health and even cause death.*
5. What is trafficking? *It is the possession of large quantities of illegal drugs. It is against federal law. (p. 28)*
6. What are the different categories of illegal drugs and what are their effects on the body?
 - *Hallucinogens: distort the real world – angel dust, PCP, LSD, marijuana*
 - *Stimulants: speed up the nervous system – crack, coke, crank, crystal meth, yellow jackets*
 - *Sedatives: slow down the nervous system – tranquilizers, sleeping pills*
 - *Inhalants: high or head rush – aerosols, cleaning supplies (p. 27)*
7. Ask the students to look at the picture on p. 28.
 - a. Who is conducting this search? *Policeman with official drug dog.*
 - b. Is it legal? *Yes*
8. Look back at the cartoon on p. 25.
 - a. What crime(s) is this man be guilty of committing? *Contributing to the delinquency of a minor and drug trafficking. (pp. 28 and 30)*

Decision-Making Skills:

1. Tell the students they are about to participate in a cooperative activity involving decision making. Explain that they will be faced with making decisions about alcohol, drug and tobacco use. This activity is designed to help students make the right decisions about substance abuse.

2. Put the students into cooperative groups of three to five. Distribute **Worksheet 5-2**.
3. Ask each group to choose a recorder.
4. Tell the students to read the questions, and as a group, decide on the response. Instruct the students to be prepared to defend their answers with the laws found in Chapter 5. Give the groups five to seven minutes to formulate their answers.
5. Call time. Have the recorders from each group read their responses.
6. After the activity, discuss how important decision-making skills are when it comes to drugs and alcohol. Ask the students to discuss other things that might help teens make better decisions about alcohol and substance abuse.

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

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

Taking Home the Law: Have students take home **Worksheet 5-3** and complete with their parents/guardians.

Extra Innings: TG p. 136.

Name:

Play by the Rules

Worksheet 5-1: The Party

Directions:

Read the following scenario and then the actions that you believe are illegal and why.

The Party

Joe and Susie, who are both 18, are going to a party at a friend's home. The parents are supervising since alcohol will be served. They agree to allow all of the friends to spend the night or to drive them home after the party.



Joe and Susie arrive and have a beer right away. They know the parents have allowed it in the past. An hour later, Joe decides he needs to run to the store for some cigarettes and wine coolers. He has had a few beers but insists that he is OK to drive. Susie rides along with him and holds his beer while he drives.

Joe goes into the store, uses his brother's ID and buys two packs of cigarettes and a pack of wine coolers. He gets back in the car and drives to the party.

Later that evening, a few of the teens begin smoking marijuana and ask Joe and Susie if they “wanna get high?” They say no, but Susie takes some and puts it in her purse along with some rolling papers for another day.

Susie's curfew is 11 p.m., so Joe takes her home and says he'll call her tomorrow.

[illegible]

Play by the Rules

Worksheet 5-1: The Party

Answer Key

1. The parents agreed to allow partygoers to consume alcohol in their home. They agreed to supervise.
It is illegal for parents, or any adults, to allow a party involving the use of alcoholic beverages or other drugs. Adults cannot give permission for the consumption of alcohol or any other drugs. This is known as "contributing to the delinquency of a minor." (pp. 25 and 30)
2. Joe and Susie consumed alcohol at the party.
It is illegal for Joe and Susie (and any other minors present) to consume alcoholic beverages. You must be 21 before you can drink and/or buy alcoholic beverages. (p. 25)
3. Joe drives to the store for cigarettes and wine coolers.
It is illegal to drive under the influence of alcohol or any other drugs. A DUI conviction may result in fines, loss of license and jail time. (p. 26)
4. Susie held Joe's beer while he drove to the store.
No person of any age shall have an open container of alcohol in a motor vehicle, whether he or she is the driver or the passenger. (p. 26)
5. Joe uses his brother's ID to purchase cigarettes and wine coolers.
It is against the law to use, or attempt to use, a borrowed or fake ID for the purpose of purchasing alcohol or tobacco. (p. 26)
6. Joe purchases wine coolers and cigarettes.
You must be 21 before you can drink, buy or possess alcoholic beverages. You must be 18 or older in order to purchase tobacco products. (pp. 25 and 27)
7. Some of the teens at the party smoke marijuana.
The use of marijuana and other dangerous drugs is illegal. The use of marijuana could result in a drug possession charge. (p. 27)
8. Susie puts marijuana and rolling papers in her purse for later.
Possession of marijuana is illegal. Possession of drug paraphernalia also is against the law. (p. 28)

Name: _____

Play by the Rules

Worksheet 5-2: Decision Making

Directions: Read the following situations and decide on an appropriate response. Be prepared to support your answer with laws found in Chapter 5.

1. You are at a friend's house for a party. You are offered a beer. How would you respond?
 - a. Accept the beer.
 - b. Decline the beer but remain at the party.
 - c. Leave the party.
 - d. Other _____.
2. You are at an outdoor concert. Your friend offers to show you how to smoke a cigarette, saying it will "make you look cool." What do you do?
 - a. Go along with your friend. You want to be cool too.
 - b. Decline your friend's offer.
 - c. Tell your friend no, and explain that smoking is illegal.
 - d. Other _____.
3. Your friend offers you drugs from his parents' medicine cabinet. How do you respond?
 - a. Sure, why not?
 - b. Say no because they are not prescribed to you.
 - c. Leave the friend's house.
 - d. Other _____.
4. You are riding in your friend's car and another friend in the car is drinking an alcoholic beverage. You don't want to seem childish. What do you do?
 - a. Go along for the ride.
 - b. Ask your friend to dispose of the alcohol.
 - c. Get out of the car.
 - d. Other _____.
5. Your friend is called to the principal's office and asks you to hold his marijuana stash. What should you do?
 - a. Hold the marijuana so your friend doesn't get in trouble.
 - b. Tell the friend no.
 - c. Tell the teacher or principal.
 - d. Other _____.
6. Your best friend has a fake ID and wants to try it out at the local liquor store. You are asked to come along. What do you do?
 - a. Go along to see if it works.
 - b. Say no.
 - c. Call the police.
 - d. Other _____.



Play by the Rules

Worksheet 5-2: Decision Making

Answer Key

- 1. You are at a friend's house for a party. You are offered a beer. How would you respond?**
Answers will vary. It is illegal for anyone under the age of 21 to possess, consume, purchase or transport alcoholic beverages. Even if you do not consume any alcohol, you could still be charged as a minor in possession of an alcoholic beverage (depending on the proximity between you and the alcoholic beverages). (pp. 25 and 30)
- 2. You are at an outdoor concert. Your friend offers to show you how to smoke a cigarette, saying it will "make you look cool." What do you do?**
Answers will vary. It is illegal for anyone under the age of 18 to purchase or possess cigarettes or tobacco products. It is also illegal for anyone to give or sell cigarettes or tobacco products to a minor. (p. 27)
- 3. Your friend offers you drugs from his parents' medicine cabinet. How do you respond?**
Answers will vary. It is illegal to take another person's prescription drug, to change a prescription or use a fake ID to fill a prescription. (p. 27) Not only is it illegal, it can be very dangerous. Only take prescription drugs that have been prescribed to you by your doctor.
- 4. You are riding in your friend's car and another friend in the car is drinking an alcoholic beverage. You don't want to seem childish. What do you do?**
Answers will vary. No person of any age shall have an open container of alcohol in a motor vehicle. Again, even if you do not consume any alcohol, you could still be charged as a minor in possession of an alcoholic beverage (depending on the proximity between you and the alcoholic beverages). (p. 26)
- 5. Your friend is called to the principal's office and asks you to hold his marijuana stash. What should you do?**
Answers will vary. It is a crime to possess a controlled substance, such as marijuana. The amount of the substance determines the severity of the penalty or is categorized as trafficking. (pp. 27-28)
- 6. Your best friend has a fake ID and wants to try it out at the local liquor store. You are asked to come along. What do you do?**
Answers will vary. It is illegal to use a fake ID or driver license, or a borrowed ID or license, for the purpose of purchasing alcohol, cigarettes or tobacco. It also is illegal for any store to sell to minors without proof of ID, even if they appear to be over 21. (p. 26)

Name: _____

Play by the Rules Worksheet 5-3: The Daily News

Directions:

1. Using the included “The Daily News” form, write an article about a crime that was committed (fictional or real). Be sure to include the facts and report it in an interesting way.
2. Create a headline for your article. (It should be eye catching).
3. Date the paper.
4. Be sure to list yourself as the author of the article.
5. Any good reporter gets a picture. Draw an illustration for the article.
6. Give your readers a crime prevention tip of the day, such as lock your doors at all times, always travel in groups, do not take rides from strangers, etc. Explain the importance of the crime prevention tip.



Patient Information	
First Name	
Last Name	
Address	
City	
State	
Zip	
Phone	
Insurance	
Physician Information	
Physician Name	
Physician Address	
Physician City	
Physician State	
Physician Zip	
Physician Phone	
Physician Insurance	
Referral Information	
Referral Number	
Referral Date	
Referral Type	
Referral Source	
Referral Reason	
Referral Status	
Referral Notes	
Treatment Information	
Treatment Name	
Treatment Address	
Treatment City	
Treatment State	
Treatment Zip	
Treatment Phone	
Treatment Insurance	
Billing Information	
Billing Number	
Billing Date	
Billing Type	
Billing Source	
Billing Reason	
Billing Status	
Billing Notes	





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Play by the Rules

Chapter 6: Parent-Child Relationship

Objectives: The student will be able to:

- Distinguish between discipline and abuse;
- Describe responsibilities of both parents and children; and
- Identify local agencies where one can report child abuse.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8 and 4.MS.13

Character Education: Cheerfulness, compassion, cooperation, courage, courtesy, diligence, fairness, honesty, patience, respect for others and self-respect.

Materials: *Play by the Rules* book, **Worksheets 6-1 and 6-2**, fact sheet and continuum signs.

Method(s): Brainstorming, directed reading, class discussion, cooperative activity and continuum.

Activities:

Review: Briefly review and discuss **Worksheet 5-3** with the class.

Parent-Child Relationship -- Pair and Share:

1. Divide the class into pairs and distribute **Worksheet 6-1**. (Students in pairs will feel less threatened to express their feelings and ideas.)
2. Have the student pairs briefly discuss the questions.
3. Have a community resource person available to answer questions and provide additional information.

Directed Reading:

1. Compare and contrast the cartoons on pp. 29 and 31. *One family is taking care of their young but the other is neglecting or abusing their child.*
2. Why is one cartoon an example of abuse and neglect and the other is not? *Accept reasonable answers.*
3. Have students, either in pairs or as a class, read Chapter 6. As the class reads the chapter, compare the answers the text gives for the questions to those the students generated.
4. Who is required by law to report child abuse?
Any person who, in the course of his or her profession comes into contact with children is required to report all suspected cases of child abuse or neglect. Professionals required to report suspected child abuse include, among others, doctors, dentists, nurses, school administrators, teachers, police officers and social workers. Although private citizens are not yet required by law to report suspected child abuse or neglect

cases, it is strongly urged that citizens report the abuse or neglect for the welfare of the child. (p. 31)

The Law & the Family Continuum:

1. Post signs in the classroom or draw a continuum on the chalkboard with the headings: “Strongly Agree,” “Agree,” “Disagree” and “Strongly Disagree.”
2. Contained in **Worksheet 6-2**, there are 10 scenarios addressing various aspects of the parent-child relationship.
3. For each scenario, ask one row (or four to five students) to stand up. Read the scenario to the class and tell the panelists to stand under the continuum heading that they feel best describes their position on the issue. The student panel is not allowed to say anything as they take their positions and move about the continuum.
4. The remainder of the class will take turns asking questions or making persuasive statements to encourage the panelists to move about the continuum.
5. Continue this process for each scenario.
6. To close the lesson, ask the students to choose one scenario and write a law addressing the issue presented in the scenario. Students should write what they think the law should be even if there is a current law addressing the issue.

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

Outside Resource Person (ORP): The following ORPs might be utilized: human resources specialist from a local business, school or family counselor, or school resource officer (SRO).

Taking Home the Law: Students will take home the Batter-Up Questions (**Worksheet 1-2**) and continue working on it with their parents or guardians. Be sure to complete questions for Chapters 1-6.

Extra Innings: TG p. 137.

Name: _____

Play by the Rules

Worksheet 6-1: Parent – Child Relationship

1. What are some responsibilities my parents have to me?

2. What are some responsibilities that I have to my parents?

3. What is child abuse or neglect?

4. What is the difference between discipline and abuse?

5. What should I do if I am being abused or neglected, or someone that I know is being abused or neglected?



Play by the Rules

Worksheet 6-1: Parent – Child Relationship

Answer Key

1. What are some responsibilities my parents have to me?

Parents have the right to “custody and control.” Parents must provide food, clothing, shelter and medical care to their children. They must provide supervision, discipline and protection. They must furnish an education, and they cannot desert or abandon their children. (p. 30)

2. What are some responsibilities that I have to my parents?

You must follow your parents’ rules and decisions. You must live where they tell you to live. If you refuse to obey your parents, they may discipline you as they deem appropriate as long as they don’t endanger your health or welfare. If this isn’t successful, they may ask the juvenile court system to assume responsibility over you. (pp. 29-30)

3. What is child abuse or neglect?

Child abuse or neglect is cruel mistreatment of a child under the age of 18. Child abuse or neglect also includes abandoning a child in your custody, causing physical or emotional harm to a child or failing to adequately provide food, clothing, shelter and medical care. (p. 31)

4. What is the difference between discipline and abuse?

Discipline is the means parents choose to correct your behavior. Discipline cannot endanger you, your health or your welfare. Child abuse is the mistreatment of a child under the age of 18. (pp. 29 and 31)

5. What should I do if I am being abused or neglected, or someone that I know is being abused or neglected?

You should report it to the police or someone you trust. Even if someone threatens to harm you if you tell, you should report it for your own protection and welfare, and that of others. (p. 31)

Additional questions you may wish to discuss with your class:

1. Why do you think abuse is often not discovered or reported?
2. Do you think certain people should be required by law to report abuse? Why? If so, who?
3. How could you convince a friend to report abuse? What might make a person afraid to do so?
4. What do you think schools, parents or others in the community could do to educate children on the importance of reporting abuse?
5. Why does society have a special interest in protecting children?
6. What services are available in your community for victims of abuse? (If students do not know, have them research resources in your community).
7. How could you be supportive of an abuse victim?

Name: _____

Play by the Rules

Worksheet 6-2: The Law & the Family

Continuum



Directions: Using the continuum above, indicate whether you “Strongly Agree,” “Agree,” “Disagree” or “Strongly Disagree” with the following statements:

1. Parents should have the right to keep part of the money their children earn to help pay expenses.
2. Parents should be able to open mail addressed to their children.
3. Teenagers should be able to get married without their parents’ permission.
4. The court system should be able to intervene if parents are not taking care of their children.
5. It is okay for parents to allow underage children to drink alcohol or smoke under their supervision.
6. Adult children should be required to take care of their elderly parents.
7. Parents should not have to pay if their child causes damage to school property.
8. Beating up one’s husband or wife should be a crime.
9. Couples should be required to attend parenting classes before having a child.
10. Children should be able to decide where to live if their parents divorce.

Play by the Rules

Worksheet 6-2: The Law & the Family

Answer Key

- 1. Parents should have the right to keep part of the money their children earn to help pay expenses.**
Because they take care of you, they are entitled to your services and earnings to use for household expenses or your care. (p. 30)
- 2. Parents should be able to open mail addressed to their children.**
Parents can accept delivery of and open their children's mail. (p. 30)
- 3. Teenagers should be able to get married without their parents' permission.**
Guam has laws regulating marriage. You can get married any time after you turn 18. If you are between the ages of 16 and 18, you must get written consent from your parents and file it with the Department of Public Health and Social Services. Females between the ages of 14 and 16 may get married if their parents consent and a judge grants permission. (p. 31)
- 4. The court system should be able to intervene if parents are not taking care of their children.**
If parents do not provide adequate food, medical treatment, supervision, clothing, shelter or safe conditions, Child Protective Services may file a petition in the juvenile court to have the child removed from the home. (p. 31)
- 5. It is okay for parents to allow underage children to drink alcohol or smoke under their supervision.**
Parents cannot give you permission to break any laws. It does not matter if the behavior is in the privacy of your own home. Adults and minors can be charged with contributing to the delinquency of a minor if they aid the minor in breaking the law. (p. 30)
- 6. Adult children should be required to take care of their elderly parents.**
There are no laws requiring adult children to take care of their elderly parents. However, tradition and social customs have called upon adult children to provide care for their elderly parents.
- 7. Parents should not have to pay if their child causes damage to school property.**
Your parents are responsible for the actual cost of any damages that you cause to school property. (p. 31)
- 8. Beating up one's husband or wife should be a crime.**
Spousal abuse is a crime on Guam and in every U.S. state.
- 9. Couples should be required to attend parenting classes before having a child.**
There is no law requiring parents to attend parenting classes, but it is highly advisable.
- 10. Children should be able to decide where to live if their parents divorce.**
Parents or a judge will determine where a child lives after a divorce; however, the child's wishes may be considered. (p. 30)

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.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5 and 4.MS.13

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. 33-34 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. Tell the students to read p.36 silently. 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.

Name: _____

Play by the Rules Worksheet 7-1: Teen Curfew

Proposed Curfew Law

It shall be illegal for persons under the age of 17 to remain in any public place or on the premises of a privately owned business from 10 p.m. to 6 a.m. Sunday through Thursday and 12:01 a.m. to 6:00 a.m. on Saturday or Sunday. Violators will be fined up to \$500 for each offense. Young people chaperoned by adults, attending an official school, religious or recreational activity, traveling to or from work, or an emergency are the only exceptions.

LIST GROUPS OF PEOPLE WHO MIGHT BE OPPOSED TO THE TEEN CURFEW LAW:	LIST GROUPS OF PEOPLE WHO MIGHT SUPPORT THE TEEN CURFEW LAW:

Mock City Council Meeting:

You will be assigned to one group who may support or oppose the proposed curfew law. Work with your group to develop a presentation outlining why the law should be passed or not passed by the city council.

Use the back of the worksheet to record your ideas. Be prepared to defend your position and to answer any questions from the city council.

Name: _____

Play by the Rules Worksheet 7-2: Recreation

Directions: Using pp. 33-36, answer the following questions. Then find these words in the word search. There is a secret message in the word search!

1. If I'm 13 years old or older, I must get a _____ license to hunt and be accompanied by a properly licensed adult.
2. To operate a motorized vessel, I must be at least _____ years old and have a license.
3. You cannot operate a Jet Ski or waterski within the reef along _____ and _____.
4. If you camp on someone's property without permission, you are _____.
5. Cruelty to a dog or cat can be a _____ or a felony.
6. If someone "crashes" your party, you should tell your parents or call the _____.
7. A _____ is the time set by Guam law when a young person is no longer allowed to be out on the street without lawful business.
8. When camping in a public park, I need to follow the rules and be _____ of others.
9. As a pet owner, I must make certain my pets receive the proper shots or _____.
10. It is against the _____ to sell or buy any bird or animal killed while hunting.



Play by the Rules

Worksheet 7-2: Recreation

Answer Key

1. If I'm 13 years old or older, I must get a hunting license and be accompanied by a properly licensed adult. (p. 33)
2. To operate a motorized vessel, I must be at least sixteen years old and have a license. (p. 34)
3. You cannot operate a Jet Ski or waterski within the reef along Tumon Bay and Pago Bay. (p. 34)
4. If you camp on someone's property without permission, you are trespassing. (p. 34)
5. Cruelty to a dog or cat is a misdemeanor or a felony. (p. 35)
6. If someone "crashes" your party, you should tell your parents or call the police. (pp. 35-36)
7. A curfew is the time set by Guam law when a young person is no longer allowed to be out on the street without lawful business. (p. 36)
8. When camping in a public park, I need to follow the rules and be respectful of others. (p. 34)
9. As a pet owner, I must make certain my pets receive the proper shot or vaccinations. (p. 34)
10. It is against the law to sell or buy any bird or animal killed while hunting. (p. 33)

Name: _____

Play by the Rules Worksheet 7-3: Word Search

V	P	M	L	A	E	Y	E	B	C	Y	Y	T	T	H
E	A	R	I	C	U	S	L	U	E	A	S	R	O	N
W	B	C	I	S	N	O	R	G	B	P	E	U	E	Y
U	F	L	C	E	D	F	M	N	I	S	L	E	C	C
U	O	K	C	I	E	E	O	H	P	S	T	U	A	X
P	V	I	T	W	N	M	M	A	P	X	H	O	B	K
A	L	H	L	U	U	A	S	E	I	H	K	M	R	Q
M	H	I	R	T	O	S	T	S	A	E	L	T	X	B
Q	Y	E	E	S	I	H	C	I	M	N	O	S	L	C
K	O	F	Y	N	P	X	G	L	O	P	O	W	S	J
J	A	A	G	Z	J	X	Y	T	S	N	F	R	H	K
S	L	U	F	T	C	E	P	S	E	R	S	E	T	W
D	W	D	F	V	J	W	S	Y	S	B	S	I	N	A
V	W	S	B	P	Q	H	Y	A	B	O	G	A	P	L
N	J	D	N	D	W	C	L	X	A	M	X	Z	T	S

DIRECTIONS:

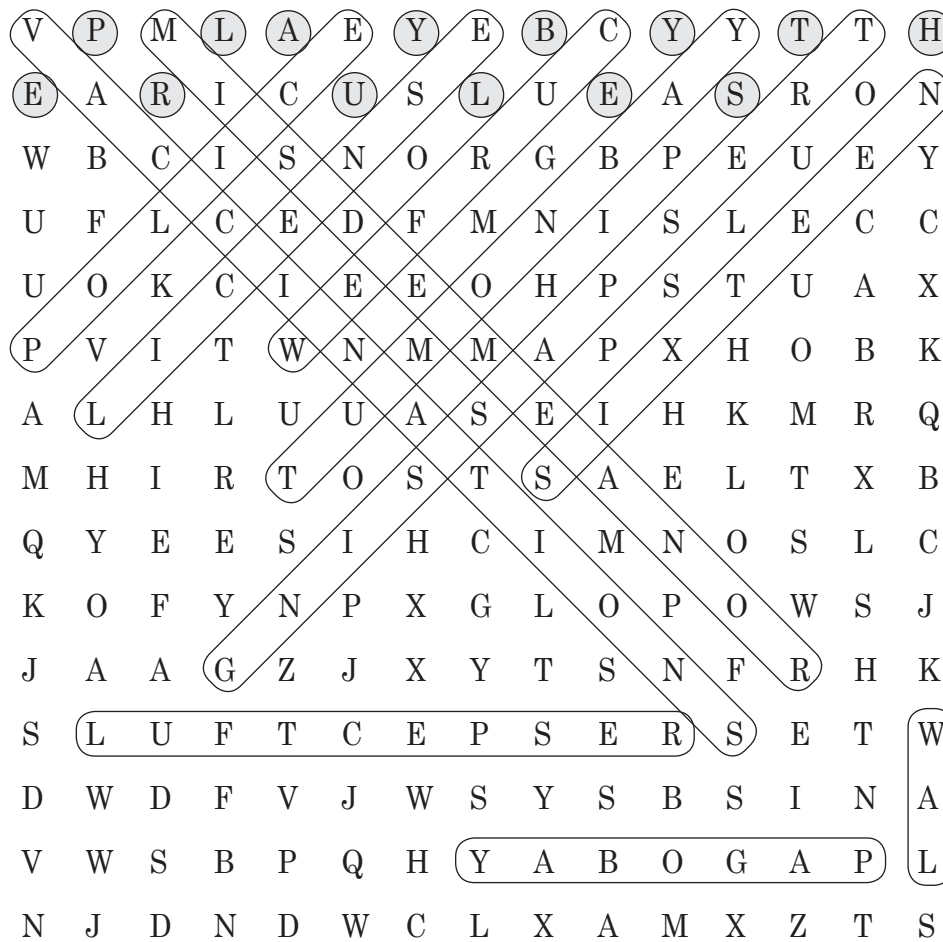
Circle the 10 words listed below. Words appear straight across, backwards, up and down, and diagonally.

CURFEW
LAW
LICENSE
MISDEMEANOR
PAGO BAY
POLICE
RESPECTFUL
SIXTEEN
TRESPASSING
TUMON BAY
VACCINATIONS

Hidden Message:

Hint: The hidden message can be found at the top of the puzzle.

Play by the Rules
Worksheet 7-3: Word Search
Answer Key



CURFEW
LAW
LICENSE
MISDEMEANOR
PAGO BAY
POLICE
RESPECTFUL
SIXTEEN
TRESPASSING
TUMON BAY
VACCINATIONS

Hidden Message:

PLAY BY THE RULES

Play by the Rules

Chapter 8: School

Objectives: The student will be able to:

- Understand their rights and responsibilities as students; and
- Distinguish between suspension and expulsion.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.13, 4.MS.14, and 4.MS.16

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

Materials: *Play by the Rules* book, signs (Group 1, Group 2, Group 3, etc.), large chart (use art or butcher paper), and color markers.

Method(s): Directed reading, summarizing, and cooperative activities.

Activities:

Review: Ask students to briefly share their discussions about **Worksheets 7-3 and 7-4** with their parents/guardians.

Directed Reading:

1. Put the signs around the room with seats for four students nearby.
2. Read aloud the introductory paragraph on p.39.

Jigsaw Reading Activity:

1. Divide any portion of Chapter 8 into no more than reading sections and number each section.
2. Ask the student to number off. The number of groups you have will depend on the number of reading sections. (For example: If you have three reading sections, students number off 1, 2, 3. If there are five sections, number to 5.)
3. Ask the students to form a group with students having the same section number.
4. Instruct the students to read their section silently, and then discuss that section with each other. Tell them to read and listen carefully because they will be the expert on their section.
5. Ask the students to regroup with a new group containing students from each of the sections. Each group must have a Student #1, Student #2, Students #3, etc., to cover all of the assigned sections.
6. Beginning with Student #1, each member of the new group will teach the rest of the group what he or she learned about his or her section.

7. Once the activity is complete, have the students stay in their groups for the “Carousel” activity.

Carousel:

1. Each of the six Activity Questions below should be written on separate sheets of large paper.
2. Hang the questions in various areas of the classroom.
3. Break students into cooperative learning groups of three to four students.
4. Give each group of students a different colored marker.
5. Read the following instructions to the class:
 - a. Your group will rotate around the room from one question to the next until you have answered all six questions on the posters.
 - b. Each member of your group should write the answer to at least one question, but all group members should help you with your answer.
 - c. When you move to the next question, first you must read the answers already written. If you agree with the answer, place a check mark beside the answer. Then add your answer.
 - d. You will have limited time at each question, so work as a team.
 - e. When I say “rotate,” move to the next question.
6. Once all groups have answered each question, discuss the responses as a class. If time allows, have a school administrator answer questions regarding suspension and expulsion.

Activity Questions:

1. What might happen if I do not attend school?
You must attend school full time if you are between the ages of five and 16. If you fail to attend school you may be reported to Family Court. (pp. 37, 40-41)
2. What are my responsibilities as a student?
You must obey school rules, follow the course of study and respect your teachers’ authority. You must attend school regularly and on time. While on school grounds or under school supervision, you are required to avoid unlawful activity. (pp. 37-38)
3. What rights do my parents and I have regarding school?
Students have the right to learn in a safe classroom setting. (p. 38) Parents have the right to see your school records and to talk with the teachers and school administrators about you. Parents may refuse permission for you to have a physical or psychological exam. Parents have the right to be consulted about your placement in special programs. The code of conduct must be made available for parents. (p. 39)

4. What are the responsibilities of my teachers?
Teachers must follow the course of study, use certain text books and support rules and regulations required by law. (p. 40)
5. Can teachers or administrators open my locker and/or search my belongings?
Yes. There are three ways: reasonable suspicion, random search or blanket search. (p. 40)
6. What rights do I have if I am suspended or expelled? What are my responsibilities?
If you are suspended for more than 10 consecutive days, your parents or guardian must be notified and a hearing held before the Student Discipline Advisory Counsel. The superintendent must approve any expulsion action. If you are expelled, you must still go to school if you are under 16 years old. (pp. 41-42)

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

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

Taking Home the Law: Students will take home the Batter-Up Questions (**Worksheet 1-2**) and continue working on it with their parents or guardians. Be sure to complete questions for Chapters 1-8.

Extra Innings: TG p. 140.





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Play by the Rules

Chapter 9: Transportation

Objectives: The student will be able to:

- Discuss transportation laws as they apply to juveniles;
- Recognize violations;
- Show an understanding of the requirements to obtain a drivers' license; and
- Identify the illegal behaviors demonstrated in a role play.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8 and 4.MS.13

Character Education: Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, respect for others, self-control and self-respect.

Materials: *Play by the Rules* book, **Worksheets 9-1 and 9-2.**

Methods: Directed reading, group work and role play.

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.

Directed Reading:

1. Read the introductory paragraph on p. 43 aloud. Tell the students to briefly scan the titles and subtitles in Chapter 9.
2. After a brief time, tell the students to look at the picture on p. 43. Ask the students, "What is happening to Bama Jack? What might he have done wrong? What is he doing correctly?"
Accept reasonable answers.

Name that Violation:

1. Silently read pp. 43-44. Ask the students, "What laws relate to bicycles and skateboards?"
Allow them to name some laws.
2. Distribute **Worksheet 9-1**. Read the story aloud to the class. Instruct students to make a list of any violations found in the story. Have students discuss and explain answers. Discuss how transportation laws keep citizens safe.

Directed Reading Continued:

1. Have the students silently read pp. 45-48.
2. Then ask the students the following questions:

- a. Are there any laws here that are new to you? *Accept all answers.*
- b. What laws seem to be passed for the safety of motorists or pedestrians?
Elicit answers and listen for the generalization that nearly all of the laws are passed for safety.
- c. What are the requirements for getting a learners' permit and a drivers' license?
Learners' permit: Anyone who is 15-1/2 years or older may apply to the Department of Revenue and Taxation for a learner's permit. You must pass the vision and written knowledge tests.
Drivers' license: To get your license, you must complete an application, be at least 16 years of age and have the written consent of your parents/guardians, have a Certificate of Completion of a drivers' education course, pass a vision and hearing test, and pay a fee. (p. 47)

Freeze Frame:

1. Cut **Worksheet 9-2** into separate strips containing one scenario each.
2. Put students in five groups.
3. Distribute one scenario to each group.
4. Tell the students they are going to role play scenarios that depict illegal behavior. As each group role plays a scenario, the other students should identify the illegal behaviors. The students will role play for one to two minutes.
5. Say "freeze." The group doing the role play will stop in whatever position they are in and not move.
6. Ask the students in the class to identify the illegal behaviors demonstrated in the role play.
7. The students in the class will instruct the role-play students on what they should do to make their actions legal.
8. Say "unfreeze" and the role-play students will then reenact the same scenario using the suggestions on how to correct their behavior from the class.
9. Continue the above steps for each of the five scenarios on **Worksheet 9-2**.
10. After completion of all of the scenarios, hold a class discussion on safe and legal behavior when using various forms of transportation.

Evaluation: Observation, feedback/questioning, accuracy of activities 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: Have students quiz their parents/guardians using questions in **Worksheet 9-2**.

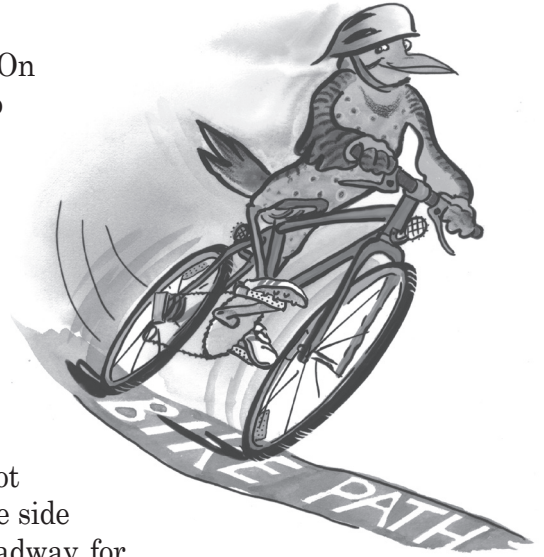
Extra Innings: TG p. 146.

Name: _____

Play by the Rules

Worksheet 9-1: Name that Violation

Deborah Anne, Julie and Sarah are members of a bicycle club. On Sunday afternoon the girls decide to ride from their neighborhood to visit their friend Riley in a neighboring community. All three girls have bicycle helmets, but Julie, who is 17 years old, does not want to mess up her hair so she leaves her helmet at home. Since there is no bicycle lane, the girls decide to ride on the sidewalks as much as possible. They want to ride in the opposite direction from the cars so they can wave at any cute guys who pass.



The three girls are riding along having a great time when they see their friend Matthew walking down the road. Sarah tells Matthew to hop on her bicycle with her, even though she does not have a passenger seat. Since there is not much traffic, the girls ride side by side across the roadway so they can talk. They are on the roadway for about five minutes when they see a blue light flashing. A police car pulls them over. Officer Smith issues the girls a ticket for not riding their bicycles single file on the roadway and for double riding without a passenger seat. The girls are upset and Sarah is so tired she flags down a car. Much to her surprise, her friend Mark is driving and Mark agrees to hitch the bicycles to his car and pull everyone to Riley's house. When they get to Riley's house, they find a note on the door stating that Riley will be back soon. He is out driving his dad's car with some other seventh-grade classmates.

Name That Violation

With a partner, make a list of any violations in this story.

Play By the Rules

Worksheet 9-1: Name That Violation

Answer Key

1. The girls rode their bicycles on the sidewalk.
Do not ride on sidewalks. Ride in the bicycle lane if one is provided or ride on the right-hand side of the road. (p. 44)
2. The girls rode their bicycles on the left-hand side of the road.
Ride on the right-hand side of the road, going in the same direction as cars. (p. 44)
3. Sarah gives Matthew a ride.
Do not give anyone a ride on your bicycle unless there is a separate seat for passengers. (p. 44)
4. The girls rode their bikes side by side on the roadway.
When riding a bicycle on the roadway, ride in single file. (p. 44)
5. Sarah solicited a ride.
It is against the law to hitchhike. No person shall stand in the roadway for the purpose of soliciting a ride. (p. 48)
6. Mark hitches the bicycles to his car.
Do not hitch yourself and your bicycle to a car or motor vehicle. (p. 44)
7. Riley is driving a car without a license or permit.
To get a driver license a person must be 16 years of age or older. (p. 47)

Play by the Rules

Worksheet 9-2: Freeze-Frame Scenarios

Scenario I

People: Teenagers, homeowner and two police officers

Actions: Driving and drinking alcohol, doing drugs, playing loud music and spinning tires in neighborhood lawns

It's late on a Saturday night and a group of teens are riding around a local neighborhood known for its steep hills and scenic views. They are all drinking beer and two teens are smoking marijuana in the back seat. As they speed down a steep hill in the neighborhood, they knock down a mailbox and drive through yards spinning the vehicle's tires. A homeowner hears the vehicle and loud music and calls the police. The teenagers continue to drive throughout the neighborhood, tearing through lawns and a park until the police stop them.

Scenario II

People: Teenage skateboarders, park manager and two police officers

Actions: Skateboarding at a local park, drinking alcohol, skateboarding in a movie theater parking lot, running into several cars, and refusing to give names and addresses to police

On a Sunday afternoon, a group of teenagers are skateboarding at a local park. The manager suspects them of drinking and kicks them out. They leave and decide to skate across the street in the movie theater parking lot. As they skate through the parking lot, which is full of cars, several of the teens begin doing tricks on the curbs. Soon, two or three of them hit a couple of cars, making a loud noise. This alerts the local police who provide security for the theater. As the police officers question the teens, they refuse to give the officers their names and parents' names.

Scenario III

People: Teenage girls and a police officer

Actions: Driving while talking on cell phones, text messaging, using iPods, putting on makeup and playing loud music

Several teenage girls are in a car going to school and are already late for first period. The driver took her older sister's car without asking and was in too big of a hurry to remove the bottle of wine from under the seat. They are all busy talking on cell phones, putting on makeup, playing with an iPod, etc. The passenger in the front seat did not use her seat belt so not to wrinkle her blouse. They are speeding through the school parking lot as they approach the school and see the police officer.

Scenario IV

People: Teen bikers, friends with a truck, two adults in automobiles and two police officers

Actions: Bicycling while holding on to a vehicle, riding against traffic and on sidewalks and riding on handlebars

A group of teens who do not have their drivers' licenses ride their bikes to school. In order to get there faster, they hold on to their friend's truck and make it to school much faster. When not riding with the truck, they sometimes ride against the traffic and on the sidewalks to avoid the stop signs and red lights. One of the teens gives his younger brother a ride to school on the handlebars. After several near-miss accidents with cars, the police approach the teens. The teens jump on their bikes and run from the police.



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Play by the Rules

Chapter 10: Work

Objectives: The student will be able to:

- Identify labor laws that affect juveniles; and
- Demonstrate the appropriate way to complete a job application and interview.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8 and 4.MS.13

Character Education: Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, punctuality, respect for others, self-control and self-respect.

Materials: *Play by the Rules* book, **Worksheets 10-1 and 10-2.**

Methods: Directed reading, cooperative activities, brainstorming and creative assignments.

Activities:

Review: Have the students share how their parents/guardians did on answering the questions in **Worksheet 9-1.**

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

Directed Reading:

1. Read aloud the introductory paragraph on p. 49. Ask students, “How many of you would like to have a job?”

2. Ask the students to read pp. 49-51 looking for laws that pertain to youth, and ask the following questions:
 - a. How old must you be to get a job?
No one under 16 years old may be employed without an employment certificate. Persons 12 years old and older may deliver newspapers and babysit. (p. 49)
 - b. At what times may youth work?
If you are under 16, you may not work during school hours, more than six consecutive days in a week, more than 40 hours in a week or more than eight hours a day, or past 7 p.m. on a school day. (p. 47)
 - c. Why do you think that youth under the age of 16 are prohibited from working in certain jobs?
Answers will vary.
3. Ask the students to look at the art on p. 51 and compare and contrast the babysitter's actions.
 - a. What is the babysitter doing wrong in the top picture?
Ignoring the baby while talking on the phone and reading a magazine; watching TV at a loud volume; making a mess on the floor while eating.
 - b. What is the babysitter doing right in the bottom picture?
Spending time with the baby; having an emergency list of phone numbers in a visible location; keeping the room neat with no distractions.
4. Now return to the KWL chart and ask the students:
 - a. Did we answer any of our "Want to Know" questions? Record the answers under 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 column ("What I Learned") on the chart.
 - c. Do we need to correct any information given earlier?

Job Interviews:

1. Now that the students understand the laws regarding employment, give each student a copy of **Worksheet 10-1**. Ask the students to select a job that they would like to have.
2. Allow students five to seven minutes to complete the job application.
3. Put students in pairs.
4. Distribute **Worksheet 10-2** and explain its purpose.
5. Assign one student of each pair to be the interviewer and the other, the interviewee. Allow approximately 10 minutes for students to conduct the interview.

6. Have students change roles and repeat the interview.
7. Discuss the interview process with the students.
8. Brainstorm a list of “Dos” and “Don’ts” during a job interview.

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

Outside Resource Person (ORP): The following ORPs might be utilized: attorney, human resources specialist from a local business, law enforcement officer or school resource officer (SRO).

Taking Home the Law: Using **Worksheet 10-2**, have students interview parents/guardians and then reverse roles.

Extra Innings: TG p. 147.



Name: _____

Play by the Rules

Worksheet 10-1: Job Application

Please PRINT Using Black or Blue Ink:

PERSONAL INFORMATION:

Last Name: _____ First Name: _____

Address: _____
(Number and Street) (City and Zip)

Phone Number: _____ E-Mail Address: _____

Position applying for: _____ How did you hear about us? _____

Have you applied with us before? _____ Have you interviewed with us before? _____

Why do you want to work here? _____

Activities/Clubs/Interests: _____

Have you ever been convicted of a crime? _____

WORK EXPERIENCE:

Please list your previous work experience beginning with the most recent.

Company Name: _____ Job Title: _____

Start Date: _____ End Date: _____

Company Name: _____ Job Title: _____

Start Date: _____ End Date: _____

Company Name: _____ Job Title: _____

Start Date: _____ End Date: _____

EDUCATION:

School: _____ Degree: _____ Major: _____

School: _____ Degree: _____ Major: _____

I certify that the above information is true and correct.

Applicant's signature: _____ Date: _____

Play by the Rules

Worksheet 10-2: Job Applicant Questions

Question #	Questions	Response Rating 1-5 (5=Outstanding)
1	Tell me a little about yourself.	
2	Why do you want to work with our organization?	
3	What do you currently know about our organization?	
4	How did you learn about this job opportunity?	
5	Are you involved in extra-curricular activities? If so, what are those activities?	
6	Tell me about your hobbies.	
7	What do you hope to gain from being an employee with our organization?	
8	What qualities do you possess that makes you a good candidate for employment?	
9	If you have an appointment at 5:30 p.m., what time do you plan to arrive?	
10	What does commitment mean to you?	
11	Why should we select you as an employee?	
12	What would you do if you knew a co-worker was stealing?	

- ☐ Highly recommend this applicant
☐ Recommend this applicant (with reservation)
☐ Do not recommend this applicant (please explain) _____



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Play by the Rules

Chapter 11: Civil Responsibility

Objectives: The student will be able to:

- Define tort and contract law;
- Analyze civil responsibility; and
- Show an understanding of the mediation process.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8 and 4.MS.13

Character Education: Citizenship, cooperation, courtesy, diligence, fairness, honesty, patience, perseverance, respect for others, self-control and self-respect.

Materials: *Play by the Rules* book, **Worksheets 11-1** and **11-2**.

Methods: Directed reading and cooperative activity.

Activities:

Review: Ask students to share how their parents/guardians did on the interview in **Worksheet10-2**.

Directed Reading:

1. Read aloud the introductory paragraph on p. 53. Instruct the students to scan the chapter, reading the headings and questions.
2. What are the topics covered in this chapter? Allow students to tell what they observed in scanning. Make certain students understand torts and civil responsibility.
3. Ask the students to read silently pp. 53-55.
 - a. Give an example of an intentional tort. *Breaking a window, battery and defamation.*
 - b. Give an example of negligence. *Babysitter leaves a child unattended and the child is injured.*
4. Have students look at the picture on p. 54.
 - a. What is defamation? *Written or spoken expressions about a person that are false and damaging to that person's reputation.*
 - b. What is the difference between libel and slander? *Libel is written. Slander is spoken.*
5. What is a contract? *A set of promises between two or more people to legally do or not do something.*
 - a. Give examples of everyday contracts that we make. *Fast-food purchase, buying a CD/DVD, babysitting, mowing a lawn, etc.*

- b. Who can make contracts? *While you can enter into simple contracts as discussed above, generally you must be 18 years old or older to make contracts involving land, automobiles, etc. (p. 55)*

Tort or Contract?

1. Tell the students that they are going to play a “rapid-fire” question-and-answer game.
2. Instruct the students to take one sheet of paper and tear it in half. On one piece write “Tort” and on the other “Contract.” (You may make these in advance with index cards or construction paper.)
3. Read the scenarios to the class. The students must respond by raising either their “Tort” or “Contract” sign.
4. Read aloud the following scenarios in a rapid pace:
 - a. Buying a car.....*Contract*
 - b. Sending a text message with false information about a person*Tort (defamation or libel)*
 - c. Going onto land that has a “No Trespass” sign*Tort (trespass)*
 - d. Signing up for a cell phone plan*Contract*
 - e. Breaking a window with a baseball*Tort (negligence)*
 - f. Taking pictures of someone in a private place without their knowledge.....*Tort (invasion of privacy)*
 - g. Selling a skateboard*Contract*
 - h. Selling someone a fake designer handbag*Tort (fraud)*
 - i. Agreeing to mow your neighbor’s lawn for \$20*Contract*
 - j. Clicking “I Agree” to the Terms & Conditions on a Web site*Contract*

Mediation:

When disputes arise, they can be handled either through the court system or through some form of alternative dispute resolution. One of the most popular methods of alternative dispute resolution is called “mediation.” In schools, this is often referred to as “conflict resolution.”

Mediation or conflict resolution is one of the faster-growing areas in the practice of law. It can be used to resolve disputes without the need for legal action.

1. Tell the students that they are going to learn about the mediation or “conflict resolution” process through role playing.
2. Distribute **Worksheet 11-1**.

3. Students should work in groups of three to role play the scenario. One person will be the mediator. The other two will be the disputing parties.
4. Review the “Steps in Mediation” contained in **Worksheet 11-1**.
5. Give the students 10 minutes to mediate the scenario, and then ask the following questions:
 - a. What happened in the mediation?
 - b. How would going to court be different?
 - c. Discuss the advantages and disadvantages of taking a case to court.
Examples: Court is expensive, takes away time from work, leaves a relationship strained and the judge makes a decision. Mediation leaves the decision up to the parties, it is not expensive, and the decision is not binding and can be revisited.

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

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

Taking Home the Law: Students should take home **Worksheet 11-2** and complete it with their parents or guardians.

Extra Innings: TG p. 148.

Name: _____

Play by the Rules

Worksheet 11-1: Mediation

Mediator's Role in Mediation:

Mediation is a form of conflict resolution. It involves an impartial third person, called a mediator, who assists the disputing parties in discussing and resolving their problem. The solution to the problem comes from the parties and not from the mediator. Mediators do not make decisions or give advice, but work with the disputing parties to identify two or more workable solutions.

Steps in Mediation:

1. Introduction

- a. The mediator welcomes the disputing parties and asks them to introduce themselves.
- b. The mediator explains to the parties that mediation is a voluntary process to resolve disputes.
- c. The mediator explains the five steps in the mediation process.
- d. The mediator explains to the parties that what is said during mediation is confidential and that no information that is shared will leave the room. Also, the mediator will not share information with the other party unless given permission to do so.
- e. The mediator explains and gets agreement on the following ground rules:
 - i. Everyone will remain seated during the mediation.
 - ii. Each person will have the opportunity to speak. No interruptions, name calling or put downs.
 - iii. The mediator has control over the mediation process, and the parties must follow the mediator's instructions.
 - iv. Any other rules that the parties and the mediator decide are important.

2. Telling the Story

- a. Decide who will speak first.
- b. Make sure each party has time to speak without interruption.
- c. The mediator should repeat what he or she has heard to make sure he or she has understood correctly what the parties have said.
- d. The mediator should ask questions to clarify any points.

3. Identifying Positions

- a. The mediator identifies the common problems as she or he understands them.
- b. The mediator summarizes both party's positions without emotion and gets agreement on the nature of the problem(s).

4. Identifying Solutions

- a. The mediator helps the parties brainstorm possible solutions to the parties' problem(s).
- b. The mediator then encourages the parties to think of the consequences of carrying out each of the possible solutions.
- c. The mediator asks the parties to select the most workable solution.

5. Revising and Discussing Solutions

- a. The mediator should discuss the similarities or common elements of the parties' proposed solutions.
- b. The mediator then helps the parties reach an acceptable agreement by negotiating the differences in the proposed solutions to the problem(s).

6. Reaching an Agreement

- a. The mediator helps the parties reach an agreement they can both live with.
- b. The agreement is written down (using as much of the parties' language as possible) and each party given a copy of the final version.

Scenario – Destroyed CDs:

Chris and Shaun are best friends. Chris has a great collection of popular CDs. Shaun planned a party to celebrate the end of the school year. Chris agreed to allow Shaun to borrow his CD collection for the party, but said, "Be very careful."

The party was a success. The music was great and everyone had a good time. While cleaning up, Shaun noticed that several of Chris' CDs were either missing or damaged. Shaun's little brother decided to help the DJ during the party and was careless. The CDs were cracked and/or scratched, and several were simply gone.

When Shaun told Chris about the CDs, Chris was furious. After several months working a paper route, Chris had saved his money and bought the CD collection, which was very expensive. Shaun said, "Hey, I can't help it if my little brother messed up your CDs."

In the mediation, Chris claims that Shaun owes him for the lost and damaged CDs.

Name: _____

Play by the Rules

Worksheet 11-2: Civil or Criminal Law?

Directions:

Read each of the following actions and determine if it is a criminal or civil violation, both or neither.

- _____ 1. Randy accidentally threw his softball through his neighbor's kitchen window.
- _____ 2. Stephanie took five CDs from a store without paying for them.
- _____ 3. Lee snatched Mary's purse, knocking her down and breaking her arm.
- _____ 4. In a computer chat room, JoAnne made false and harmful statements about Cindy, whom she was mad at for telling her secrets.
- _____ 5. On Friday night Derrick and Sam made a prank phone call to annoy a neighbor.
- _____ 6. While babysitting, Margaret was distracted when her boyfriend called. The baby fell, cutting his lip, and required stitches.
- _____ 7. Jennifer threw her soda can out of her friend's car onto the street.
- _____ 8. Jamie agreed to sell his MP3 player to Ron and said it was "like brand new." Ron paid Jamie and received a damaged and heavily used product.
- _____ 9. Donna borrowed her sister's car without permission and drove around town with her friends. She wrecked the car on the way home.
- _____ 10. Randy and Joy were suspended from school, but decided to come on campus Friday for the pep rally.



Play by the Rules

Worksheet 11-2: Civil or Criminal Law

Answer Key

1. **Randy accidentally threw his softball through his neighbor's kitchen window.**
Civil – Negligence is a civil action and damage to the window can be recovered. (p. 55)
2. **Stephanie took five CDs from a store without paying for them.**
Criminal – Retail theft or shoplifting is a criminal offense. (p. 20)
3. **Lee snatched Mary's purse, knocking her down and breaking her arm.**
Both – Robbery is a crime. Compensation for injuries and damages can be recovered in civil court. (pp. 20 and 54-55)
4. **In a computer chat room, JoAnne made false and harmful statements about Cindy, whom she was mad at for telling her secrets.**
Civil – Defamation is a civil wrong. Written defamation is known as libel. (p. 54)
5. **On Friday night Derrick and Sam made a prank phone call to annoy a neighbor.**
Criminal – Prank calls are known as harassing communications under criminal law. (p. 17)
6. **While babysitting, Margaret was distracted when her boyfriend called. The baby fell, cutting his lip, and required stitches.**
Civil – Negligence is a civil wrong and damages can be recovered in civil court. (p. 55)
7. **Jennifer threw her soda can out of her friend's car onto the street.**
Criminal – Littering is a crime. (p. 21)
8. **Jamie agreed to sell his MP3 player to Ron and said it was "like brand new." Ron paid Jamie and received a damaged and heavily used product.**
Civil – Contract law states you can recover damages from the seller for failure to provide a promised product in civil court. Also, intentionally telling someone something false or concealing the truth, resulting in that person losing money by believing what he was told is fraud. (pp. 54-55)
9. **Donna borrowed her sister's car without permission and drove around town with her friends. She wrecked the car on the way home.**
Both -- Unauthorized use of a vehicle is a crime and damages from the wreck can be recovered in civil court. (pp. 20 and 55)
10. **Randy and Joy were suspended from school, but decided to come on campus Friday for the pep rally.**
Criminal – Trespass is a crime. (p. 21)



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Play by the Rules

Chapter 12: Technology

Objectives: The student will be able to :

- Understand laws that apply to technology; and
- Identify safety measures while using the Internet.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.5, 4.MS.8, 4.MS.13, 4.MS.14 and 4.MS.16

Character Education: Cooperation, honesty, diligence, patience, perseverance, respect for others and self-respect.

Materials: *Play by the Rules* book, index cards, **Worksheets 12-1 and 12-2.**

Methods: Brainstorming, directed reading, cooperative activity and decision making.

Activities:

Review: Ask students if their parents or guardians helped with **Worksheet 11-2**. Tell the students to keep the worksheet for future use.

Pros & Cons of Using the Internet:

1. Create a chart on the board, overhead or large sheet of paper with two columns: “Pros” and “Cons.”
2. Ask the students to brainstorm the positive things about using the Internet. (*Examples: research, communicating with friends and family, playing games, etc.*). Write those things down under the “Pros” column.
3. Ask the students to brainstorm the negative things about using the Internet. (*Examples: incorrect information, identity theft, spam, cyber bullying, etc.*). Write those things down under the “Cons” column.
4. Tell students that today they will be studying laws about technology, including the Internet.

Directed Reading:

1. Read aloud the introductory paragraph on p. 56.
2. Ask how many of the students enjoy using the Internet. Ask the students what laws may apply to using the Internet.
3. Tell the students to silently read pp. 56-57.
4. Ask the students the following questions:

- a. What are copyright infringement laws? *Laws that protect intellectual property.*
- b. When is it illegal to download music? *It is only illegal to download copyrighted music without the owner's permission. Generally, if the site from which you are downloading music does not charge a fee or does not expressly state that the owner of the music is giving permission to download without charge, it is illegal. Additionally, "peer-to-peer" network sharing of music is illegal if done without the copyright owner's permission.*
- c. What is plagiarism? *It is copying the work of others and identifying it as your own.*
- d. What is computer hacking? *Gaining access to networks or computers without permission.*
- e. Why is it important to protect someone's computer from hacking? *Accept reasonable answers about privacy and security.*

Technology True or False

1. Distribute **Worksheet 12-1**.
2. This activity may be done individually or in pairs. Have the students complete the worksheet and discuss the answers as a class.

Who Knows What?

1. Provide each student with five index cards (or have students divide and tear a sheet of paper into five equal parts).
2. Direct students to write their names on each of their index cards.
3. Ask the students to write the following words, one per card: "Password," "Secret," "Secret," "Lie" and "Lie."
4. Explain to students that they will be trading cards. They can trade one of their cards or a card they have received.
5. Ask all the girls to give one card away to a boy.
6. Next, tell all the boys to give one card away to anyone in the room.
7. For the next five to 10 minutes have students continue trading cards. You can use descriptions such as eye color, shirt color, favorite sports team, etc.
8. At the end of the five to 10 minutes, assess the location of the cards and discuss what information was given out. For example, ask how many students got a lie about John Doe. Have the students raise their hand if they currently have information about Bonnie Sue. Ask how many students received information about a student that they did not actually trade a card with.
9. Lead the class in a discussion about how things they tell others can easily be spread through online communication. Talk to students about the dangers they can encounter if they:

- a. Share passwords: Even a best friend can become upset with you and decide to give your password away. If someone has your password, they can pretend to be you online.
- b. Share secrets: Secrets can be shared online without your knowledge or consent.
- c. Lies: Lies can be shared online that can lead to many consequences such as violence.
- d. Sharing with a stranger: Sharing any information online with a stranger can endanger your life. Do not ever share any information with a stranger online.

Directed Reading:

1. Have the students silently read pp. 58-60.
2. Discuss with the students the importance of Internet safety.
3. Review Internet safety tips and continue with **Worksheet 12-2**, the Internet Safety Pledge.
4. Ask the students to read and sign the pledge if they agree to be responsible Internet users.

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

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

Taking Home the Law: Ask the students to take **Worksheet 12-2** home and share it with their parents or guardians.

Extra Innings: TG p. 150.

Name: _____

Play by the Rules

Worksheet 12-1: Technology True or False

Directions: Read each statement carefully and mark “T” for true or “F” for false.

- _____ 1. Information found on the Internet is accurate and up to date.
- _____ 2. Information found on the Internet can be used for school assignments.
- _____ 3. Even if you have a password, it is illegal to gain access to computer networks or an individual computer unless you have permission.
- _____ 4. It is legal to download any music that you find on the Internet.
- _____ 5. Burning CDs from an illegal music-sharing Web site for private use is legal.
- _____ 6. It is legal to copy and sell DVD movies if they are purchased from a video store.
- _____ 7. It is legal to copy and share copyrighted computer software with your friends.
- _____ 8. If someone downloads files illegally, the offender and the owner of the computer can be prosecuted.



Play by the Rules

Worksheet 12-1: Technology True or False

Answer Key

- 1. Information found on the Internet is accurate and up to date.**
False. As with any research resources, some Web sites may not be accurate. It is a good idea to check several different Web sites to compare the information. (p. 56)
- 2. Information found on the Internet can be used for school assignments.**
True. Information found on the Internet may be used in school assignments. Remember to never copy the information word for word in your assignment; this is known as plagiarism. Plagiarism is copying someone else's work and representing it as your own. (p. 56)
- 3. Even if you have a password, it is illegal to gain access to computer networks or an individual computer unless you have permission.**
True. It is illegal to gain access to another computer or network without permission. (p. 56)
- 4. It is legal to download any music that you find on the Internet.**
False. It is against the law to download music, movies or other media if you are violating a copyright. Most legitimate sites charge a small fee. (p. 57)
- 5. Burning CDs from an illegal music-sharing Web site for private use is legal.**
False. The duplication of copyrighted material without the consent of the owner is illegal. The No Electronic Theft Act allows criminal enforcement of U.S. copyright laws against people who have no profit motive. (p. 57)
- 6. It is legal to copy and sell DVD movies if they are purchased from a video store.**
False. The duplication of copyrighted material without the consent of the owner is illegal. (p. 57)
- 7. It is legal to copy and share copyrighted computer software with your friends.**
False. Software piracy is the unauthorized duplication of computer software. Copying software without the copyright owner's permission is an act of copyright infringement, and is subject to civil and criminal penalties. (p. 57)
- 8. If someone downloads files illegally, the offender and the owner of the computer can be prosecuted.**
True. Under the U.S. Copyright Act, both the offender and the owner(s) of the computer can be prosecuted. (p. 57)

Name: _____

Play by the Rules

Worksheet 12-2: Internet Safety Pledge

1. I will not give out personal information such as my address, telephone number, parents'/guardians' work address/telephone number, or the name and location of my school without my parents'/guardians' permission.
2. I will tell my parents/guardians right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents/guardians. If my parents/guardians agree to the meeting, I will be sure that it is in a public place and bring my mother, father or guardian along.
4. I will never send a person my picture or anything else without first checking with my parents/guardians.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents/guardians right away so that they can contact the service provider.
6. I will talk with my parents/guardians so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
7. I will not give out my Internet password(s) to anyone (even my best friends) other than my parents/guardians.
8. I will check with my parents/guardians before downloading or installing software or doing anything that could possibly hurt our computer or jeopardize my family's privacy.
9. I will be a good online citizen and not do anything that hurts other people or is against the law.
10. I will help my parents/guardians understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

Student signature

Parent or guardian signature

Rules 1 through 6 are adapted from the brochure "Child Safety on the Information Highway" by SafeKids.com founder Larry Magid. (© 2004 National Center for Missing and Exploited Children). Rules 7 through 10 are copyrighted by Larry Magid (© 2005).

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.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.1, 4.MS.2, 4.MS.3, 4.MS.5, 4.MS.6, 4.MS.8, 4.MS.13, 4.MS.14 and 4.MS.16

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 fElonies.
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.



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Play by the Rules

Postgame

Objectives: The student will be able to:

- Complete the *Play by the Rules* Posttest; and
- Demonstrate knowledge by creating a *Play by the Rules* poster.

GDOE Social Studies Seventh Grade World Geography/Government Standards: 4.MS.1, 4.MS.2, 4.MS.3, 4.MS.5, 4.MS.6, 4.MS.8, 4.MS.13, 4.MS.14 and 4.MS.16

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

Materials: *Play by the Rules* book, **Posttest**, **Answer Sheet** or Scantron, poster paper and markers.

Methods: Evaluation (Posttest) and poster art.

Activities:

Posttest: Administer the Posttest and remind students that, unlike the Pretest, this test will count as a grade. The Posttest is not designed to compare your students to others, nor will it be used to evaluate teachers. It is a tool designed to examine the effectiveness of the *Play by the Rules* program. You can use the Answer Sheet provided or a Scantron sheet.

Play by the Rules Posters:

1. Working in small groups, have the students create *Play by the Rules* posters.
2. Headings for each poster should read, “*Play by the Rules.*”
3. Students should choose a particular chapter and illustrate a law, as they understand it.
4. The students may want to place their names at the bottom of the poster.
5. Coordinate this activity with administrators and request to place the students’ *Play by the Rules* posters throughout the school to educate everyone on Guam law.
6. Other suggestions include holding a school-wide poster contest to select the best poster, or recognizing students’ work in an awards-day assembly.

Evaluation: Posttest performance, observation and artwork.

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

Taking Home the Law: Students should take their *Play by the Rules* books home and share something out of each chapter with their parents, guardians, siblings and friends.



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Name: _____

Play by the Rules Pretest /Posttest

Directions: Place the correct letter in the appropriate blank on the answer sheet or Scantron sheet, not on the test. Try not to leave any questions unanswered.

1. The principle that everyone, including public officials, must follow the law is called the _____.
 - a. Civil Law
 - b. Golden Rule
 - c. Rule of Law
 - d. Sunshine Law
2. Someone who sues another person is a _____.
 - a. Defendant
 - b. Plaintiff
 - c. Victim
 - d. Perjurer
3. The two main types of laws are criminal and _____.
 - a. Common
 - b. Civil
 - c. Domestic
 - d. Sunshine
4. A _____ is a person not yet considered an adult under the law.
 - a. Truant
 - b. Delinquent
 - c. Dependent child
 - d. Juvenile
5. Which of the following statements is TRUE?
 - a. Juveniles are only tried as juveniles
 - b. Juveniles can sometimes be tried as adults
 - c. There is no difference between adult court and juvenile court
 - d. None of the above
6. Which of the following is NOT a part of the Miranda Warnings?
 - a. You have the right to remain silent.
 - b. Anything you say can and will be used against you.
 - c. You have the right to have your attorney present during questioning.
 - d. You must answer all questions and make a statement to the police.
7. Which is the most serious classification of crime?
 - a. Felony
 - b. Misdemeanor
 - c. Violation
 - d. None of the above
8. Which of the following is an example of criminal mischief?
 - a. Prank phone calls
 - b. Perjury
 - c. Vandalism
 - d. Theft
9. Which one of the following is TRUE about retail theft?
 - a. A shoplifter must be outside the store in order to be arrested for retail theft.
 - b. It's not retail theft if you're under 18.
 - c. It can be either a felony or a misdemeanor.
 - d. Most store owners do not prosecute shoplifters.
10. Theft by the use of force is _____.
 - a. Burglary
 - b. Menacing
 - c. Assault
 - d. Robbery

11. Falsely reporting a bomb threat is a _____.
a. Felony
b. Misdemeanor
c. Violation
d. None of the above
12. Which of the following people demonstrates an appropriate respect for authority?
a. While being questioned, Jen says, "My mom's an attorney so I don't have to speak with you."
b. Kenna and her friends follow police orders to leave the movie theater parking lot.
c. Jacob gives the police his brother's name.
d. None of the above.
13. Which statement is TRUE?
a. Twelve-year olds can legally purchase firearms.
b. Sixteen-year olds can own a handgun.
c. Thirteen-year olds can own a rifle or shotgun.
d. None of the above
14. Which of the following is a proper use of fireworks?
a. Under government supervision
b. Throwing a bottle rocket from a car
c. Blowing up Mr. Jones' mailbox
d. Shooting fireworks into a crowd
15. How old do you have to be to buy alcohol?
a. 14
b. 16
c. 21
d. 18
16. How old do you have to be to purchase cigarettes?
a. 16
b. 19
c. 18
d. 21
17. Possession of large amounts of illegal drugs is called _____.
a. Trafficking
b. Dealing
c. Paraphernalia
d. None of the above
18. It is LEGAL to take prescription medication if:
a. You are over 18 years old
b. You take someone else's medication
c. A physician prescribed it to you and you take it according to your doctor's directions
d. You fill a prescription using a fake ID
19. Your parents are responsible (liable) for you until you are ____ years old.
a. 16
b. 17
c. 19
d. 18
20. Which of the following is NOT required by law to report suspected child abuse?
a. Doctor
b. Teacher
c. Friends
d. Police officer
21. Which of the following can a juvenile's parent legally give permission to do?
a. Drink alcohol
b. Smoke cigarettes
c. Take dangerous drugs
d. None of the above
22. At age 13 you need a license to _____.
a. Camp
b. Fish
c. Operate a motor boat
d. Hunt
23. Which of the following is NOT a violation of law concerning pets?
a. Leaving your pet with a pet sitter
b. Owning a wild animal
c. Making dogs fight
d. Failure to vaccinate your pet

24. It is your legal responsibility to go to school full time from ages five to ____.
- 12
 - 16
 - 18
 - 21
25. Which of the following statements concerning suspension and expulsion is TRUE:
- Expelled students are not required to attend an alternative school.
 - Suspension is a more serious punishment.
 - Expelled students have the right to attend “after-school” functions.
 - Suspension is the temporary removal of a student from school.
26. Under what circumstances can school administrators search school lockers and other personal items?
- If you miss school
 - If they have reasonable suspicion
 - If you are late to school
 - None of the above
27. Leaving a scene of the accident before the police arrive is called _____.
- Criminal mischief
 - Truancy
 - Hit and run
 - None of the above
28. When riding a bicycle which of the following is NOT a violation?
- Riding on the left side of the road, facing traffic
 - Riding on the right side of the road with traffic
 - Riding on a sidewalk
 - Riding with someone on the handle bars
29. Which job is ILLEGAL for a 12 year old to have?
- Babysitting
 - Newspaper delivery
 - Serving food
 - None of the above
30. Which of the following is TRUE regarding work:
- Employment certificates are necessary if you are under the age of 16.
 - There are no limits on the number of hours that a juvenile works.
 - Juveniles can hold any job.
 - A 14 year old can serve alcohol in a restaurant.
31. A tort is:
- A criminal act that causes injury to others
 - A delicious pastry
 - Not using reasonable care in dealing with others
 - A type of contract
32. Which of the following is NOT an example of a contract:
- Written attack on someone’s reputation
 - Buying a car
 - Selling a bicycle to a friend
 - All of the above
33. Which of the following is LEGAL under the “No Electronic Theft Act (NET Act)”?
- Copying computer software
 - Selling copies of a movie on DVD
 - Downloading copyrighted music without permission
 - Using the Internet for a school research paper
34. Which of the following is a GOOD way to stay safe online?
- Agreeing to meet with someone you met online
 - Not opening messages from strangers
 - Not reporting harassing communications
 - Posting personal information online
35. Which of the following statements is TRUE about cyber bullying?
- It involves the use of technology
 - It harasses or annoys another person
 - It is a petty misdemeanor
 - All of the above

Name: _____

Play by the Rules
Pretest / Posttest
Answer Sheet

Date: _____ **This is a:** **Pretest** **Posttest**

1. _____ 13. _____ 25. _____

2. _____ 14. _____ 26. _____

3. _____ 15. _____ 27. _____

4. _____ 16. _____ 28. _____

5. _____ 17. _____ 29. _____

6. _____ 18. _____ 30. _____

7. _____ 19. _____ 31. _____

8. _____ 20. _____ 32. _____

9. _____ 21. _____ 33. _____

10. _____ 22. _____ 34. _____

11. _____ 23. _____ 35. _____

12. _____ 24. _____

Play by the Rules
Pretest / Posttest
Answer Key

- | | | |
|-------|-------|-------|
| 1. C | 13. D | 25. D |
| 2. B | 14. A | 26. B |
| 3. B | 15. C | 27. C |
| 4. D | 16. C | 28. B |
| 5. B | 17. A | 29. C |
| 6. D | 18. C | 30. A |
| 7. A | 19. D | 31. C |
| 8. C | 20. C | 32. A |
| 9. C | 21. D | 33. D |
| 10. D | 22. D | 34. B |
| 11. A | 23. A | 35. D |
| 12. B | 24. B | |



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PLAY BY THE RULES™

GUAM LAWS FOR YOUTH

Extra Innings

The following activities were designed to provide additional lessons to refresh the students' knowledge of the law. It is suggested that after following the initial pacing schedule, teachers continue to teach *Play by the Rules* throughout the year whenever possible.

Play by the Rules

Chapter 1: Rule of Law Extra Innings

Mind Walk

The purpose of this activity is to illustrate how laws affect our everyday lives. It will also emphasize that laws are not always punitive, but rather protective. Students should also be able to determine whether the laws are local, state or federal.

Directions:

1. Ask the students to make a list of everything they do from the moment they wake in the morning until they get to school. Examples might include turning off the alarm clock, taking a shower, eating breakfast, brushing teeth, etc.
2. List some of the answers on the board.
3. Now ask the students how the law affects these activities.

Sample Answers:

Alarm clock	Time of day is regulated by the government
Take a shower	Government regulates water treatment, and shampoo and soap ingredients are regulated by the Federal Department of Agriculture (FDA)
Get dressed	Garment regulations (care label)
Eat breakfast	Government requires nutritional listings on food products
Brush teeth	Water regulation and toothpaste approval
Watch TV	Federal Communications Commission (FCC) regulations
Talk on phone	Federal Communications Commission (FCC) regulations
Walk to bus stop	Pedestrian laws
Ride bus to school	Traffic laws

4. Now go back and ask the students if the laws they mentioned are Guam or federal laws.

Play by the Rules

Chapter 2: Juvenile Justice System Extra Innings

Each One Teach One

Directions:

This strategy is good for building student interest when introducing a unit or summarizing points learned at the end of a unit.

1. Prepare at least one fact card per student in your class using the questions throughout Chapter 2 of the student book. The fact cards may be on index cards, strips of paper or a photocopy of Chapter 2 cut into strips. You may place one or more questions on each card depending on the length of the topic.
2. Distribute one card to each student.
3. Have the students study their facts briefly.
4. Tell the students to circulate around the room and teach their facts to one person at a time until they have talked to everyone in the class.
5. Students are to talk to only one other student at a time. The object is to share a fact with and learn a fact from another student.
6. When students have finished, ask them to tell one thing they learned from someone else.

*Play by the Rules***Chapter 3: Criminal Offenses
Extra Innings**

Each One Teach One**Directions:**

This strategy is good for building student interest when introducing a unit or summarizing points learned at the end of a unit.

1. Prepare at least one fact card per student in your class using the questions throughout Chapter 3 of the student book. The fact cards may be on index cards, strips of paper or a photocopy of Chapter 3 cut into strips. You may place one or more questions on each card depending on the length of the topic.
2. Distribute one card to each student.
3. Have the students study their facts briefly.
4. Tell the students to circulate around the room and teach their facts to one person at a time until they have talked to everyone in the class.
5. Students are to talk to only one other student at a time. The object is to share a fact with and learn a fact from another student.
6. When students have finished, ask them to tell one thing they learned from someone else.

Play by the Rules
Chapter 4: Weapons, Guns & Fireworks
EI Worksheet 4: Current Events

Directions:

1. Find an article in a newspaper, magazine or online that reports a crime involving weapons, guns and/or fireworks.
2. Read the article with your parents or guardians and complete the following activity.
3. Attach a copy of your article to this worksheet.

Questions:

1. Article headline:
2. From what publication or Web site was this article taken?
3. Who committed the crime?
4. What was the crime?
5. Where did the crime take place?
6. When was the crime committed?
7. Is the crime a felony or a misdemeanor? Why?
8. Is this a crime against persons or property?

Play by the Rules

Chapter 5: Alcohol & Other Drugs Extra Innings

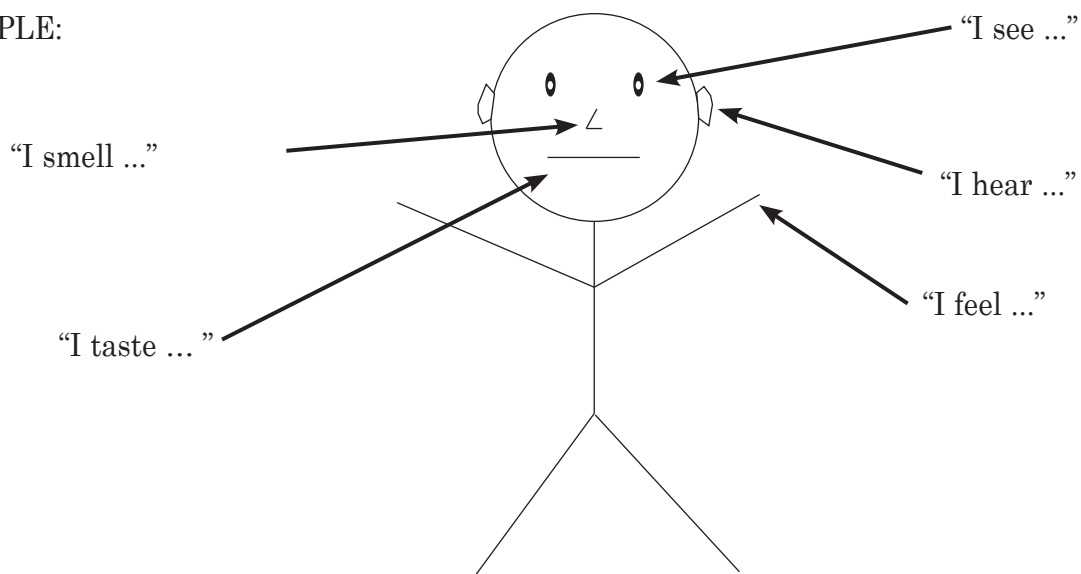
Sensory Figure

Directions:

This strategy allows students to explore their knowledge of alcohol, tobacco and other dangerous drugs by applying this knowledge to the five basic senses.

1. Give each student a piece of construction paper, butcher paper or plain white copier paper.
2. Students should use markers, colored pencils and/or crayons to draw a stick figure on the paper. Remind them that their artistic ability is not an issue.
3. Ask the students to apply each of the five senses (hearing, sight, smell, taste and touch) to their stick figure. Students should then write what that person might say. (Example: Smell -- "I smell marijuana.")
4. To simplify this process, have the students draw lines connecting the phrases to the corresponding part of the stick figure's body.

EXAMPLE:



Play by the Rules

Chapter 6: Parent-Child Relationship Extra Innings

Role Play

Directions:

Review the definitions of abuse and neglect from Chapter 6. Assign roles and have students role play the following:

Scenario:

Trena and her best friend, Rane, were leaving their favorite shop when they saw a small child crying in an unattended vehicle. They went back inside and asked the manager to call the police. Officer Trevor arrived shortly. Within a few minutes, the child's father returned to the car. He explained to Officer Trevor that he had gone inside the store to pick up a prescription for his sick child. While inside the store, the father was stopped by a friend and lost track of time. He then discovered that he locked his keys in the car. After some investigation, Officer Trevor estimated that the child was left unattended for approximately two hours. The court must now review the case to decide if abuse and/or neglect has taken place and decide what actions would be in the best interest of the child.

Roles:

Judge
Jurors
Trena

Prosecuting Attorney
Marshal and Clerk (optional)
Rane

Defense Attorney
Father
Officer Trevor

Court Procedure:

1. Judge calls the court to order.
2. Opening statements – prosecution first.
3. Prosecution calls Trena, Rane and Officer Trevor to testify. (The defense may cross examine each witness.)
4. The defense calls the father to testify. (The prosecution may cross examine.)
5. Closing statements – prosecution first.
6. Jury makes a decision.



Follow-up Questions:

- Was your role difficult? Why or why not?
- What argument helped you make your decision?
- What happens if a judge makes an incorrect decision?
- What are your feelings about this case?
- What would you do if you thought that a child was being abused or neglected?
- Name five things that parents can do to keep children safe and happy at home.
- Write down some of the feelings you experienced while role playing this case.
- What do you think parents, teachers and the community should do to protect children?



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Name: _____

EI7

Play by the Rules
Chapter 7: Recreation
EI Worksheet 7: Postcard

Directions: Think of your favorite recreational activity from Chapter 7. Create a postcard by illustrating that activity below.

Now, use your *Play by the Rules* book and list the laws that apply to that activity.

This postcard was illustrated by _____.

Play by the Rules

Chapter 8: School Extra Innings

School Law Case Study

1. Write the following cases on the board and tell the students to write them on a sheet of paper:

Tinker v. Des Moines

Freedom of speech

Goss v. Lopez

School suspension policy

New Jersey v. T.L.O.

Search and seizure in school

2. Prepare fact strips by writing the facts from **EI Worksheet 8-1** on index cards or by cutting them into strips. There are 15 facts, so you will need to make enough copies for every student to receive a fact.
3. Distribute **EI Worksheet 8-2**, the School Law Case Study worksheet.
4. Tell the students that their assignment is to learn as much about these three cases as they can from their classmates (note that each strip has the case name at the top).
5. Distribute the fact strips and tell the students to circulate around the room for five minutes and teach the fact to at least five other students. Ask the students to summarize and put the facts in their own words. Tell them to write as many facts as possible about each case on the School Law Case Study Fact Strips.
6. Call time.
7. Ask the students to help fill in the facts of each case on the board. Go around the room until all five facts for each case are listed.
8. Once all of the facts are posted on the board, ask the students to predict how they think the U.S. Supreme Court ruled on these cases. Write their predictions on the board under each case.
9. Then read the following case decisions:

Tinker v. Des Moines (1969): The Court ruled that the wearing of armbands was “closely akin to pure speech” and was protected by the First Amendment. Although some rights must be limited in schools, the justices agreed that the wearing of an armband did not disrupt or interfere with the educational process.

Goss v. Lopez (1975): The Court ruled that the state could not deny the opportunity to education for misconduct without a hearing. This violates the student’s due process rights found in the Fourteenth Amendment. The justices concluded that attending school is an interest that qualifies for these rights. Students facing suspension of 10 days or less should be given notice and some kind of hearing.

New Jersey v. T.L.O. (1985): Balancing the right to a safe and healthy learning environment with student's individual rights found in the Fourth Amendment, the Court ruled that the requirement of "probable cause" for a search did not apply to schools. The justices announced a less strict standard of "reasonable suspicion." School administrators are permitted to conduct a search if they suspect someone of a criminal act or a school violation.

10. Compare the students' predictions to the actual decisions. Discuss how these decisions affect them as students.

Play by the Rules

EI Worksheet 8-1: School Law Case Study Fact Strips

Goss v. Lopez:

Dwight Lopez was one of nine students suspended from an Ohio high school. Some students were suspended because they were in a fight in the cafeteria and school property was damaged. Others were suspended for participating in a demonstration in the auditorium where a class was being held.

Goss v. Lopez:

The principal suspended the students and told them they were to go home and not return for 10 days. None of the students were allowed to defend themselves against the accusations made by the principal.

Goss v. Lopez:

An Ohio law gave the principal the right to suspend students without a hearing for up to 10 days, as long as the parents were notified of the reason for suspension. The parents had to agree to appear with their child in school on the day of return to discuss the child's behavior.

Goss v. Lopez:

Dwight Lopez went home under suspension from school for 10 days. His parents were shocked that their son had not had a chance to defend his actions before being suspended. They called the principal and he explained that a hearing was not required by the State of Ohio for school suspensions.

Goss v. Lopez:

The parents contacted the superintendent, Mr. Goss. He denied violating any of their son's rights under Ohio law. Mr. and Mrs. Lopez sued the superintendent. They argued that this procedure violated their son's right to due process as stated in the Fourteenth Amendment.

Tinker v. Des Moines:

In December 1965, a group of adults and students decided to publicize their opposition to the Vietnam War by wearing black armbands. A friend had been killed in war and they wanted to show their opposition by wearing the armbands for 30 days. The Des Moines principals heard about this and banned the wearing of black armbands. Students who violated the rule would be suspended until they complied.

Tinker v. Des Moines:

On December 16, 1965, 13-year-old Mary Beth Tinker and 15-year-old John Tinker wore black armbands to school. They knew it was against the new school policy, but wanted to wear the armbands in memory of their family friend and others who had given their lives in the Vietnam War.

Tinker v. Des Moines:

The students were suspended and told not to return until they were willing to remove the armbands in protest of the war. The students stayed away from school until after New Year's Day, when the protest was to end.

Tinker v. Des Moines:

Mr. Tinker filed a lawsuit on behalf of his children, arguing that this incident violated his children's right to freedom of speech. The wearing of armbands was equivalent to a form of speech and was protected by the First Amendment.

Tinker v. Des Moines:

The school argued that the wearing of armbands would be disruptive to the educational process of the students at the school. They claimed that they enacted the policy against wearing armbands to prevent an incident. They stated that they had the duty to take measures to protect the health, welfare and safety of the students under their supervision.

New Jersey v. T.L.O.:

A teacher at a New Jersey high school found two girls smoking in the restroom. One of the girls was T.L.O., a freshman. Smoking in the restrooms was a violation of school rules. The teacher took the two girls to the principal's office. The first girl admitted that she had been smoking, but T.L.O. said she didn't smoke at all.

New Jersey v. T.L.O.:

The principal instructed T.L.O. to turn over her purse and when he opened the purse a pack of cigarettes was on top. As he removed the cigarettes, he saw rolling papers (which are usually associated with drug use). This find prompted him to search the entire purse and he found marijuana, a pipe, money in one-dollar bills and a list of students who owed T.L.O. money for marijuana.

New Jersey v. T.L.O.:

The principal called T.L.O.'s mother and the police. At the police station, T.L.O. admitted to selling marijuana at school. Her admission of guilt, and the items found in her purse brought delinquency charges against T.L.O. in juvenile court.

New Jersey v. T.L.O.:

T.L.O. argued that the search of her purse violated her Fourth Amendment rights (search and seizure). She claimed that the principal did not have probable cause to search her purse without a warrant. She also said that her confession should be thrown out of court because it resulted from the illegal search.

New Jersey v. T.L.O.:

The school system argued that the principal had reasonable suspicion to search her purse. The principal stated that T.L.O. was in the restroom with the other student who admitted to smoking. He also mentioned that he did not intend to search the entire contents of the purse, but when he saw the rolling papers, he was concerned that drugs were involved, and he was right.

Name: _____

Play by the Rules
EI Worksheet 8-2: School Law Case Study

Goss v. Lopez:

Tinker v. Des Moines:

New Jersey v. T.L.O.:

*Play by the Rules***Chapter 9: Transportation
Extra Innings**

Art & the Law**Directions:**

1. Place students in five groups and assign each group a piece of artwork from Chapter 9. Have each group study and discuss the assigned illustration.
2. Ask each group to write a paragraph explaining what they believe the artwork is trying to teach.
3. Next, have the group read the text associated with the artwork from the student book and write a second paragraph about the law(s) actually depicted in the artwork.
4. Each group should choose a law that is not illustrated in Chapter 9 and create their own artwork for that law.
5. Display the artwork in your class or the common area of your school.

Teacher Note: This activity can be used for any chapter.

Play by the Rules

Chapter 10: Work Extra Innings

Job Search

Directions:

1. Provide each student, or group of students, with the employment classified section of a newspaper.
2. Ask students to find an employment ad for a job they would be interested in applying for.
3. Write the questions below on the chalk board or an overhead, and ask the students to answer them using complete sentences.
4. Ask students to share their job search with the class and attach their employment ads to their answers.

WHO:

Who placed the ad?
Who is eligible to apply?
Who do you need to contact to apply for the job or obtain more information?

WHAT:

What is the job?
What are the job qualifications?
What is the salary?

WHEN:

When is the application deadline?
When would the job begin?
When should you complete your resume?

WHERE:

Where is the job?
Where do you apply?
Where would you find more information about the job or company?

WHY:

Why would you be interested in this job?
Why would an employer hire you for this job?
Why is it important to prepare for the interview?

Name: _____

Play by the Rules
Chapter 11: Civil Responsibility
EI Worksheet 11-1: Magic Square

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

Directions: Match each letter with the best possible numbered answer. Place the number in the corresponding letter's box above. If all answers are correct, you should be able to add the numbers across each row, down each column and the diagonals to get the same sum.

- | | |
|---|------------------------|
| A. Laws that have been enacted by the government to prevent harm and to establish punishment for wrongful conduct | 1. Disaffirm |
| B. Laws that relate to private rights and remedies | 2. Civil law |
| C. A _____ is committed when a person fails in their duty of care toward others and injures a person, property or a reputation. | 3. Tort |
| D. _____ occurs when a person acts with the intent to harm someone or his or her property. | 4. Slander |
| E. An unintentional tort | 5. Negligence |
| F. Intentionally and offensively touching another person without his or her consent | 6. Defamation |
| G. Intentionally telling something false or concealing the truth resulting in the loss of money by the victim | 7. False imprisonment |
| H. Intentionally going on to private property without consent | 8. Trespass |
| I. Wrongful and intentional intrusion into a person's private activities to cause shame or humiliation | 9. Invasion of privacy |
| J. Unlawfully keeping a person in a room, car or other place so he or she cannot leave | 10. Fraud |
| K. Untrue written or spoken words that harms someone's reputation | 11. Battery |
| L. Falsely written expression that harms someone's reputation | 12. Libel |
| M. Falsely spoken words that harms someone's reputation | 13. Intentional tort |
| N. A set of promises between two or more people to legally do or not do something | 14. Contract |
| O. A person must be _____ years old to enter into a contract. | 15. Eighteen |
| P. To call off a contract | 16. Criminal law |
- MAGIC NUMBER _____

Play by the Rules
Chapter 11: Civil Responsibility
EI Worksheet 11-1: Magic Square
Answer Key

A 16	B 2	C 3	D 13
E 5	F 11	G 10	H 8
I 9	J 7	K 6	L 12
M 4	N 14	O 15	P 1

Number = 34

Play by the Rules
**Chapter 12: Technology
Extra Innings**

What Would You Do?

Directions:

1. Copy **EI Worksheet 12** and cut into strips.
2. Let the students work in groups of four or five.
3. Distribute a different scenario to each group.
4. Ask the students to discuss the scenario and decide what they would do.
5. Have the students refer to Chapter 12 and tell what issues are being raised by each scenario. (For example: cyber bullying, Internet safety, etc.)
6. Ask each group to share their responses with the class. Students should be prepared to explain how the group came to their decision.



Play by the Rules

Chapter 12: Technology

EI Worksheet 12: What Would You Do?

You and a friend are in the school library doing research for a term paper when you run across a Web site about your English teacher, Mrs. Coleman. The site has pictures of Mrs. Coleman that have been modified and aren't in good taste. Also, listed are several stories about Mrs. Coleman that you do not believe are true. You discover that the person who created the Web site is a classmate. What would you do?

Brittany is a new student at your school and is trying to make new friends. A group of girls in your class decides they do not want Brittany having any new friends at this school, so they begin text messaging lies to all their friends about Brittany. They are saying mean and horrible things about Brittany, and she doesn't understand why everyone laughs at her in the hall and avoids sitting by her at lunch. You start receiving the text messages, and you also realize Brittany has started missing a lot of school. What would you do?

The school's science department has a wonderful new computer program. Each student is assigned a password to access the program. You use this program to complete assignments, take quizzes and tests, play science games and conduct research. Mr. Lee has warned the class several times not to give out passwords because anyone could copy, change or delete your work. He even has a large, bright green poster above the computers that says, "Password Protection." One day a close friend says he can't remember his password and must complete an assignment before the end of class. He asks you for your password to access the program. What would you do?

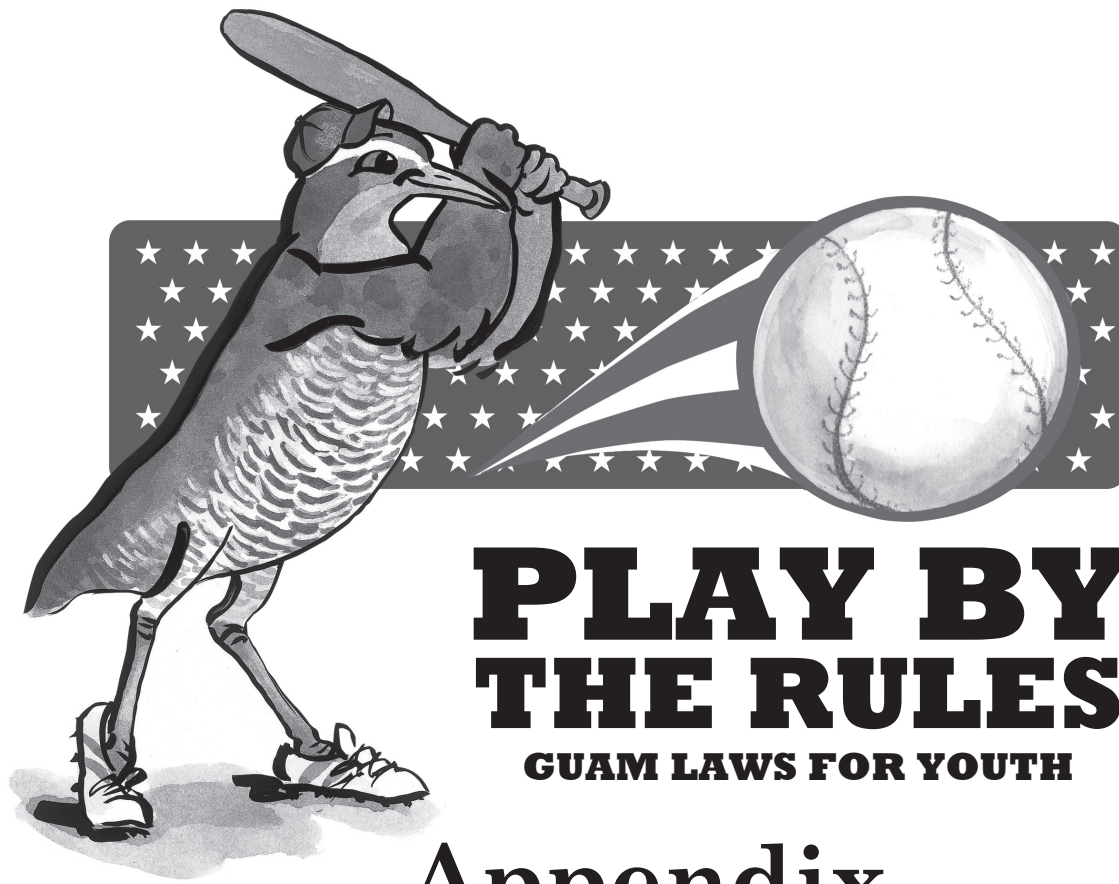
You like music, and one night while looking up some of your favorite local bands on the Internet, you happen to come across a chat room where everyone is talking about the local music scene. The site that linked you to the chat room is a trustworthy site, so you believe the chat room is safe. You begin talking to several people about your favorite bands and where they will be playing next. You have been talking with another student from a nearby school who also follows local music. After chatting online with each other for over a month, he asks you to meet him after school. What would you do?

You and a classmate have been having problems all year long. You have tried to resolve the problems on your own but each time it seems to make matters worse. Recently your classmate has started sending you threatening e-mails. You have simply been deleting them. However, you are now receiving close to 20 e-mails a week and the threats seem to be getting worse. What would you do?

You are failing history. You have tried everything to improve your grade: extra assignments, projects and you even have a tutor. Your grades are improving, but you still don't think you will pass for the semester. Your friend tells you she watched Mr. Watts, your history teacher, enter his password into the school's computer when entering grades. She is willing to sell you the password for \$20 and you can change your grade. What would you do?



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GUAM LAWS FOR YOUTH

Appendix

Teaching Strategies

Letter to Parents/Guardians

Parental Involvement Ideas

Parental Response Form

Student Response Form

Student Achievement Certificate

Working with Community Resource People

Resource Person Fact Sheet

Resources

Teacher Response Form

Play by the Rules

Teaching Strategies

The use of interactive teaching strategies provides students with meaningful activities while learning. The following strategies are just a few methods used to teach law-related education.

Brainstorming:

Brainstorming is a well-known and widely used interactive method. It encourages students to use their imaginations and be creative. It helps elicit numerous solutions to any given problem. Remember to always state the ground rules:

1. No one is to judge or evaluate the ideas of others.
2. Everyone is encouraged to think of as many ideas as possible. Even wild ideas should be encouraged.
3. The more ideas the better.
4. Build upon the ideas of others.
5. Record ideas as they are given.
6. Discourage ridicule or derisive laughter.

When all ideas are recorded, discuss and evaluate.

Group Work:

Small group activities enable students to learn cooperation skills and other important interpersonal skills. These activities can also help students learn to resolve issues among themselves.

1. Students should be divided into groups of two to five students.
2. Each member of the group should participate in some way, either as a recorder, reporter or team member.
3. Students should not be given too much time. Tell them how long they have and announce at least twice how much time is left.
4. Circulate and observe the students in their groups. Make sure they stay on task.
5. Make small group work a norm in your classroom, not a radical, once-in-a-lifetime departure from “lecture and recite.”

Each One Teach One:

This strategy is good for building student interest when introducing a unit or summarizing points learned at the end of a unit.

1. Prepare fact cards. Put a fact about the lesson on an index card or a strip of paper, one per student.
2. Distribute one card to each student.
3. Have the students study their facts briefly.
4. Tell the students to circulate around the room and teach their facts to one person at a time until they have talked to everyone in the class.
5. Students are to talk to only one other student at a time. The object is to share a fact and learn a fact from another student.
6. When students have finished, ask them to tell one thing they learned from someone else.

Continuum:

This method can be used to teach controversial issues or to encourage students to take a position and defend their positions.

1. Explain to the students that they will be asked to take a stand on each of the scenarios listed on the worksheet.
2. Post four signs across the front of the room: “most serious,” “serious,” “least serious” and “not a crime.”
3. For each scenario, ask one row (or four to five students) to stand up. Read the scenario to the class and tell the panelists to stand under the continuum heading that they feel best describes their position on the issue. The student panel is not allowed to say anything as they take their positions and move about the continuum.
4. The remainder of the class will take turns making persuasive statements to encourage the panelists to move to another position on the continuum.
5. Once everyone is positioned, ask the panelists to give their reasons and discuss as a class.
6. Continue this process for each scenario.
7. After this activity, discuss with the students why some crimes are felonies and others are misdemeanors.

Carousel:

This interactive teaching method is fun and engaging for students of all ages.

- 1 Choose six to eight questions (determined by class size) pertaining to the lesson.
2. Each of the questions should be written on separate sheets of large paper.
3. Place the questions in various areas of the classroom.
4. Break students into cooperative learning groups of three to four students.
- 5 Give each group of students a different colored marker.
6. Read the following instructions to the class:
 - a. Your group will rotate around the room from one question to the next until you have answered all of the questions on the posters.
 - b. Each member of your group should write the answer to at least one question, but all group members should help you with your answer.
 - c. When you move to the next question, first you must read the answers already written. If you agree with the answer, place a check mark beside the answer. Then add your answer.
 - d. You will have limited time at each question, so work as a team.

e. When I say, “rotate,” move to the next question.

7. Once all groups have answered each question, discuss the responses as a class.

Acrostics:

Students use the letters in a phrase such as JUVENILE LAW to design an acrostic. They should use their text or other resource.

1. Give each student a piece of construction paper or regular white copier paper.
2. Instruct the students to write the word or phrase vertically down the side of their page. Students might enjoy decorating these letters so they will stand out when the acrostic is complete.
3. Students will then use each letter to complete a factual sentence on the topic. Example:

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

A Juvenile is someone under the age of majority.
A
W

4. Have students share their acrostics by reading the sentences.

Sensory Figure:

This strategy allows students to explore their knowledge of a subject by applying this knowledge to the five basic senses. One example would be to use JUVENILE as the subject.

1. Give each student a piece of construction paper, butcher paper or plain white copier paper.
2. Students should use markers, colored pencils and/or crayons to draw a stick figure on the paper. Remind them that their artistic ability is not an issue.
3. Ask the students to apply each of the five senses (hearing, sight, smell, taste and touch) to their stick figure. Note: Since demonstrating the sense of taste might be difficult, you may substitute taste with speech. Students can then list what that person might say. (Example: Hearing – “I hear the police officer reading my Miranda Warnings.”)
4. To simplify this process, have the students draw lines connecting the phrases to the corresponding part of the stick figure’s body.

Concept Art:

This strategy is useful in getting students to think about the kinds of images and words they associate with a particular topic.

1. Divide the students into groups of two to five.
2. Ask each group to write the words and draw the images that come to mind when you mention a particular topic (example: drinking and driving, guns or shoplifting, etc.).
3. Encourage students to be creative and record everyone's ideas.
4. Each group should present and explain their artwork.
5. Follow up with a discussion about why these images came to mind.
 - a. Are they positive or negative images?
 - b. Why are these associations formed?

Role Play and Simulation:

Participants are allowed to feel like, think like and/or act like another individual and “act out” a particular problem or situation.

The WITS method helps build student empathy for others:

Walk
In
Their
Shoes

1. Give students adequate information to play the roles convincingly.
2. Make situations and problems realistic.
3. Allow students to “jump right in.” Don't spend a lot of time in preparation. Students work best when they have to think quickly and react.
4. Consider replaying the scene and reversing the roles to allow students to see the opposite side of a situation.
5. Consider the following questions after the lesson as a debrief:
 - a. Was the problem solved? Why? Why not? How?
 - b. What are the alternative courses of action?
 - c. Is this situation similar to anything you have experienced?

Jigsaw:

In this reading strategy, students are assigned different sections of the text to study. Once teams have completed their assignments, members of each team then disperse among mixed groups and teach what they have learned.

1. Divide any portion of a chapter into no more than five reading sections and number each section
2. Ask the students to number off. The number of groups you have will depend on the number of reading sections. (For example: If you have three reading sections, students number off 1, 2, 3. If there are five sections, number to 5.)
3. Ask the students to form a group with students having the same section number.
4. Instruct the students to read their section silently, and then discuss that section with each other. Tell them to read and listen carefully because they will be the expert on their section.
5. Ask the students to regroup with a new group containing students from each of the sections. Each group must have a Student #1, Student #2, Student #3, etc., to cover all of the assigned sections.
6. Beginning with Student #1, each member of the new group will teach the rest of the group what he or she learned about his or her section.



Dear Parents and/or Guardians,

Every day young people are challenged by decisions that can have serious consequences in their lives. Many of these decisions are related to our legal system.

In order to promote knowledge of law, I am planning to incorporate a curriculum called *Play by the Rules*, which is designed to teach Guam law. This curriculum was developed by the Alabama Center for Law & Civic Education and coordinated on the island by the Judiciary of Guam.

Play by the Rules is a curriculum designed to educate our youth on Guam law. It covers topics including legal rights and responsibilities, the juvenile justice system, crimes, parent and child responsibilities, recreation, school, technology and work. The text is written in an easy-to-read question-and-answer format intended for use in all public, private and home schools. During this study of the law, you will be asked to participate in a few activities called "Taking Home the Law." Your child will bring home these assignments to be completed with your help.

At the end of this study, your child will receive his or her own copy of *Play by the Rules*. We encourage you to discuss the contents of this book with your child. Your support as parents and/or guardians will further strengthen your child's understanding and respect for the law.

Following the study of *Play by the Rules* you will receive a Parental Response Form. Please complete this form and return it to me. Thanks in advance for your cooperation and support.

Sincerely,

Play by the Rules

Parental Involvement Ideas

Taking Home the Law:

Pregame	Worksheet PG-3: Scavenger Hunt
Chapter 1	Worksheet 1-2: Batter-Up Questions
Chapter 2	Worksheet 2-2: Juvenile or Adult
Chapter 3	Worksheet 3-4: Current Events
Chapter 4	Worksheet 4-2: Name That Crime
Chapter 5	Worksheet 5-2: Decision Making
Chapter 6	Worksheet 6-2: The Law & the Family
Chapter 7	Worksheet 7-2: Recreation and Worksheet 7-3: Word Search
Chapter 8	Worksheet 1-2: Batter-Up Questions
Chapter 9	Worksheet 1-2: Batter-Up Questions
Chapter 10	Worksheet 10-1: Job Application and Worksheet 10-2: Job Applicant Questions
Chapter 11	Worksheet 11-2: Civil or Criminal Law?
Chapter 12	Worksheet 12-2: Internet Safety Pledge
Game Highlights	Study for Posttest using Worksheet 1-2: Batter-Up Questions
Postgame	Review the book

Encourage parents to discuss each of the Taking Home the Law lessons to reinforce each topic.

Additional Ideas to Involve Parents:

- Invite parents to attend class for the Pregame lesson as orientation in *Play by the Rules*.
- Invite parents who have knowledge of any of the *Play by the Rules* topics to be guest speakers.
- Host a *Play by the Rules* classroom parent meeting.
- Host a *Play by the Rules* parents' night and demonstrate a lesson with your students.
- Invite parents to serve as judges for the *Play by the Rules* poster contest.
- Encourage parents to take students to an actual court hearing or public hearing.
- Encourage parents to research opportunities for their child to participate in local civic activities.

Play by the Rules Parental Response Form

Dear Parents/Guardians,

We would like to hear from you! Please take a moment and let us know what you think about *Play by the Rules*. We value your opinion and input.

Directions:

Please circle the number that best describes your response to the following statements and provide a response to the following questions.

1=Strongly Agree, 2= Agree, 3=Moderately Agree, 4=Moderately Disagree, 5=Disagree, 6=Strongly Disagree

1. I found the information in *Play by the Rules* helpful.

1 2 3 4 5 6

2. I discussed information in *Play by the Rules* with my child.

1 2 3 4 5 6

3. I discussed information in *Play by the Rules* with other adults.

1 2 3 4 5 6

4. I participated in the Taking Home the Law lessons.

1 2 3 4 5 6

5. I participated in other *Play by the Rules* activities with my child.

1 2 3 4 5 6

6. I believe that the artwork in *Play by the Rules* helped my child better understand and remember the lessons.

1 2 3 4 5 6

7. What information from *Play by the Rules* was most helpful to you?

8. What improvements would you recommend for future editions of *Play by the Rules*?

Please return this form to your child's teacher or instructor. Thank you!

Play by the Rules

Student Response Form

Directions:

Please circle the number that best describes your response to the following statements and provide a response to the following questions.

1=Strongly Agree, 2= Agree, 3=Moderately Agree, 4=Moderately Disagree, 5=Disagree, 6=Strongly Disagree

1. I found the information in *Play by the Rules* helpful.

1 2 3 4 5 6

2. I found the materials of *Play by the Rules* fun and interesting.

1 2 3 4 5 6

3. I have followed the law more carefully since completing *Play by the Rules*.

1 2 3 4 5 6

4. I shared information I learned in *Play by the Rules* with other people outside of class.

1 2 3 4 5 6

5. I have learned to have more respect for authority since completing *Play by the Rules*.

1 2 3 4 5 6

6. I have learned more about my rights and responsibilities since completing *Play by the Rules*.

1 2 3 4 5 6

7. The artwork in *Play by the Rules* helped me to better understand and remember the lessons.

1 2 3 4 5 6

8. What have you learned from *Play by the Rules*?

9. What was your favorite lesson or chapter?

10. What improvements would you recommend for a future edition of *Play by the Rules*?

Please return this form to your teacher or instructor. Thank you!



Certificate of Achievement

Presented to

for Outstanding Participation in

Play by the Rules:
Guam Laws for Youth

Date

Teacher's Signature



Play by the Rules

Working With Community Resource People

Community and school resource people can:

- Make the lessons come alive by sharing experiences.
- Answer student questions.
- Serve as positive adult role models.

When you have identified the person best suited to enhance your lesson, these guidelines might be helpful.

1. Plan ahead:
 - Topics should be relevant to the lesson.
 - The lesson should involve the resource person in an interactive activity.
 - Use interactive activities and keep the lesson relevant to the students' lives.
 - Resource persons should present a balanced view of the topic.
 - Inform students of the visit and have them think of appropriate questions they would like to ask.
2. Contact the resource person:
 - Visit or call the resource person to introduce yourself, plan dates and times, discuss lesson objectives, and location information.
 - Plan for any audio/visual needs.
 - Confirm the arrangements.
3. Arrival of resource person:
 - Inform school administration and staff of the arrival of the guest.
 - Properly introduce the guest and give a brief background.
 - Do not expect the resource person to be responsible for classroom management. The teacher/instructor should participate in the lesson and remain in the classroom.
 - Allow sufficient time for summary and to thank the guest.
4. Debrief the visit with the class:
 - What were the major points in the guest's presentation?
 - How did the students react to the resource person?
 - Did the students learn more about the topic?
 - Did the students enjoy the guest?
5. Follow up:

Have the class write thank-you letters to the guest. In addition, a thank-you note from the school administrator will be appreciated and will encourage future visits.

A **Resource Person Fact Sheet** is provided to aid in the above planning. You may wish to mail, fax or e-mail this form to the resource person in advance.

Play by the Rules

Resource Person Fact Sheet

Resource Person and Organization: _____

Date and Time of Visit: _____

Instructor: _____

Instructor's Phone Number/E-Mail: _____

Class Location: _____

Directions: _____

Number and Age of Students: _____

Class Description: _____

Topic of Lesson: _____

Lesson Just Completed: _____

Lesson Following Visit: _____

Role in the Classroom: _____

Materials to Bring: _____

Other Comments or Suggestions: _____

Play by the Rules

Resources

If you have a computer at home, work or school, or if you can get to a library, you can get information on law and government, violence and drug prevention, conflict management and mediation, and other topics.

Play by the Rules
www.pbronline.org



OTHER HELPFUL SITES

Alabama Center for Law & Civic Education
www.aclce.org

American Bar Association,
Division for Public Education
www.abanet.org/publiced/home.html

Center for Civic Education
www.civiced.org

Constitutional Rights Foundation
www.crf-usa.org

National Crime Prevention Council
www.ncpc.org

Cyberethics for Kids
www.usdoj.gov/criminal/cybercrime/rules/kidinternet.htm

i-Safe
www.isafe.org

Just Think Twice
www.justthinktwice.com

Project LEGAL
www.maxwell.syr.edu/plegal/

Street Law, Inc.
www.streetlaw.org
www.streetlaw.com (interactive site)

Teens, Crime & the Community
www.nationaltcc.org



PLAY BY THE RULES®

Teacher Response Form

Play by the Rules is a continuous work in progress. Completion of this form enables us to revise this curriculum to better serve our youth. Your response is greatly appreciated in our effort to continue this civic education project.

Directions:

Please complete this form, fold it so our address is showing, affix a stamp and send it to us.

Please check the following items that you completed while teaching *Play by the Rules*:

- | | |
|---|---|
| <input type="checkbox"/> Sent out letter to parents/guardians | <input type="checkbox"/> Used "Taking Home the Law" lessons |
| <input type="checkbox"/> Administered Pretest | <input type="checkbox"/> Administered Posttest |
| <input type="checkbox"/> Taught the following lessons: | <input type="checkbox"/> Distributed student achievement certificates |
| <input type="checkbox"/> Pregame <input type="checkbox"/> Chapter 8 | <input type="checkbox"/> Used "Extra Innings" lessons |
| <input type="checkbox"/> Chapter 1 <input type="checkbox"/> Chapter 9 | <input type="checkbox"/> Poster contest |
| <input type="checkbox"/> Chapter 2 <input type="checkbox"/> Chapter 10 | <input type="checkbox"/> Involved outside resource persons |
| <input type="checkbox"/> Chapter 3 <input type="checkbox"/> Chapter 11 | <input type="checkbox"/> Involved parents/guardians |
| <input type="checkbox"/> Chapter 4 <input type="checkbox"/> Chapter 12 | How? _____ |
| <input type="checkbox"/> Chapter 5 <input type="checkbox"/> Game Highlights | <input type="checkbox"/> Sent out, collected and returned Parental |
| <input type="checkbox"/> Chapter 6 <input type="checkbox"/> Postgame | and Student Response Forms |
| <input type="checkbox"/> Chapter 7 | <input type="checkbox"/> Completed and returned the Teacher |
| | Response Form |

How many students participated in *Play by the Rules*? _____

Grade level(s): _____

Average Pretest scores: _____

Average Posttest scores: _____

Did you find *Play by the Rules* to be a valuable tool in teaching civic education? ☐ Yes ☐ No

If no, why?

Which lessons worked? Which did not work?

What is your opinion of the artwork throughout the text? Did you use the artwork in your lessons?

What suggestions do you have for future editions of *Play by the Rules*?

Do you believe these lessons encouraged your students to become more responsible citizens? ___ Yes ___ No

How effective were the lessons? ___ Very Effective ___ Moderately Effective ___ Ineffective

How did your students respond to the lessons? ___ Enthusiastic ___ Liked ___ Indifferent ___ Did Not Like

Would you recommend these lessons to other teachers? ___ Yes ___ No

If no, why?

Name _____
School/Organization _____
Address _____

E-mail _____

Place
Postage
Here

Joleen F. Respicio
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120 West O'Brien Drive
Hagåtña, Guam 96910

