* **Classroom Rules:** Ask younger children to describe a good class. Then ask them to write rules that would help make the class like the one they have described. Make sure they understand why rules are needed to preserve order. Older students could be asked to evaluate the quality of a rule. The following criteria can help them decide which are good rules and which are not. Is the rule fair, easy to understand, and clear regarding expectations? Is it possible to follow, not in conflict with other rules or values, easy to enforce, and will it achieve its purposes? Students could write a statement of why they think the rules should or should not be changed. If they want the rule changed, they should write their own version of the rule.
* **Class Constitution:** Teach children about the constitution. After learning about the writing of the Constitution, help students create a class constitution and bill of rights. Challenge students to analyze hypothetical situations to assess whether or not actions are "constitutional" or "legal." While considering these hypothetical situations, students may well find that their constitution need "amending."
* **Law in the Land of Play** - created by Millie Aulbur, Director of Law-Related Education for the Missouri Bar
  + Materials needed - A bag of toys that include a toy car, a baby doll, Ken and Barbie, sports items, and stuffed animals.
  + Objective - To demonstrate how prevalent the law is in everyday life.
  + Procedures –
    - Ask the students if they like toys and if they like to play. Explain that you have brought some toys to help them explore the law.
    - Then begin to take out various toys and discuss the law:
      * Take out a toy car and ask what some of the laws are that people need to follow if they own or drive a car? Lead the students into discussions that cover this area. (Seat belts, traffic laws, safety inspections, drivers' licenses, infant seats.) You may also want to discuss gasoline taxes and clean air requirements for emissions.
        + Note: These discussions will probably cover various jurisdictions: federal, state and local. Take this opportunity to sort out these jurisdictions in a very simplified form. For example, students may know that there is a national capital, a state capital, a county seat and a city council. Explain that each may make laws.
      * Take out a baby doll and ask students what comes to mind when they see this doll? Are there federal regulations or laws about toy safety and for real infants; birth certificates, who may deliver babies, who is responsible for a child's care, what happens when a child is not properly cared for.
      * Take out Ken and Barbie and ask if the students know about any laws that might affect a teenager: driving, curfew, school laws, marriage laws, and juvenile laws....
      * Take out some stuffed animals and discuss what kinds of laws might affect animals: shots, leash laws, noise laws about barking....
      * Take out sports equipment and ask students to think about laws and rules that we have about sports: fairness, fair play, rules for games, rules for sports figures....