LESSON: INTRODUCTION TO LAW – What law is and why we have it:
TIME: 55 Minutes

I. GOALS – Understanding what law is and why we have it helps students:
A. Identify the laws that affect/surround them.
B. Realize the pervasiveness of law in their daily lives.
C. Understand why those laws exist.
D. Begin to question the foundation, fairness, and benefits of laws.
E. Begin to think of themselves as part of a larger community governed by laws.

II. OBJECTIVES:
A. Knowledge Objectives – As a result of this class, students will be better able to:
   1. Define “law.”
   2. Identify at least three laws they encounter in their daily lives.
   3. Identify at least three reasons for why we have laws.
B. Skills Objectives – As a result of this class, students will be better able to:
   1. Utilize brainstorming techniques/skills.
   2. Use creativity in designing a new law.
   3. Develop and articulate opinions and reasoning.
C. Attitude Objectives – Students will be better able to feel:
   1. Law is not foreign to or removed from their daily lives.
   2. Laws are not (necessarily) arbitrary, unfounded, and unfair.
   3. There are legitimate objections to some laws.

III. CLASSROOM METHODS:
A. Paper clip game:
   1. Announce will be playing a game and will be prizes for winning team.
   2. Count off students into groups of four or five and ask to stand in rows.
   3. Give first student in each row several paperclips.
   4. Tell students to start playing when you so “go”. Say go.
   5. Once they eventually ask for instructions – tell them to pass the paperclips to
      the back of the row and then back to the front, one at a time. The first team to
      finish wins.
   6. Start students again, but quickly stop. Tell them they forgot to pass the clips
      over their left shoulders only. If they complain, don’t respond.
   7. Start again, but again quickly stop. Change rule to passing over right
      shoulder. Stop and penalize one row for violating the rule by giving them an
      extra paper clip.
   8. Start again, and then stop for some arbitrary reason (i.e. for having a girl on
      their team). Give that row two additional paperclips to pass.
   9. Start again and allow game to conclude.
   10. Announce winners and hand out prizes.
B. **Follow Up Discussion:**
1. How did the game make them feel?
2. Was it unfair? Why?
3. What could be done to make the game fair?
   a. Clear and consistent rules set out at beginning; no changing of rules mid-game; no discriminatory or arbitrary rules; apply rules equally.
4. Why do they think we played that game?
5. How do laws differ from rules?
7. Where do laws/rules apply?
8. Hand out rest of prizes to other teams.

C. **Brainstorm definition of law:**
1. Examples: Rules and regulations made and enforced by government regulating the conduct of people within society; rules established by authority, society, or custom.

D. **Ask students what laws they encountered that day:**
1. Examples: Traffic laws, discrimination laws, consumer laws, environmental laws.
2. Note – if they didn’t already – they were obeying a law as soon as they woke up to go to school that day (as minors required to attend school).

E. **Brainstorm reasons for having laws:**
1. Examples: Promote order/stability -- prevent confusion/disorder; protect human rights; promote fairness; promote values; resolve conflicts; represent will of majority; protect rights of minorities; protect environment; govern relations between individuals/groups.

F. **Discuss what life might be like without laws** (advantages and disadvantages to having a system of laws).

G. **“Drafting a new law” exercise:**
1. Divide students into groups of 4 or 5.
2. Inform students that each group must come up with an idea for a law that does not now exist, choosing from topics listed on the board or from a topic of their own choosing.
   OR have two groups work on the same law, then compare their drafts, and let them debate which is better.
3. Example topics: school, work, driving, birth control, drugs, guns, environment.
4. Give example of a new law: Summer vacations should be eliminated and students should attend school year round.
5. Ask groups to select one student to write down the law and supporting arguments, and another student to present the law to the class.
6. Give five minutes to draft law and come up with 2 to 3 reasons why that law should be passed/what purposes it would serve.
7. Ask student who wrote down the law to write it on the board.
8. Number laws on board for voting purposes.
9. Ask spokespersons to present proposed law to class and advocate for the law’s passage with supporting reasons.
10. Hand out ballots and conduct vote.
11. Tell class the results of the vote will be announced in the next class.
12. Hand out and explain assignment [see below].

IV. EVALUATION
   A. Participation in game and discussions.
   B. Participation in and development of proposed laws and supporting arguments.
   C. Oral presentations of proposed laws.
   D. Written response to assignment.

V. ASSIGNMENT
   A. Write out 2-3 arguments against adopting the proposed laws.
      1. Hand out assignment sheet.
      2. Tell students to write the laws listed on the board onto their assignment sheets.
      3. Ask students to come up with 2-3 arguments against the passage of each proposed law.
PROPOSED LAW #1:

_________________________________________

REASONS WHY LAW SHOULD NOT BE PASSED:

_________________________________________

_________________________________________

_________________________________________

PROPOSED LAW #2:

_________________________________________

REASONS WHY LAW SHOULD NOT BE PASSED:

_________________________________________

_________________________________________

_________________________________________

PROPOSED LAW #3:

_________________________________________

REASONS WHY LAW SHOULD NOT BE PASSED:

_________________________________________

_________________________________________
<table>
<thead>
<tr>
<th>BALLOT</th>
<th>BALLOT</th>
<th>BALLOT</th>
<th>BALLOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Law #1</td>
<td>Proposed Law #1</td>
<td>Proposed Law #1</td>
<td>Proposed Law #1</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Proposed Law #2</td>
<td>Proposed Law #2</td>
<td>Proposed Law #2</td>
<td>Proposed Law #2</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Proposed Law #3</td>
<td>Proposed Law #3</td>
<td>Proposed Law #3</td>
<td>Proposed Law #3</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>