

# S.A.V.E. ACTIVITY

## Rules and Laws Can Reduce Violence

### ***Objectives***

- Students will identify classroom/school rules and public laws and policies that promote safety and security
- Students will make and evaluate rules to promote safety in the classroom and school
- Students will abide by all rules they have created to ensure their own safety and discuss consequences of breaking rules

### ***Materials Needed***

Copies of class and/or school rules or sample classroom rules for student group work

- Copies of Rule Evaluation handout for student group work
- Chalkboard or overhead projector

Special note to teacher: Before beginning this activity, have students for homework notice rules around the school and examples of rules in the community (e.g., traffic signs).

1. Introduce the activity by asking students what rules and laws are: what they do, where they are used, who makes them, and who obeys them.
2. Ask students to tell you about rules/laws they have seen in the school and in the community. List their responses on the chalkboard. Have students identify the rules/laws they think were made to promote safety and nonviolence.
3. Assign students to small groups (3 students per group – 1 reader, recorder, monitor/helper) and give each group a copy of the classroom rules and Rule Evaluation Form. Check to make sure that students understand and can use the Rule Evaluation handout. Share evaluation results in a general class discussion.
4. Assign students to different groups or keep the same groups. Have students evaluate their current school or classroom rules using the Rule Evaluation handout. Share findings in a general class discussion. Ask students what, if any, additional rules are needed to ensure safety. If students believe additional rules are needed, have them write rules that

are clear and easily understood and enforced. Make the point that rules that cannot be understood and enforced are of little value.

5. If desired, have students work in groups to restate or rewrite class rules in order to promote safety and nonviolence.

## ***Extensions***

Language Arts: Write a letter to parents or to another S.A.V.E. chapter explaining your class/school rules. Write a script for a radio/TV announcement concerning rules.

Social Studies: Evaluate safety signs in the community and re-write those that are not clear. Invite a member of the city council or an appropriate city/county/state employee to class to discuss how rules are made and how the language on signs is determined.

Healthful Living: Analyze the rules of games to determine whether safety and nonviolence are considered and revise rules if necessary. Make rules for the safe use of playground equipment, commonly used medicines.

Art Education: Prepare and practice a skit or role-play to introduce rules to another class. Make posters to illustrate school or classroom rules.

## ***Opportunities for Parental Involvement***

- time to walk or drive around the community with child to make notes about rules or law
- time to discuss classroom and school rules with child
- time to talk with child about rules and laws you obey in daily life
- time to talk with child about rules at home and why you have them

# Rule Evaluation

**Rule:** \_\_\_\_\_

1. Is the rule

promoting safety and nonviolence?

fair to everybody?

clear as to what is expected?

easy to understand?

easy to enforce?

in conflict with other rules?

2. Should the rule

be kept as it is?

be changed?

be eliminated?

How? \_\_\_\_\_

Why? \_\_\_\_\_

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