



DISCOVERING JUSTICE CHILDREN DISCOVERING JUSTICE

“Pass It” Game Supplemental Resource Kindergarten and Up

Goals:

- That clear rules are essential for communities to function successfully.
- That civic engagement means you get to have a say in making the rules.

Materials needed:

- Three or four balls
- Chart paper and chart marker

Begin by having students line up in 3 or 4 straight lines. Tell them they are going to play a new game to help them understand something about rules. Give a ball to each student at the head of a line.

Ok, everyone, let's play a game called "Pass It." Don't say anything else. The students might look confused.

Oh, you need to know how to play! Tell the first person in line to pass the ball from the front to the back of the line. Tell the last person to bring the ball up to the first person in line.

After students begin to play, interrupt them at various times with rule changes. After each time you interrupt, have the students begin again.

Some examples of rule changes are:

- *Wait, you all have to be on your knees.*
- *Oh, you have to pass only with your left hand.*
- *I forgot to tell you! You have to pass the ball over your head.*
- *Stop. You have to have your eyes closed.*
- *Oh, no! The last person has to walk backward when bringing the ball up to the front of the line.*

Ask if students are experiencing any difficulties. See if students can explain that changing directions and lack of agreement on clear rules can cause problems. If not, make the point. Explain that rules have to be clear and easy to follow.

Ask students to come up with a list of possible rules for the game “Pass It” and write up their ideas. Then tell them each to choose two rules from the list they like best and to remember which two they choose.

Return to the possible rules for the game. Ask students to raise their hands only when they hear the two rules they have chosen for the game. The two rules with the top number of votes will become the rules of the game.

Ask them to imagine how it would feel if you told a few of them they couldn’t vote. Make the point that voting means you get to have a say in how things are done. It’s important to vote so you can help make decisions.

Have students play the game with the two rules. After the students have successfully played the game, make the observation that people in classrooms and communities have to have clear rules to live, play, and work together. In order for communities to be safe and fair, everyone has to follow the rules. If you feel a rule is unfair, you need to agree on a fair way to change the rules. Everyone should have an equal say in creating the rules.

This activity is based in part on The Eraser Game and other material from Rules, Rules, Rules, developed by David T. Naylor, et al. (Ohio State Bar Association, 1980) and from the Elementary Law-Related Education Source Guide, grades 3-6 (Cleveland Public Schools, 1981). The Eraser Game is adapted from the Buckle Game designed by Harriet Bickleman Joseph.