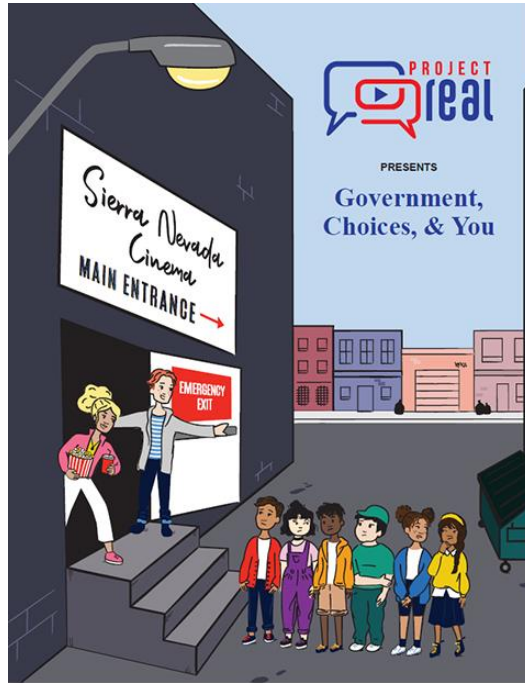




## Grades 6-8 :: Government, Choices, & You



**Class-time:** 10-15 class periods (*at instructor's discretion*)

**Topics:** 200 laws & consequences relevant to Nevada's youth

**Worth noting:** This guide encourages team-based and project-based learning. There is a great amount of flexibility when teaching these lessons. When it comes to pacing, all instructors have the option to provide these lessons in whatever fashion that works whether that is doing the 10 lessons using 10 class periods in a row or using one class period per week or month. We also can provide guest speakers that bring the lessons to life!

**For more information or to request a resource, contact our Senior Director at [mkamer@projectrealnv.org](mailto:mkamer@projectrealnv.org) or 702.703.6529**

**Or visit:**

**<http://projectrealnv.org>**



PRESENTS

# Government, Choices, & You

Sierra Nevada  
Cinema  
MAIN ENTRANCE →

EMERGENCY  
EXIT



# Reducing Conflict, Promoting Peace, & You

## Conflict

A type of disagreement that creates problems for people by making things unpleasant and less than peaceful. Less conflict means more happiness.

## Rules

Limits or restrictions on how people can act and behave that have been created to prevent conflicts, or to at least reduce how badly conflicts can shape the world around them. Rules can apply differently based on a time, a place, or the creator of the rule. Since rules can change based on who makes them or what they are made for, sometimes rules can cancel each other out, or don't help make situations better.

## Community

A collection of people who share something in common, where that common thing shapes their lives. A group of people who play video games and don't talk about it are just people. A group of people who play video games and talk about it are a community. A group of people who live near each other – even if they don't talk to each other – are a community since they might shape each others lives without directly connecting with each other.

## Society

A collection of communities, but more than just a 'collection of people'. A society is all of the things that tie those communities together. The collection of art, languages, religions, foods, music...even comedy styles...all of that stuff is part of a community. Just like many people make up a community, many communities make up a society. All societies have sets of rules that all of the people living in them are expected to follow. These rules of society are laws, and they are created to help make the society they shape be the best it can be.

## Laws

Special types of rules that tell people how to act, behave, or address certain situations. Unlike rules, laws are meant to apply to everyone at all times. Remember the difference like this: all laws are rules, but not all rules are laws.

## Governing

The act of running a system in a controlled way so that it can continue to do whatever it was designed to do. Laws are used to govern a society – they help a society to continue to exist.

## Fairness

When an opportunity – for good or for bad – is equally available to everyone.

## Justice

Both a measure of fairness (the way an inch or a centimeter is a measurement of length) and the event of a law being followed or a punishment being carried out in response to a law having been broken.

## Courts

Places that exist to reduce conflict and promote fairness in society by answering questions that relate to a society's laws. When one person accuses another of committing a crime, a court answers the question of whether or not the person that was accused is responsible. When two people claim to own the same property, the court answers the question of who the rightful owner is. Without courts, these questions might be decided by fists and fury.

## Table of Contents

Chapter 1 - Criminal Offenses.....	1
Chapter 2 - Civil Responsibilities.....	21
Chapter 3 - Laws, Courts, & Rights in the U.S.....	27
Chapter 4 - Juvenile Justice.....	39
Chapter 5 - Fireworks & Firearms.....	47
Chapter 6 - Drinking & Drugs.....	53
Chapter 7 - Parents & Children.....	63
Chapter 8 - Education & Expectations.....	71
Chapter 9 - Transportation.....	81
Chapter 10 - Recreation.....	91
Chapter 11 - Work.....	99
Chapter 12 - Community.....	105
Chapter 13 - Technology.....	113
Resources - Glossary.....	123



## Meet the Cast



Devin



Taylor



Ash



JJ



Kendall



Blake



Devin's Mom



Taylor's Mom



Ash's Dad



JJ's Mom



Kendall's Dad



Blake's Mom



Mr. J



Mrs. P



Ms. T



Dallas



Rory



Police Officer



Police Officer



Prosecutor



Prosecutor



Defense Attorney



Judge



Judge



Mystery Person

# CHAPTER 1

## Criminal Offenses

A **crime** is an act that violates—or breaks—a law that forbids that specific action. It also applies to a situation where someone does not do something that the law requires them to do. When someone acts in a way that breaks the law, they are said to have performed an act of **committing a crime**. People that commit crimes are called **perpetrators** or **criminals**. People that are hurt by crimes are called **victims** or **survivors**. Young people are a lot more likely to be hurt by crimes than they realize.

Young people like you make decisions to do things that they believe are totally fine, but which actually lead to them committing crimes – even though they don't realize they're breaking the law! They think that in the worst case scenario they may be running the risk of being grounded at home or assigned detention, when those choices can actually lead to them being sent to a place like a jail or a prison. Even though they didn't know what they did was a crime, they can be punished the same as someone who knew what they were doing wasn't allowed!

**Remember: Committing a crime on accident is the same thing as committing a crime on purpose – a law has been broken, and the person who broke it can be punished.**

To prepare you to avoid making choices with serious consequences, this chapter will provide information about common crimes and the consequences that go along with them. By learning about crimes and the law, you'll be able to protect yourself from others and even how to protect yourself from your own choices that you'll make in the future!

# The Basics of Crime

Some crimes are obvious, like stealing and killing. Other crimes might surprise you – even treating dog poop the wrong way can get you in trouble with the law! This is why it's important to learn about crime!

## LEARNING ABOUT CRIME & THE LAW

TV and movies can make criminal situations seem really simple. People get accused of committing a crime, they go to court, lawyers talk, and the people in trouble either go free or get punished.

While that information is true most of the time, you'll need to know just a few more basic things about crimes and courts, so let's get you prepared to learn about laws.

It's important to know that laws don't 'approve' activities making them okay to do. Laws only protect certain activities from being restricted or prohibit activities entirely. Think about it like this:

- 1) When some activity or choice is **legal**, it is allowed and doesn't break any laws, but that does not mean a law making it okay had to be created first.
- 2) If a law is written saying a certain activity cannot be restricted, that is not a law making something legal, but instead makes the activity a **right** – an action that is protected by law.
- 3) When an activity or choice isn't allowed because of a law, that activity is **illegal**.

To explain those three ideas another way:

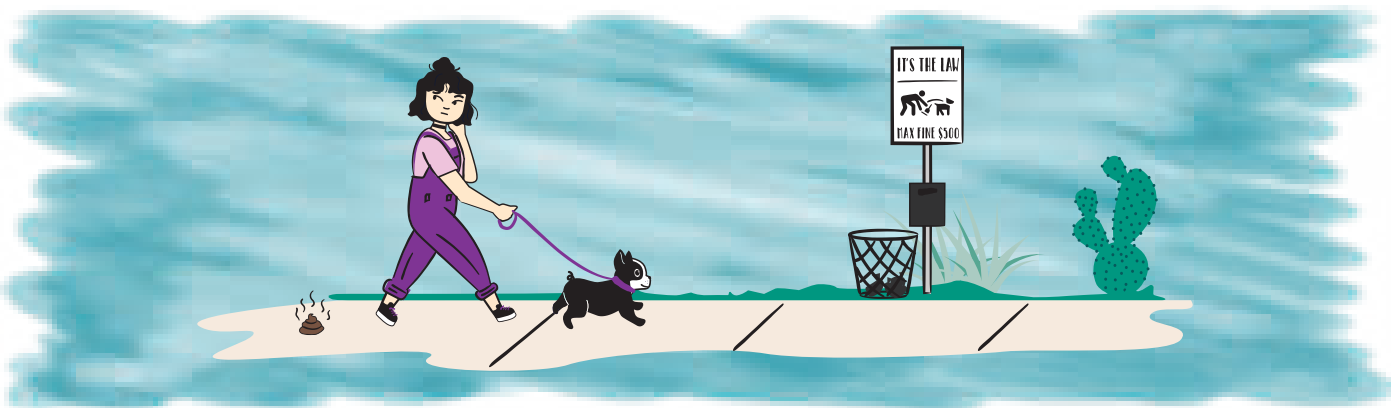
Laws don't make things legal. They either make things illegal, or make sure legal things aren't treated as illegal.

Dog poop is a great way to understand the difference between these ideas. In some cities, you can walk your dog, let it poop, not pick that poop up, and then walk away without risking getting into trouble. In other cities, there are laws that make not picking up your dog's poop illegal. If you get caught in one of those cities, you might be given a ticket and have to pay money for having broken the **local** law (meaning the law of the area).

Imagine if a city passed a law saying "There shall be no punishment for people if they don't pick up their dog poop in our city" even though there wasn't an earlier law making it illegal to do that. In that situation, leaving dog poop was already legal, since there was no law preventing people from doing that. The new law would just make it a right to leave dog poop wherever the dog puts it. It was already legal, but now it's protected. If leaving trash was a crime in the same community, that would be one reason to pass the law – to clarify that the law wouldn't treat dog poop the same as trash.

Again – the law isn't made to make something legal, it's just making it clear that something is not illegal!

Here's another way to think about it: It's legal to play baseball, even though there's no law saying "Baseball is a game that people are allowed to play under the law."





## COURT CASES & CONVICTIONS

When laws are broken, the communities they happen in usually want to respond by punishing the law breaker so other people in the community see there are consequences for their actions. This process of making sure the punishments for breaking laws are delivered to the law breakers (so that the law has power, and is more than just a collection of words) is called **enforcement**. Let's explore that process:.

Imagine a teenager in your neighborhood steals a box of beer cans from the gas station near your home. The person working at the station calls the police, and shows them a video of the theft when they come to investigate the crime.

The police then investigate the crime by showing pictures from the video to a few people in a nearby neighborhood. Those neighbors all say the same thing - that the thief in the video looks like a teenager in the neighborhood. When the police suspect that the teenager is responsible for the theft, that teen has become a **suspect** – a person suspected of having committed a crime. They may also gather evidence that their suspect is the person responsible.

Next, the police will give all of their evidence to a lawyer that works for governments called a **prosecutor**. Prosecutors decide whether to ask a court to find a person responsible for a crime and then punish them for the crime (a process called **filing charges** or **filing criminal charges**). That process of a prosecutor filing charges and attempting to prove a suspect committed a crime is called **prosecution**.

If charges are filed against a suspect, that suspect then becomes a **defendant** in a court case (meaning they have to defend themselves against the charges filed against them).

TV and movies have taught you what to expect next – a court case. When you hear that phrase, you probably think about a trial, but they are two different things!

A **trial** is a specific process where two sides go into a courtroom and attempt to get a judge or jury to take their side in some dispute. A **court case** is a collection of steps dealing with an issue that a court is handling, including the trial. Think about it like this: all trials are part of a court case, but not all court cases will have trials.

In criminal cases, courts work to decide if people are **guilty** (meaning they're responsible for the charges filed against them) or **not guilty** (meaning they were not found responsible for the crime).

When a person is convicted of a crime, it means they have been found guilty in court. At that point, they go from being a defendant to a **convict** – someone who has been convicted of a crime. You will hear some convicts referred to as **felons**. These are convicts that committed a serious type of crime called a **felony** (don't worry if you don't know what a felony is - we'll explain that soon).



## JURISDICTION & JUDGEMENT

Maybe you've seen a show or a movie where an FBI agent and a police officer are yelling at each other, when one of them says to the other "Hey lady, you're out of your jurisdiction!"

What these two law enforcement agents are fighting about is which of them will investigate the case and hopefully gather enough evidence so a prosecutor can use it to file charges against an eventual suspect. Why are they fighting over that? It has to do with that word - jurisdiction.

The power to manage and decide things is called **authority**, and the authority to manage specific issues is called **jurisdiction**. Think about it like this: Your parents are the authority in your home, and they can set the rules for where you live because that is their jurisdiction. Teachers and principals are authorities in your school, and have jurisdiction over the rules and punishments on your school's campus. Now, if a teacher were to tell you what your bedtime was, they would be outside of their jurisdiction because they don't have that kind of authority in your home. If your parents were to tell you you'll get an A+ in your math class if you do the dishes for a week, they'd be outside of their jurisdiction since they don't have the authority to assign you your grades.

When it comes to laws (and especially **criminal laws**, which are the laws that define what kinds of behaviors and activities are crimes), it's important to understand jurisdiction because there are usually two sets of laws that exist: state laws and federal laws (technically, there are 51 sets of laws, but we'll get to that in a moment). **Federal laws** are laws that apply to everyone no matter what state they're in. **State laws** are laws that only apply in the state.

A law in Nevada may not be the same – or exist at all – compared to a law in California. There are even some behaviors that are allowed in one city, and are illegal in another, even when both cities are in the same state! For example, in 2022, California passed a law saying public schools could not start until 8:30am – making a school start time earlier illegal! Many schools in Nevada start at 7:30am or earlier, but that's allowed since the California law only has jurisdiction in California.

When laws are federal, it is because the behavior or action being dealt with is something our country has decided should be handled the same no matter what community you're in, or because a crime might take place across many different states and it would be hard to figure out what state the trial should be held in. If you steal a movie by downloading it from the internet, that file may have been stolen from New York, and travelled across many states before reaching Nevada. Rather than figure out what state's law you broke, you can be held responsible for the crime in federal court – the nation agrees it was a crime that should be punished in the same way no matter where the crime took place.

So what about something like when a person kills another person out of anger? Everyone might agree it should be illegal, but each state as a community might want to punish that crime differently. Some states may want to end the killer's life after they've been found guilty – a punishment called the **death penalty**. Other states might want to make the killer have to spend the rest of their life in jail, and for that length of time to last for as long as possible. Because states can make their own laws for problems in their communities, criminal acts can have different punishments depending where they happen!



## CRIME CLASSIFICATIONS

The table on this page shows punishments for crimes that have been committed by someone in Nevada who is 18 or older and hasn't been found responsible for a crime before. That because a history of being found responsible for crime is called a **criminal record**. A criminal record can lead to people being given longer sentences if they face additional charges later on in life.

The penalties for different categories of crime discussed in this table are for offenses tried in a Nevada state court. Some crimes, like those that are committed on federal property or across state lines, may be tried in federal court. Federal courts have their own classifications and penalties for criminal violations, but for the purpose of this text we will mostly be talking about state courts (except where specified).

### Nevada State Law: Criminal Penalties

CATEGORY	PENALTY
Civil Infraction	Cash fine or other repayment based on what violation occurred
Misdemeanor	Up to six months in jail Up to \$1,000 in fines
Gross Misdemeanor	up to one year in jail up to \$2,000 in fines
Category E Felony	1-4 years in prison up to \$5,000 in fines
Category D Felony	1-4 years in prison up to \$5,000 in fines
Category C Felony	1-5 years in prison up to \$10,000 in fines
Category B Felony	1-20 years in prison
Category A Felony	Life in prison OR the death penalty

## CRIMES AND THEIR FALLOUT

If you accidentally break a law (meaning you do something without realizing that you're committing a crime), you will still be held responsible. That means an accidental crime is still treated as a crime, and you may end up being prosecuted for it.

If you think there is a chance that something you are about to do might be illegal, the best thing to do is probably to just not do it.

Sometimes you can get in trouble even if you think it's just your friend that's committing a crime! You may find yourself in a situation where your friends are doing something that's against the law. If you are caught helping your friends in some way (like hiding them, or throwing away a tool they used to commit their crime), you can be charged with the same crime even if it wasn't your idea. This is called **aiding and abetting**.

It is important to understand that criminal situations can often be dangerous. If you find yourself in a position where someone is committing a crime and it's somewhere near where you are, you should call 911 right away. You may want to help, and if you can remember details about what the person or people are wearing or what kind of car they are driving, that can make a police officer's job easier.

Always make sure that you are safe while making these observations. Never put yourself closer to a dangerous situation to try to help. Let the police officers handle it when they arrive.





## RESPECTING YOUR COMMUNITY

Pulling a fire alarm when you know there isn't actually a fire is dangerous for several reasons. It could cause a panic that results in someone being injured or killed, and it forces first responders like firefighters to show up to a location where they are not needed when there might be a real emergency that requires their attention somewhere else.

If you pull a fire alarm as a prank, you will be charged with a gross misdemeanor. If someone dies as a result of your choice, you will face charges of a Category D felony.

Altering, defacing, knocking down, or removing devices designed to control traffic or indicate railroad signals is criminal behavior.

A gang—legally called a **criminal gang**—is a group of people that work together to engage in one or more felony criminal habits. Gangs are often recognizable by the specific colors members wear or symbols they sport on their clothing. While it is not a crime to be in a gang, committing crimes with other members will result in a more severe sentence than committing those same crimes without a gang affiliation.

Societies work best when the communities within them work together to create an environment where people can feel safe. Respecting the rules put in place to keep your community secure is an important step in building this kind of society.

# Civil Infractions

When is a crime not a crime? What if you're out later than young people are allowed to be when they're unsupervised? How about (once you're old enough to drive a car) going faster than the speed limit? Let's talk about civil infractions!

## WHEN BREAKING A LAW ISN'T A CRIME

One form of this kind of law breaking you may already be familiar with is a civil infraction. A **civil infraction** is when a law is broken but the punishment doesn't involve the risk of being sent to jail.

It isn't a good thing to get a ticket of course, but the good news is that being given a ticket for a choice you made is not viewed as a crime.

Civil infractions can be given for all sorts of things, and you learn many examples in later chapters. To give you an idea for now though, people can get tickets for speeding in their cars, throwing parties that are way too loud when it is way too late at night for most of their neighbors, or having too many pets without special permission from the government.

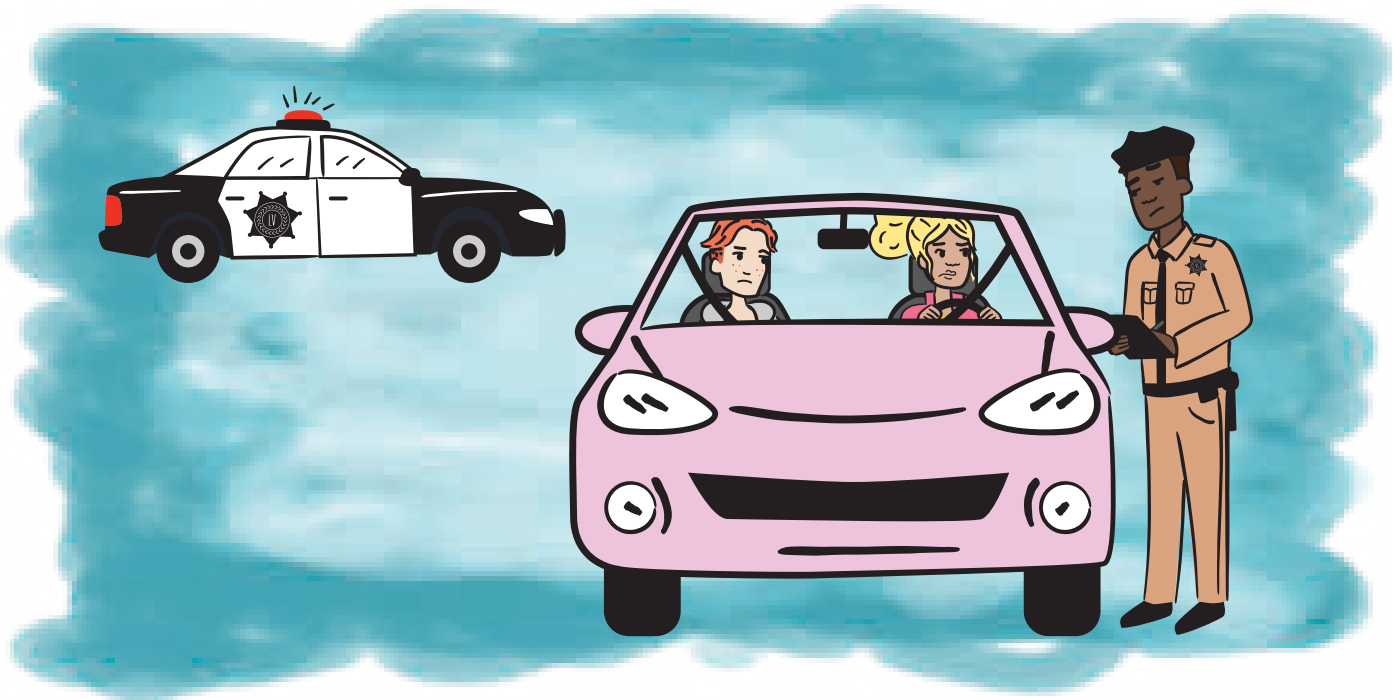
Both of these ideas – civil infractions and juvenile delinquency – will come up in more detail later on in your *Government Choices & You* experience. Really though, all you need to know for now is that some laws apply only to young people, some laws apply differently to young people, and anytime you see a law in this guide where the punishment is a ticket and some kind of payment, that violation of law is a civil infraction.

## KIDS, LAWS, & TICKETS

**Juvenile delinquency** is when a person under the age of 18 has broken some kind of law. When a juvenile delinquent breaks a law, sometimes there might be a punishment that's very close to what adults experience when they're sent to prison.

That's not always the case though. In fact, a lot of things young people can get in trouble for are behaviors and choices that will not get adults in trouble! Think about things like smoking, vaping, or drinking alcohol.

Many of these situations will lead to young people receiving tickets – meaning they're civil infractions. If you get a ticket, your parents may be forced to pay for it since you're not an adult yet.





## Laws & Consequences

KEYWORD	CLASSIFICATION	SUMMARY + DETAILS	CODIFICATION
Aiding and Abetting	Misdemeanor - Felony	Anyone that helps another person commit a crime can be charged with the same crime.	NRS 195.020
Altering or Defacing A Traffic Device	Misdemeanor +Additional Penalties	Altering, defacing, knocking down, or removing devices designed to control traffic or indicate railroad signals.	NRS 484B.317
Arson	Felony	Willfully or maliciously setting fire to property. Depending on the circumstances, penalties can range from 1-15 years in state prison and up to \$15,000 in fines.	NRS 205.010- NRS 205.025
Assault	Misdemeanor - Category B Felony	Attempting to use physical force against another person, or intentionally placing another person in harm's way.	NRS 200.471
Battery	Misdemeanor - Category B Felony	The intentional use of force or violence against a person.	NRS 200.481
Breach of Peace	Misdemeanor	Causing a disturbance in a public area.	NRS 203.010
Burglary	Category B Felony	Breaking into a person's house, vehicle, tent, or boat in order to commit a crime.	NRS 205.060
Criminal Gang	Legal Definition	A criminal gang is a group of individuals that are involved in criminal activities and who wear or sport a common name or symbol.	NRS 213.1263
Criminal Trespass	Misdemeanor	Nevada law defines trespassing as entering someone else's property without permission, or remaining on their property after being instructed to leave. Trespassing is an offense that carries a penalty of up to 6 months in jail and a fine of up to \$1,000.00	NRS 207.200
Department of Homeland Security	Government Department	The Department of Homeland Security is responsible for improving the safety of all Americans through programs regulating customs, border security, emergency disaster response, cybersecurity, and anti-terrorism.	6 U.S. Code, Chapter 1
Desecration	Misdemeanor	The tearing down or defiling of the United States flag or the Nevada state flag.	NRS 201.290

KEYWORD	CLASSIFICATION	SUMMARY + DETAILS	CODIFICATION
Dumping	Misdemeanor – Gross Misdemeanor	<p>Any person convicted of dumping any solid waste, including junk vehicles, garbage, rubbish, construction/demolition debris, yard debris or other items at any place other than at a facility designated for such purpose is subject to punishment of:</p> <p>1st offense – misdemeanor</p> <p>2nd offense within 2 years – gross misdemeanor and 14 days – 1 year imprisonment.</p> <p>3rd or more offenses in 2 years – 1 year imprisonment</p>	NRS 444.630
Felony	Criminal Classification	A crime that is punishable by a year to life in a state prison, in some cases a felony conviction can result in capital punishment (the death penalty).	NRS 193.130
Gross Misdemeanor	Criminal Classification	A crime that is punishable by up to one year in county jail and a fine of up to \$2,000.	NRS 193.140
Harassment	Misdemeanor-Gross Misdemeanor	To knowingly threaten someone with harm a way that makes them fear for their safety or the safety of their property.	NRS 200.571
Identity Theft	Category B Felony	The use of someone's personal information without their permission to commit unlawful acts.	NRS 205.436
Indecent Exposure	Gross Misdemeanor–Category D Felony	When a person makes any open and indecent or obscene exposure of his or her person, or that of another person, it is a gross misdemeanor for a first offense, and a category D felony for subsequent offenses.	NRS 201.222
Killing or Disabling a Police Animal	Category D Felony-Category C Felony	Interfering or tormenting a police animal is a category C Felony; killing a police animal is a category C Felony	NRS 574.105
Lewdness with a Child	Category B Felony-Category A Felony	Touching a minor under the age of 16 for sexual purposes. If the minor is under the age of 14, it is a Category A Felony; if the minor is 14 or 15 years old, it is a Category B Felony.	NRS 201.230

# CHAPTER 6

## Drinking & Drugs

*Just like with items like fireworks and guns, some substances are restricted by age for the benefit of the community. Laws that restrict young people from using certain substances like alcohol and nicotine are put in place to protect young people from misleading messaging and not having all the information they need to make informed choices. The thought is that even if they're told 'this isn't healthy for you', they really need to spend time growing up and seeing how these substances shape adults' lives before they can fully appreciate what they may be doing to themselves.*

*Other substances are banned entirely by laws. These **prohibitions** (another word for bans) are put into place because the substances have a higher chance of causing the user to hurt their community rather than just causing harm to themselves. Additionally, most adult substances and illegal drugs are shown to have much worse effects on the health of people under the age of 25.*

*If your health isn't enough of a reason to avoid drinking and drug, let's take a look at the legal consequences you might face for these actions. We'll also look at some of the other laws around these substances – laws that were created in response to serious community problems that developed as a result of drugs being abused.*

# Tobacco & Marijuana

There are many substances besides alcohol that are restricted. Some of these you may have heard of before, like cigarettes and over-the-counter medications (medicines you don't need a doctor's prescription for). Other substances are so dangerous that they are completely illegal. Like alcohol, drugs can be very bad for your health when used irresponsibly.

## TOBACCO

**Tobacco** is a common name for plants that contain nicotine, which is a highly addictive chemical. These plants are dried out and then put into cigarettes or cigars, or made into chewing or pipe tobacco.

The minimum age to purchase and use tobacco products is 21, just like alcoholic beverages. It is illegal to buy or give someone underage cigarettes or other goods that contain tobacco.

If you are under the age of 18 and you get caught smoking or using tobacco, police officers will take away any tobacco that they find in your possession. You may also end up with a citation (the ticket you get when you've committed a civil infraction).

E-cigarettes, or vapes, do not contain tobacco in the same way that other traditional tobacco products do. However, they do contain nicotine, the chemical that causes tobacco addiction. Though vapes have become very popular with young people, they are still full of harmful substances. Legally you have to be 21 years old to purchase a vape. Being in possession of a vape while under the age of 18 – since nicotine is derived from tobacco – is also still a civil infraction.

*\*Since federal laws can't force state police to enforce certain laws, in states where marijuana is legal that just means people who have or use marijuana can be arrested by national park rangers and FBI agents, but not local police.*

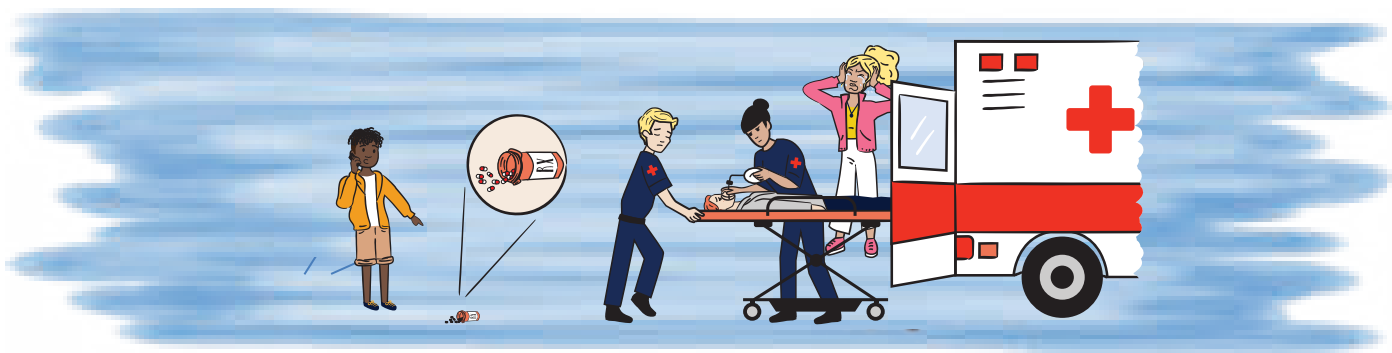
## MARIJUANA

**Marijuana**, sometimes called weed or pot, comes from the cannabis plant. People consume marijuana by smoking it or eating and drinking products that are made using oils from the plant. There are two main chemical compounds in marijuana that lead to people consuming it: tetrahydrocannabinol (THC) and cannabidiol (CBD). Marijuana is illegal according to federal drug laws, but several states have started to legalize its use. Some states have only approved it for medical use (because of the CBD oils and how THC can act as a pain-killer and sleep-aid), while others have legalized it for recreational (non-medical) use.

THC is the compound in marijuana that is mind altering: it causes changes to a person's mental state. This is what has caused it to be made illegal under federal law, and why local laws restrict the age at which people can use it. CBD has been used medically to treat trouble sleeping, anxiety, and chronic pain, as well as conditions like epilepsy.\*

Nevada allows anyone that is at least 21 years old to purchase and use marijuana. However, driving after using it can result in the same DUI charges as driving under the influence of alcohol.





## Drugs

When talked about as a group of prohibited substances, the word **drugs** is used to describe them, but drugs can also refer to any substance that affects your health in some way.

### LEGAL DRUGS: OVER-THE-COUNTER

Over-the-counter drugs (also called **OTC drugs**) are drugs that people can purchase easily, without much restrictions or needing special permissions. These include things like aspirin, cold medicine, medicine for upset stomachs, caffeine pills, and eye drops for dry eyes.

Some of these substances can be used to create similar effects to drugs that are entirely illegal. Using legal drugs and substances to get those effects – an experience referred to as ‘getting high’ – is illegal for both juveniles and for adults in Nevada, and is treated as a misdemeanor.

Even though you do not need a prescription to purchase OTC medicines, their sale is still regulated because of the ways they can be turned into more dangerous substances, like ‘always’ illegal drugs, or **street drugs**. It doesn’t matter what you use to make them, creating street drugs is a felony.

### LEGAL DRUG-LIKE SUBSTANCES

Using substances that aren’t designed to be taken as drugs to get high is also a crime. **Inhalants** are chemicals people use to do their jobs, but that can be breathed in to create highs. This act is called **huffing**, it’s more dangerous than it sounds (you’re basically choking yourself with chemicals) and it is treated as a misdemeanor in Nevada.

### LEGAL DRUGS: PRESCRIPTIONS

There are some drugs for health-related problems that you can only get if a doctor gives you special permission to get those medicines, called a prescription. These are called **prescription drugs**, and when they’re taken the way the doctor has instructed they can be very useful. They’re also very powerful, so there are laws saying you must only use these drugs the way your doctor tells you to.

The reason they require a prescription is because they can be addictive and even dangerous when used incorrectly. For example, Ambien is prescribed for trouble sleeping, but can make people act very strange or even dangerous if they wake up in the middle of the night after taking it. Doctors write Xanax prescriptions for anxiety, but when it is used the wrong way it can make people so calm they stop breathing and die. Morphine and Vicodin are drugs doctors assign for pain since they dull it, but they also create sleepiness and are very addictive. These drugs are called narcotics.

Some prescription drugs contain addictive chemicals, and others cause serious damage even if they don’t get people high. That’s why it’s illegal to sell or give anyone else your prescription medications, and why it’s illegal to accept prescriptions from anyone other than a doctor. Using a fake ID to get a prescription is also a crime (in addition to being in possession of a fake ID in the first place).

**Remember: Just because a doctor suggested them doesn’t make them safe. Prescription drugs can kill.**

## ILLEGAL DRUGS

While prescription drugs have some health benefits when used correctly, there are substances that are only dangerous. These substances are illegal to buy, possess, sell, give away, or transport. Drugs that fall in this category exist in several forms.

**Hallucinogens** are substances that change what people visually see – a medical condition called **hallucination**. For example, they might see faces appear where there aren't any, or walls melting away (a common hallucination before people pass out as a side effect of the drugs). Drugs that can cause hallucinations include ecstasy, molly, PCP, LSD, and mushrooms. These drugs also put people into dangerous and quickly changing mental states (something called **emotional volatility**).

**Stimulants** are drugs that alter the way that the heart or lungs work. These substances can also impact the nervous system, and include drugs like crack, cocaine, and crystal meth.

**Sedatives** and **depressants** are drugs alter the way the body functions by slowing bodily systems down. Common depressants are GHB and Rohypnol, and go by the street name “roofies”. These are sometimes used as **date rape drugs**: offenders slip these substances into someone's drink so that they lose consciousness and can be victimized.

While all illegal drugs come with danger, narcotics are one of the biggest problems in our world today. **Narcotics** are drugs that reduce pain and can create a sense of joy, but which are usually also highly addictive and dangerous. Heroin, opium, and fentanyl are names for different illegal street-drug narcotics, but most doctor-prescribed pain killers also fall into this category.

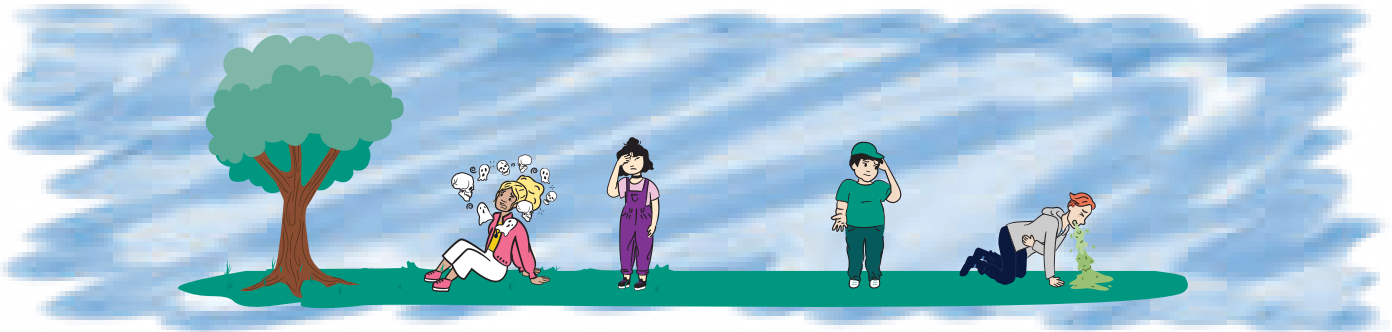
## DANGERS & DISCOURAGEMENT

If there is a drug that can easily kill a person the first time they try it instead of that being rare, it's with narcotics. Some narcotics – specifically a type called opioids - are given as legal prescriptions, and that's led to a lot of problems with people dying in our current world (if you ever hear adults talk about The Opioid Crisis, they're talking about people addicted to narcotics).

The Opioid Crisis is a situation where doctors gave too many adults too many opioid-narcotics. Many of them turned to street drugs when their prescriptions ran out because they were addicted already. Greedy drug dealers began selling a cheaper and more dangerous version of their medicines – the drug called fentanyl. Fentanyl is more addictive and gets people a lot higher, and that has led to thousands of people dying. Narcotics are no joke.

If you don't avoid drugs because of the law, at least avoid them because of your health. No one gets into drugs planning to become an addict. It's a nasty surprise that ruins lives. It's not just that these people go chasing drugs and that's the only thing they can think of. It's that they lie, cheat, and steal from everyone they care about when they get to that point.

Because drugs are either being used illegally or in a way they're not designed to be, there's a real danger of hurting yourself on accident. **Overdosing** is when too much of a drug has been taken, and the person who took them is on the verge of dying. A person who has overdosed may stop breathing, their heart may stop beating, or they may have a medical incident called a seizure.







## DRUG CRIMES

There are many crimes related to the sale and use of drugs. It is illegal to possess a controlled substance without the proper prescription, and it is always illegal to possess illicit substances like heroin and cocaine. The penalties for breaking drug possession laws depend on the kind of drug, the amount the offender has in their possession, and whether they have had other criminal drug offenses in the past.

Another category of drug crime is drug distribution. **Drug distribution** is the criminal act of selling, delivering, or giving away illegal substances. The severity of the charge depends on the kind and amount of drug being distributed.

An extreme form of drug distribution is drug trafficking. **Drug trafficking** is the act of intentionally selling very large amounts of controlled or illicit substances as a way of making a profit (for money). Drug trafficking is a serious crime, and can be charged as a Category A or Category B felony, depending on the drug and how much of it the offender possesses. Sentences for drug trafficking often include long prison terms.

An adult that sells or gives controlled substances to juveniles is guilty of a Category A felony and may be responsible for the financial cost of rehabilitation for the minor.

The crime of **drug manufacturing** is an act involving manufacturing—or making—controlled or illegal substances. It is even a crime to have a large quantity of chemicals used to make illicit drugs if the authorities can prove that you intend to manufacture the substance.

Intentionally allowing a minor to be near the manufacture or sale of drugs is a felony, with more severe sentences if the minor was harmed due to the presence of the illegal substances.

It is illegal to use or possess **drug paraphernalia**. Drug paraphernalia is any equipment or materials that are designed for the manufacture or use of illegal substances.

For instance, pipes and cocaine spoons are considered drug paraphernalia. Use of or possession with intent to use these items is a misdemeanor. Selling drug paraphernalia is a felony.

Police take the violation of drug laws very seriously. They may show up at any time to public schools in order to search for illegal substances. Often they will use dogs trained to find drugs in order to conduct these searches.

Selling drugs within 1,000 feet of a school, playground, park, pool, or within 1,000 feet of a school bus stop in the hour just before and after just after school is a serious criminal offense that comes with a double-penalty as the behavior endangers children.

There are many kinds of substances out there. Some, like prescription medication, can be good when taken correctly. Many drugs, though, carry very serious health risks. You should always consider your choices carefully, especially when it comes to the kinds of substances you choose to put into your body.

## Laws & Consequences

KEYWORD	CLASSIFICATION	SUMMARY + DETAILS	CODIFICATION
Alcohol (Beverage)	Legal Definition	Any drink that has at least 1/2 of one percent alcohol is an alcoholic beverage.	NRS 202.015
Alcohol Minimum Age	State Regulation	A person must be 21 years old to buy, drink, or possess alcoholic beverages (this meets the federal minimum age).	NRS 202.020
Alcohol Open Containers	Restriction	No person of any age shall have open containers of alcohol in a motor vehicle.	NRS 484.448
Alcohol Serving to Others	Regulation	It is legal for someone 21 years of age or older to serve alcohol while working in a restaurant, but only after they have completed a program certifying their ability to serve alcohol (like an alcohol server's license).	NRS 369.630
Alcohol Supplying to Minors	Misdemeanor	It is against the law to sell or give alcoholic beverages to persons under 21 years old.	NRS 202.020 NRS 202.055
Alcohol Transportation	Restriction	It is illegal for a person under the age of 21 to possess or transport alcohol.	NRS 202.020
Alcohol Underage Possession	Misdemeanor	Purchase or possession of alcohol underage is a misdemeanor.	NRS 202.020
Driving Under the Influence (DUI)	Misdemeanor-Felony	A blood alcohol level of .08 or higher while driving is illegal.	NRS 484.379
Drugs Controlled Substance	Legal Definition	A controlled substance is any substance that the government thinks should be monitored because of its potential for abuse.	18 U.S.C. 844 NRS 639.410-420
Drugs, Criminal Distribution (Drug Dealing)	Felony	Drug distribution occurs whenever a person sells, furnishes, gives away, delivers, or distributes a controlled substance, unless authorized by law.  The lowest possible charge for drug distribution (drug dealing) is a Category D felony, though most incidents will be Category C or higher (Category D would be for selling prescription nasal sprays. Category C would be for pain pills).	NRS 453.331



# CHAPTER 10

## Recreation

*The famous American painter Bob Ross once remarked, “I spend a lot of time walking around the woods and talking to trees, squirrels, and little rabbits and stuff. I guess I’m a little weird. I like to talk to trees and animals. That’s okay though: I have more fun than most people. There’s nothing wrong with having a tree as a friend.”*

*If that sounds lame, consider the fact that this guy had been a military drill sergeant and developed a television audience of millions long before YouTube. There’s wisdom in making friends with nature.*

*The point is that sometimes taking time out to enjoy the world can contribute to personal and professional success. Other than staring at your phone doom scrolling, what are some ways you can take time out and enjoy the world? Some people like to fish, hunt, and camp. Some people like to play sports. Doing something just for fun is called **recreation**, and there are a lot of recreational activities to choose from.*

*Of course, this being ‘Government, Choices, & You’, there’s a catch.*

*Many recreational activities have legal regulations and restrictions that you might not expect. By now, you’ve learned that ignorance of most laws is not accepted as a defense for breaking them. This chapter will cover some popular recreational activities that have laws you need to follow in order to enjoy them without running into trouble with law enforcement. That way, by the end of this section, you’ll recognize when you might want to research if there are any laws you need to be aware of before jumping into whatever fun activity you have planned.*

# The Great Outdoors

Getting outside can be good exercise and a chance to get some fresh air. Many recreational activities take place outdoors. Some of these activities are regulated by laws, and you should be aware of them before heading out.

## AT THE PARK

Parks are public spaces provided by the city for people to spend time enjoying the outdoors. Most parks have rules clearly posted on a sign. These rules include times that people are allowed to be at the park, and things that are prohibited, like the use of firearms, drugs, and alcohol.

This is a really important thing for you to understand though: just because park signs list these restrictions as rules, that does not make them breakable. Most (if not all) of those rules have laws backing them up. That means if you get caught breaking a rule at a park, you're likely also being caught breaking a law, and will have to face the consequences.

## MAKING CAMP

Camping is allowed in public places where it is clearly posted. You can camp in state and national parks, and there are many designated campgrounds where you are welcome to set up your gear. Camping in city parks is usually not allowed, and you should never camp on private property. If you do this you could end up in trouble for trespassing.

Once you have found a good, appropriate spot to camp, be sure that you respect any posted rules (which, like with the park, are also likely to be laws). Also, use common sense: don't litter, don't start a campfire that could get out of control, and don't be too loud when there are other people around. All of these things could get you into actual trouble if you are caught by law enforcement.



## Fun With Friends

Whether you're someone who plays sports, or a person that prefers staying indoors at a friend's house, believe it or not, just like with everything else, there are laws about the activities you do when you're 'just hanging out'!

### GO TEAM

There are lots of options when it comes to participating in sports. You can join a recreational team to exercise, to make friends, or just to play a game you enjoy. Each sport has its own rules and regulations that players must follow, and there are too many of those for us to cover them here.

However, there are some general rules about behavior at sporting events that everyone should know. For instance, if you are watching a game it's totally okay (and even expected) if you get a little bit loud as you're cheering on your team. What's not okay is if you harass, threaten, or assault sporting officials such as referees or coaches (let alone the players).

If you are at a school sporting event, you may face disciplinary action from the school, such as being banned from all future games. You could even be suspended or expelled. If you are at a recreational game (not a school event) you can still get into trouble for this behavior.

### PARTY TIME

If you're the kind of person that likes hanging out with a bunch of your friends at someone's house, there are some laws you should know about that regulate large gatherings. Parties can be a lot of fun, but they can sometimes lead to a lot of trouble.

Whether you are at your parents' house or a friend's place, you should be respectful to the people that live nearby as well as the people at the party. Playing music too loudly, underage drinking, use of illegal substances, and fighting are all illegal behaviors.

If someone that was not invited shows up at a party, this is called "crashing". It is a misdemeanor offense, and if the person refuses to leave you can call the police.

Some cities and counties impose **curfews** on young people, which are laws requiring minors to be home (or at least not out running around) by a certain time. It is common for parents to give minors in their custody a curfew to make sure they come home at an appropriate hour. If you are caught violating a curfew, that will likely be a civil infraction (which means you can be given an expensive ticket that you or your family will have to pay).





## GO, FETCH!

Having a pet can be wonderful for a lot of reasons. They teach responsibility, encourage exercise, and can be great for improving a bad mood! However, pet ownership is a serious responsibility. There are rules and even laws that regulate the treatment of animals.

While there are a lot of pets that you can choose from, there are some animals that are off limits. Coyotes, foxes, raccoons, wild pigs, and wild sheep are just a few examples of animals that you cannot have as pets in Nevada.

While it may seem like common sense, there are laws that require you to care for any pets that you have. Caring for a pet includes making sure it is fed, has access to plenty of clean water, and is kept in a place where it is safe from harm. When walking your dog in public, there may be laws that require it to be on a leash. Some communities allow for dogs to be walked without leashes, so it is important to check with the local laws before heading out with your furry friend!

You are required to get your dog or cat vaccinated against rabies annually starting when they are three months old. You also must license your pet with the city.

There are certain behaviors towards pets that are illegal. Neglecting your pet (not giving it enough food, water, attention) is illegal. It is also against the law to kill or injure someone else's pet, or to take part in dog or rooster fighting.

These are all examples of **animal cruelty**, which can be a misdemeanor or a felony, depending on the circumstances.

If you suspect that someone is committing animal cruelty, you should report it. Tell a parent, a teacher, or a police officer so that the animal (or animals) can be removed from the situation.

No matter how you choose to spend your free time, be sure to always respect others and follow the rules. This will help ensure that your community continues to be a place where everyone can enjoy their chosen recreational activities.

# CHAPTER 12

## Community

*There's a saying about how, with some things in life "you only get back what you put into it" but that's not how things go with communities. With communities, some people can put nothing in and get plenty out of it, and maybe that'll be your life. People will go about their lives paying sales tax when they buy stuff, paying the taxes grown-ups pay when they turn 18, and then they'll just go about their lives and reap the benefits of living in a taxed community. They'll drive on the roads, have working traffic lights, and be able to call emergency services like firefighters and police if they need them. The entire time, they'll live their lives in the world that's been shaped by people who've put 'more' into their communities.*

*What if you don't just want to live in a world that's been shaped for you by other people? What if you want to shape the world around you in some meaningful way?*

*So far, you've spent time with this guide learning how to pause before you prank, think within the law, and to generally understand how the law shapes your life and the community you live in. Now, let's find out how you can put more into your community, how you can get more enjoyment and satisfaction out of it, and the ways these kinds of efforts can sometimes result in serious legal consequences you need to be aware of.*

## Direct & Indirect Service

**Direct service** is work that shapes a community by doing work 'directly' in it. Examples of this include giving food to people that need it and cleaning up graffiti when it shows up in a park. **Indirect service** is work that helps direct service happen, or that helps the direct service that happens to be the most helpful. Examples of indirect service include organizing volunteers for a project like cleaning up graffiti, or creating a list of homes that need food donations delivered to them and then assigning people to do those deliveries.

### VOLUNTEERING

One of the easiest ways you can begin shaping a community is by volunteering. **Volunteering** is when someone offers to do something without asking for payment or reward for doing it. When talking about service, volunteering usually means someone is donating their time and availability to help with some community need.

Volunteers can take part in both direct and indirect service. Volunteers do all sorts of things.

When you volunteer, you may get some kind of award, recognition, or hours for a class, but generally the idea is that your payment is the knowledge that you've somehow helped to improve a community – maybe even the one you live in!

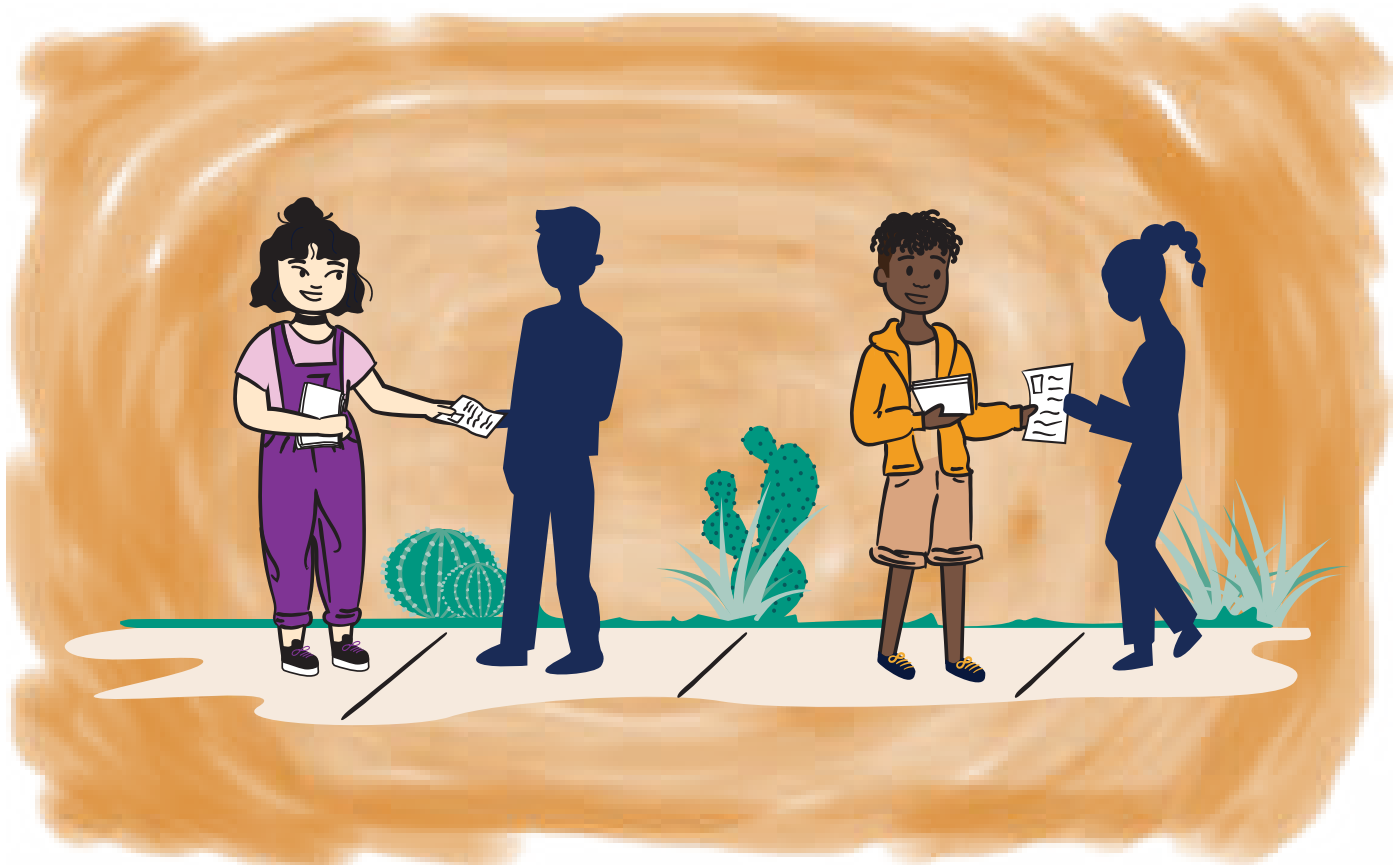
### PUBLIC SERVICE

Another way you can shape communities is by taking part in public service. **Public Service** is work that is done to benefit communities in an organized way. Joining the military or a local firefighting service are some examples of how people can serve the public.

**Corps Programs** like AmeriCorps and Peace Corps are also forms of public service. In these programs, people are given a what's considered a very small amount of money for the work they'll be doing. That work can be anything from creating a volunteer program to building a home for a family that doesn't have a lot of money. The programs typically last 6 months to three years.

All of those are public service options for adults though. One thing you can do now is take part in **National Days of Service**. These are days that the government declares as good days for lots of people to volunteer in their community. During National Days of Service, many community organizations create projects to get the most out of a lot of people wanting to come together and help out all at once.





## Activism

An **activist** is someone that takes on a role trying to directly shape their community by getting laws, policies or the way people are treated to change. The work trying to make a community change by getting the government to help make that change happen is called **activism**.

### COMMUNITY EDUCATION

**Community education** is not just teaching people about a subject, but teaching them in a way that is meant to create some kind of positive change.

Holding free talks that are open to the anyone that wants to attend is one way you could take part in community education. Another example would be handing out flyers or pamphlets about how a law or community rule (also known as a **policy**) shapes an issue you're hoping to see change come to.

Although they may not seem like education at first, even when people call for change in visible and noticeable ways – acts known as **protests** – they are taking part in a form of community education. By attempting to get attention for an issue and the need to create some change around it, a person protesting is educating people that the issue exists in the first place.

### COMMUNITY ORGANIZING

**Community organizing** is when people (usually volunteers, but it can be anyone) try to get members of a community to help change some law or policy.

An example of community organizing would be if you got a group of students together to collect signatures from students and parents saying they wanted there to be an official 'wear pajamas to school' day. By telling people about the project, and getting volunteers to help you collect signatures of support (which you would use to convince your school's principal that it was a good idea), you would be taking part in a form of community organizing.





## CIVIL DISOBEDIENCE

Sometimes people decide to draw attention to issues by breaking the law in a way that is meant to improve the chances of drawing the most attention to the issue the activists are working to address. This is an act known as **civil disobedience**.

Famous people have used civil disobedience in ways that have worked, but it's important to understand that their choice to use it caused them to face the legal consequences of their actions.

The lunch counter sit-ins of the 1960's are a well-known example of civil disobedience. These were instances of Black Americans refusing to leave restaurants with policies that only allowed white people to dine in them (at the time, that was legal).

These protesters faced charges of trespassing and disturbing the peace – not to mention violence during the process of being arrested. Even though today they are thought of as heroes, many at the time still had to face the legal consequences of their important actions.

## CIVIL DISOBEDIENCE & THE LAW

We live in a world where many people find many reasons to protest. Sometimes people hold protests... just to protest other protests!

We also live in a nation where the rights to free speech and free expression are so highly valued that they are listed first in the Bill of Rights.

It is very important to understand that free speech and free expression are not get-out-of-jail-free excuses for breaking the law. For example, you have a right to gather signatures for a petition to help pass a law but you do not have a right to do that on private property (like inside of a shopping center). If you're asked to leave and you refuse to go away, you are criminally trespassing, and can face the legal consequences that come with that.

If a person chooses to get arrested to draw attention to the cause they care about, they should at least first make themselves fully aware of the consequences of their actions. It is very easy for a person to break laws with greater consequences than they realize.

One famous case involved an 84-year old Catholic nun named Megan Rice who protested a nuclear weapons plan in Tennessee in 2012. At one point, she faced 12 years in prison for nonviolent actions she took during her protest (she only ended up serving three, but still – that was a huge risk)!



# Direct Law-and-Policy Making

Activism and volunteering help to shape communities - and the policies and laws that regulate them - but the most direct way to shape a community is by getting involved with helping to write laws and to get them passed. While many different factors help to shape laws, the most powerful voices belong to two groups of people: public officials and lobbyists.

## PUBLIC OFFICE

When the only way to get a job is to be voted into it rather than being hired by a 'boss' of some kind, that job is an **elected position**. The person who gets that job is referred to as an **elected official**. To try and get elected, you need to do things to get people to vote for you. Those steps you take are called a **campaign**.

Running for public office involves risk – you can put a lot of time and money into getting elected, and get others to do the same, but still end up not getting the job. Sometimes you can still shape a community just by running for office, even when you lose though!

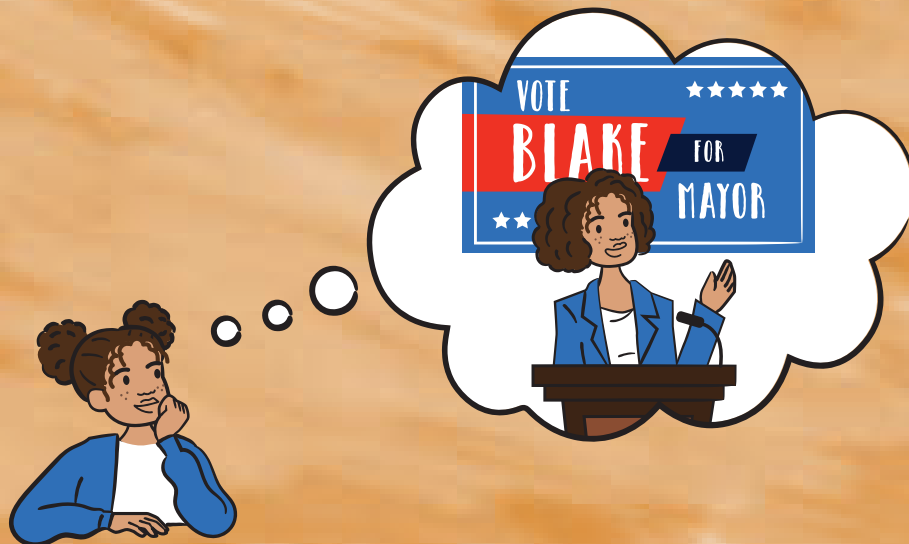
The votes you earn (even if you lose) represent people who believe in the ideas you promote during your campaign. The winning candidate – seeing that you were able to get votes talking about those issues – may feel like they need to adopt some of your ideas. That's because elected officials represent all voters – not just the ones who voted for them!

Elected officials have the most influence on laws that shape the communities they serve. Some of them write **bills** (the words that – if accepted – will become laws), and most of them vote whether or not each bill will become a law or not.

It's never too early to start thinking about running for public office. In fact, if you live in Las Vegas or Reno, you may even be able to run for Mayor during your last year of high school (if you turn 18 in time and have registered to vote!).

**NOTE:** *If you might be a future politician, you should really check out this awesome website:*

**[www.runforoffice.org](http://www.runforoffice.org)**





## **REAL Helpful: Reporting Your Participation**

*Project REAL's pre-tests & post-tests are a vital element of our ongoing service in Nevada!*

Project REAL relies on generous supporters who like to see how many students their contributions have reached, and the impact those gifts have had with the students we serve. The pre-tests and post-tests students take part in help us to show those supporters all of the amazing work their generosity has produced. This encourages them to continue supporting our work, allowing us to continue providing our law-related education experiences for free to all of the families, students, schools, and community partners we serve throughout Nevada. We also use the information collected from pre-tests and post-tests to continually increase the value of our materials with updates and expansions based on student feedback.

If you appreciate *this* Project REAL experience, please be sure to take part in the post-test for it (even if you didn't take the pre-test first).

### **Project REAL Pre-Tests**

<http://projectrealnv.org/pretest>

### **Project REAL Post-Tests**

<http://projectrealnv.org/posttest>

## **REAL Continued Learning**

*Our law blogs are loaded with interesting stories about the law!*

Whether you're a teacher looking to expand the experience beyond this publication, or a student who just really enjoyed the learning experience we provided in this guide, we have more material for you. On our Project REAL law blogs, we collect weird, fun, and interesting news stories involving courts, laws, and other civics-related topics. Each of our stories summarizes an interesting law-related news story, and then gets capped off with a series of questions that can be used as prompts for classroom discussions or writing exercises.

### **Project REAL Law Blogs**

<https://projectrealnv.org/connect/blog/>

## **REAL Opportunity: Contact Us For More Free Resources**

*We offer many other free resources & experiences to Nevada's schools & community partners!*

Trunks filled with costumes and giant set-pieces for our mock trials! Field trips to the courts! Lawyers, judges, and law enforcement specialists as guest speakers! Project REAL offers all of these things and more – all at no cost to the families, schools, and community partners we serve: You just need to contact us to request them!

Having served Nevada since 2004, there are a number of Project REAL books 'out in the wild'. Perhaps you're a teacher who found 15 copies of this guide shoved into a drawer of a classroom you've inherited. Maybe someone emailed you a pdf file and you'd like physical copies of this publication. You might be a teacher who's working with mock trial scripts that were printed at the school and assembled with staples, wishing you had a teacher's guide for the material you're working with.

Whatever circumstance led you to this page, know that there are many other free resources waiting for you – you just need to get in touch with us to request them. We hope to hear from you soon.

### **Requests & More**

<https://projectrealnv.org/project/requests/>

(702) 703 – 6529



Youth Excellence & Achievement  
Through REAL Law Experiences

7175 Bermuda Rd.  
Las Vegas, NV 89119

(702) 703-6529  
[projectrealnv.org](http://projectrealnv.org)



@projectrealnv



@projectrealorg



@projectrealnv\_



# Instructor's Guide

-- Created June 2022 --

*This instructor's guide was created by Yolys Carrera & Mike Kamer*

# Government, Choices, & You

## NV.DOE Content Correlations

*These are correlations will all be reached by following this guide.*

### Reading (Informational)

RI.KID.1  
RI.KID.2  
RI.CS.4  
RI.CS.5  
RI.CS.6  
RI.IKI.9  
RI.RRLTC.10

### Reading (History/Social)

RH.KID.1  
RH.KID.2  
RH.KID.3  
RH.CS.4  
RH.CS.5  
RH.CS.6  
RH.IKI.8  
RH.IKI.9  
RH.RRLTC.10

### Speaking & Listening

SL.CC.1.a-d  
SL.CC.2  
SL.CC.3  
SL.PKI.4  
SL.PKI.6

### Reading (Technical)

RST.KID. 1  
RST.CS.5  
RST.KI.8\*

### Writing

W.TTP.1.a-e  
W.TTP.2.a-f  
W.PDW.4  
W.PDW.5  
W.PDW.6  
W.RBPK.7  
W.RBPK.8  
W.RBPK.9.b  
W.RBPK.10

### Social/Sci/Tech: Writing

WHST.TTP.1.a-e  
WHST.TTP.2.a-f  
WHST.PDW.4  
WHST.PDW.5  
WHST.PDW.6  
WHST.RBPK.7  
WHST.RBPK.8  
WHST.RBPK.9  
WHST.RW.10

### Language

L.VAU.4.a-d  
L.VAU.5.c  
L.VAU.6

# Table of Contents

<b>α:</b>	<u><a href="#">Tools &amp; Tricks</a></u>	Preparing	Pg. 08
<b>Day 0:</b>	<u><a href="#">Setting Up For Success</a></u>	Pretest + Tools	Pg. 16
<b>Day 1:</b>	<u><a href="#">Criminal Offenses</a></u> + <u><a href="#">Civil Responsibility</a></u>	Ch. 1 & 2	Pg. 18
<b>Day 2:</b>	<u><a href="#">Rule of Law</a></u> + <u><a href="#">Restorative Justice (only)</a></u>	Pregame & Ch. 3	Pg. 26
<b>Day 3:</b>	<u><a href="#">Rule of Law</a></u> + <u><a href="#">Consequences of Ignorance</a></u>	Pregame	Pg. 32
<b>Day 4:</b>	<u><a href="#">Juvenile Justice System</a></u>	Chapter 4	Pg. 52
<b>Day 5 :</b>	<u><a href="#">Weapons, Guns, &amp; Fireworks</a></u> + <u><a href="#">Alcohol &amp; Other Drugs</a></u>	Ch.5 & 6	Pg. 60
<b>Day 6 :</b>	<u><a href="#">Parent-Child Relationship</a></u> + <u><a href="#">School / Transportation</a></u>	Ch.7, 8, & 9	Pg. 70
<b>Day 7 :</b>	<u><a href="#">Recreation</a></u> + <u><a href="#">Work</a></u>	Ch.10 & 11	Pg. 78
<b>Day 8:</b>	<u><a href="#">Civil Engagement</a></u> , <u><a href="#">Responsibility</a></u> , & <u><a href="#">Duty</a></u>	Ch. 12	Pg. 92
<b>Day 9:</b>	<u><a href="#">Technology</a></u> + <u><a href="#">Game Highlights</a></u> + <u><a href="#">Review</a></u>	Ch.13	Pg. 104
<b>Day 10:</b>	<u><a href="#">Tech.</a></u> + <u><a href="#">Highlights</a></u> + <u><a href="#">Wrap-up</a></u> + <u><a href="#">Conclusion</a></u>	Capstone	Pg. 114
<b>Day 11:</b>	<u><a href="#">Post-testing and more</a></u>	Closing	Pg. 120
<b>Ω:</b>	<u><a href="#">Resources &amp; More</a></u>	Resources	Pg. 122



## 10 Day Overview

### alpha

#### Prep & Introduction

This has all the tools you'll need to conduct each session effectively: Daily procedures, an explanation of the lessons, and more.

#### Day 0

##### Getting Ready // Preparing the Students

The second half of a class day before you'll begin using the full Government, Choices, & You resource. This is a preview day where you issue the pre-test and assign groups to the students.

#### Day 1

##### Criminal Offenses // Civil Responsibility

This initial experience jumps right into crime and consequences to set the mood for these sessions. Most of the crime info is self-apparent, so that acts as a review. Civil Responsibility is then covered to introduce a sense of empowerment & respect for law.

#### Day 2

##### Rule of Law + Restorative Justice (only)

Continuing from Day 1's themes, students explore the philosophy behind law and their role in the community – not just what laws to follow, but how to contribute positively to their communities.

#### Day 3

##### Rule of Law + Consequences of Ignorance (Special Use)

You've introduced basic concept and lessons in empowerment, but the students may be skeptical and think they know everything already, this portion adds a bit more 'power' and shows them the consequences of assuming to know the law.

#### Day 4

##### Juvenile Justice System

The lessons really begin to take hold here, where students learn there are consequences to actions they may not have thought of: their eyes open to how much legal exposure they already have!

#### Day 5

##### Weapons, Guns, & Fireworks // Alcohol & Other Drugs

This day seems like it would be a basic DARE-Lite, but instead illustrates more laws they aren't already aware of, and how 'ground-able offensives' may actually be criminal acts!

#### Day 6

##### Parent-Child Relationship // School / Transportation

This begins a lesson in 'The Inescapability of Law': There are three things you can never escape: Gravity, Oxygen, and Law. Not to remain negative, it also illustrates the power that comes with knowledge of law.

#### Day 7

##### Recreation // Work

The theme of 'empowerment through knowledge of the law' continues while also illustrating the vast reach of the law, in that it impacts everything – even employment and national parks!

#### Day 8

##### Civil Liability & Civic Responsibility

Day 8 is the final step into empowerment while turning Government, Choices, & You from a crime-prevention activity into a community-development one, opening the students' eyes to the opportunities they have to protect themselves and improve the world around them.

#### Day 9

##### Technology // Game Highlights // Wrap-up // Review

This Penultimate day for the lessons uses the topic of technology to act as a final symphonic illustration ; the law is everywhere at all times, and you don't need to know ALL THE LAWS to understand how to Live Within The Context of The Law.

#### Day 10

##### Capstone :: Tech-Wrap-up // Review

Continuing from Day 9, the final day of structured lessons asks the students to use their 'playing scales' skills they've developed to 'play a symphony': Showing how the knowledge they developed has made them better informed, wiser, and more empowered young adults.

### Omega

#### Post-Test, Review [Conclusion]

Either a half period –or a full one if you can afford the time, this is a day used to issue a pre-test, answer any questions, and perhaps invite a guest speaker to provide a law-related Q+A



## Crime Punishment Card

### WHAT ARE THE PUNISHMENTS FOR COMMITTING A CRIME?

Crime	Fine	Sentence
Felony Category A		Life without release/death
Felony Category B		1-20 yrs.
Felony Category C	\$10,000 or less	1-5 yrs.
Felony Category D	\$5,000 or less	1-4 yrs.
Felony Category E	\$5,000 or less	1-4 yrs.
Gross misdemeanor	\$2,000 or less	No more than one year
Misdemeanor	\$1,000 or less	No more than six months

## Invocation Card

### Our Invocation

<b>TEAM 1:</b>	<b>Who Are You</b>	<i>We Are The Pilots of Our Future!</i>
<b>TEAM 2:</b>	<b>Why Are You Here</b>	<i>To Accept The Power That We Have!</i>
<b>TEAM 3:</b>	<b>What is your Power</b>	<i>Our Choices And The Futures We Take!</i>
<b>TEAM 4:</b>	<b>Where are you headed</b>	<i>We Go Where We Choose!</i>
<b>TEAM 5:</b>	<b>What are you handed</b>	<i>Nothing And Everything: The Choice Is Ours!</i>
<b>ALL:</b>	<b>REMEMBER WHAT?!</b>	<i>Ignorance of The Law Isn't a Defense for Breaking it!</i>
<b>ALL:</b>	<b>What's the lesson</b>	<i>Think Within the Law When Making Choices in Life!</i>



## Reading Breakout Instructions. Checklist Card.

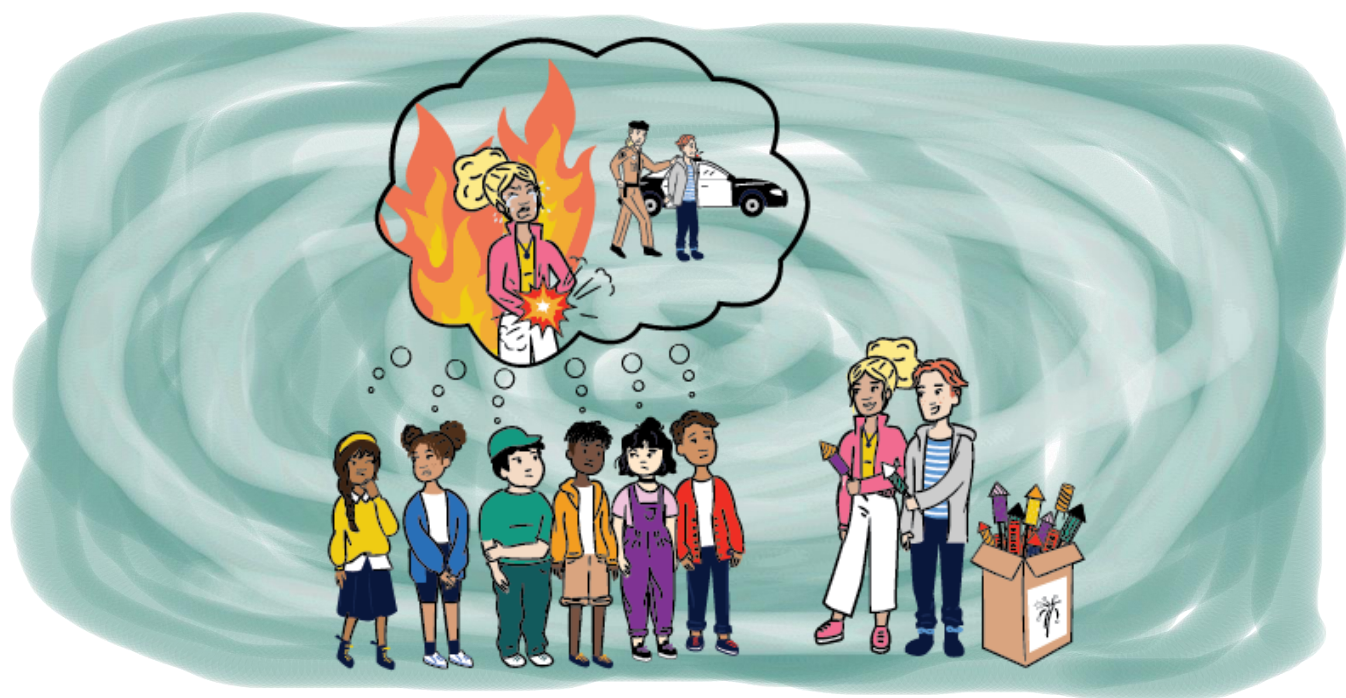
1. Hand out 1 notecard to each student, for each reading breakout scheduled for the day.
2. Let students know they'll be doing a reading breakout. Remind them that they first need to read their team's section. Then, they will need to right down on the card what they believe is the one most important thing in that section – or preferably and if they can *the one thing they read that surprised them the most.*
3. After 3 minutes, call out a '1 minute warning' to fill out their cards.
4. After 4 minutes, call out a '1 minute warning' to discuss which of the team's cards should be the one shared with the class.
5. At the five minute mark, ask one representative from each team to stand and share which fact from their section is the one they've decided to share as a group, and why they decided to share that particular fact.
6. After all 5 teams have presented their facts, remind them to save the unused cards to discuss later in case there is time available during the wrap-up portion of the session.

## Daily Wrap-up Instructions. Checklist Card.

- 1) Revisit the facts that weren't selected from the initial readings at the beginning of the session (The Leftover Index Cards)
- 2) Have each team pick one of their leftover 'facts / cards' to talk about: something that they *now* realize is important as a result of having participated in this session's activities. If they try to say there wasn't anything directly related to the activity, ask them to then point out how the selected leftover fact 'appears in' or shapes their lives and or the world around them.
- 3) Don't feel restricted to this system – the idea of the wrap up is to (1) inspire students to read more of the book on their own time than the sections they read as a group [without asking them to do that], and (2) put the value of that day's readings, lessons, information, and general experiences into perspective, particularly in how it directly impacts their lives.
- 4) After 'facilitating their understanding of the practical context' that the day's lessons have, ask for questions and attempt to answer any remaining questions they might have. .
- 5) Either assign the next session's reading as homework, or briefly summarize what topics will be covered in the next session. Ideally explain how the two days connect to each other and fit into the larger narrative of 'thinking within the context of the law'.

# Day 5: Vices!

Chapter 5 :: Fireworks & Firearms / Chapter 6 :: Drinking & Drugs



## Checklist for Today's Lesson

1. Distribute notecards to tables for reading assignments before students arrive (1 per person per reading assignment)
2. Open with Invocation [group chant]
3. Daily Review
4. Reading Breakout I (Chapters 5 & 6)
5. **ACTIVITY 1 – Social Host Liability Law**
6. **ACTIVITY 2 – Report or Regret**
8. End of Day Discussion / review (next page will include suggested questions / talking points)
9. Close with Invocation [Group Chant]
10. **OPTION ACTIVITY 3 – Unconventional Weapons**

# Day 5: Vices!

Ch. 5 :: Fireworks & Firearms / Ch. 6 :: Drinking & Drugs

## Minute-by-Minute

- 0:00** Distribute notecards to tables for reading assignments before students arrive (1 per person per reading assignment)
- 0:00 – 0:01** Open with Invocation [group chant]
- 0:01 – 0:05** **REVIEW** - Review previous ‘class’ lessons & takeaways
1. Begin by asking for 1 thing each ‘group’ remembers ‘the most’
  2. Next, try these prompts:
 

“What are some things you think are most likely to get kids to enter the Juvenile Justice System?”

“Each Team: tell me 1 thing you aren’t sure of – something that you want to know if it can get you into Juvenile Justice system, or just grounded....basically, what’s one thing you have a question about whether its legal or not”, then use their answers to point out they should use the caution that comes with ‘thinking within the context of the law’ to go about decision making in those situations
- 0:05 - 0:10** Reading Breakout I
- Have students silently read the following pages based on their teams, after reminding them to write down the most interesting thing from what they read when they are done.*
- |             |              |  |
|-------------|--------------|--|
| All Teams - | Pgs. 47 & 53 | Chap 5 Intro & Chap 6 Intro  |
| Team 1 -    | Pgs. 48-49   | all of pg. 48 Fireworks → all of pg. 49 Firearms to “18 years old” |
| Team 2 -    | Pgs. 50-51   | all of pg. 50 Weapon Regulations → end of pg. 51                   |
| Team 3 -    | Pgs. 54-56   | all of pg. 54 Alcohol → all of pg. 56 to “influence of alcohol”    |
| Team 4 -    | Pgs. 56-58   | all of pg. 57 Drugs → 1st column Illegal Drugs to “this category”  |
| Team 5 -    | Pgs. 58-59   | all of 2nd column Dangers & .. → End of pg 59                      |
- 0:10 – 0:15** Give the teams 1 minute each to vote on which card should be read aloud and shared with the class. Have each team share, and allow for some small but brief discussion about the shared facts.
- 0:15 – 0:25** **ACTIVITY 1 – Social Host Liability Law**
- Pt. 1: A Class-group Reading Activity:***
- Hand out the article (included at the end of this section) ‘Social Host Liability Laws’. Pick a student at random to read the first paragraph out-loud, while the rest of the group listens / follows along. Continue selecting students at random, one paragraph at a time. Use the themes from this article to inform the next discussion

**Pt. 2 : Guided Discussion on Vices and Legal Responsibilities**

1. The article talks about civil liability (being sued). What circumstances (if any) do you think a party host could be criminally liable (facing jail time, prison, etc).
2. The article discussed alcohol use, so imagine someone got drunk and used fireworks during the party. Because they were drunk, the fireworks ended up shooting at a neighbor's house and starting a very destructive fire:
 

Who would be in criminal trouble?

Who would be in civil trouble?
3. 'Now that I've covered some possibilities outside of the article', I'd like to hear from you: Not including Alcohol or fireworks, if you hosted a party, what are some other situations that could land you in jail if they happen at your party?

**0:25 - 0:40****ACTIVITY 2, OPTION 1 – Report or Regret**

1. Handout and have everyone read the Seinfeld article.
2. For the conversation, define:

Civic Duty - they can be sued for failing to report something

Legal Duty - they can go to jail for failing to report something.

3. Explain that there are some things that they could be jailed for because of federal law, like guns and drugs. Even though they are minors, if they see another student with a gun or drugs and fail to report it, they can be found guilty of something called 'constructive possession' – "*The legal possession of an object, even if it was not in a person's direct physical control*". They must report it, and if they are found to have not reported it, they **COULD** face criminal charges. Given the article and the above definition, they should be ready for the activity.
4. *Each group will be assigned one of the two specific duties. They have 3 minutes to come up with one scenario where a person would face being sued or imprisoned for neglecting that duty.*

The group reporting assignments are as follows. As an optional enhancement: Encourage each group to use the listed book chapters:

Group 1: Legal	(Ch. 5 – Drugs & Alcohol)
Group 2: Civic	(Ch. 3 – Criminal Offenses)
Group 3: Legal	(Ch 12 - Technology)
Group 4: Civic	(Ch 7 - Recreation)
Group 5: Legal	(Ch. 4 –Firearms & Explosives)

4. *Give each group 1-3 minutes to*
  - (A) Give their scenarios, and
  - (B) Explain why they think their example is a failure of the responsibility under the law.
5. *If there's time, re-assign the roles and chapters (Group 1 gets group 2's prior assignment, etc) Don't let them use the same example as the last group though!*  
*Alternatively, have them keep the chapters, but find the OTHER kind of duty (ie criminal swapped for civil)*

**0:25 – 0:40      ACTIVITY 2, OPTION 2 – Unconventional Weapons**

**\*\*Teachers:** If you are worried that this may be giving them ideas (Lighter + Flammable Aerosol), feel free to remove from the activity. The goal here is to get them to see the additional criminal charges that can come from taking different actions with everyday objects.

**1. Introduce Activity:**

Using weapons, even items that are not traditionally used as a weapon, can come with penalties. Using items as a weapon can essentially lead to a punishment enhancement, for assaulting someone while using a deadly weapon, even if the other person doesn't die. The reading today covered unconventional weapons, but we are going to explore all the ways making an instinctive decision to pick something up as self-defense can lead to serious criminal consequences.

In this activity, teams will use their creativity and knowledge of the law to determine different ways that everyday objects can be used as weapons in a 15 minute time frame. Each team will be tasked with creating a fictional scenario / story where an object is criminally used as a weapon. This activity is designed to be engaging and fun in order to develop impactful decision making skills when interacting with the law, on a day to day basis.

**2. Give example of how to create a scenario with one of the found objects [if needed]:**

EXAMPLAR OF SCENARIO / STORY FOR 'Bicycle':

One student is upset and near the bike rack before school, so they pick up a bike that isn't locked up and throw it at another student who didn't see it coming. The bike hits the other student in the head. The student actually gets hit in the eye with part of the wheel spikes which causes them to lose part or all of their vision. This could result in charges for maiming another person (injuring someone's body that causes permanent damage) and even charges for property destruction of the bike.

**3. Using the worksheet that has been provided listing common, everyday objects, begin the activity:**

1. Cut the objects on the Unconventional Weapons Cutout Worksheet into separate strips. Crumple them up. Put them in a hat.
2. Have each team pick one member to choose a strip of paper from the hat.
3. Have teams brainstorm all the ways / how the object could be used as a weapon [3 minutes]
4. Then have teams choose the direction they'd like to use for their object to become a weapon or a scenario they'd like to create for the object to be used as a weapon [2 minutes]
5. Give students 10 minutes to first flip through their books independently to come up with all of the possible charges, possible consequences given and overall notes on what laws could be broken in the scenario they are creating. Then, students should begin to outline (or write a short story if time allows) that explains the fictional scenario of how the object they chose can be used as a weapon and the legal consequences that one could face. [10 minutes]
6. Have one team at a time standup, announce their scenario, and share the legal consequences using 2 minutes per team [10 minutes total]
7. As a class, teams will vote which team had the most creative and accurate depiction of laws broken in their scenario / story [5 minutes]

\* If you want to stretch the activity for the majority of the period, simply give each team more than one weapon and run a second round of the activity.

**4. Wrap- Up: Teachers may follow this outline, but use their own words**

- Why did we do this activity today?
- Anyone can end up with double the criminal punishment if you grab something instinctually while in an altercation either verbal or physical.
- Most people have the instinct to protect themselves, but when you reach out for something, there is a chance that it could be used as a weapon and then seen in court as a deadly weapon even if the other person survives.



**0:40 – 0:44**

End of Day Discussion- Wrap up

***Items, Questions, and Lessons***

Today we learned about some of the most basic criminal activities.

It's not just about avoiding things like guns and drugs to avoid getting in legal trouble though

Sometimes you do have to report those things if you see them, or you could be in legal trouble too!

***IF YOU HAVE TIME LEFT OVER...***

*1. What did we learn today?*

*2. What was the most surprising fact you think we encountered?*

*3. How do the topics we covered today shape or affect your lives as young adults?*

**0:44 – 0:45**

Close with Invocation [Group Chant]

## COULD THE SEINFELD CAST REALLY BE BUSTED FOR DOING NOTHING?



*Peter M Liss | VistaLaw, January 27, 2013*

In one of the most famous season finales in television history, George, Elaine, Jerry and Kramer are all charged under a “Good Samaritan Law” for watching someone get car jacked and failing to offer any assistance. But almost fifteen years later, countless fans still find themselves wondering if such laws even exist and if so, could the gang actually be convicted for doing nothing? It’s time to find out.

First of all, it’s important to note that while there are plenty of Good Samaritan laws on the books, these do not actually involve interfering with criminal activity, but instead with helping people who are injured. In fact, most of these are written not to force persons to help, but protect those who do provide assistance from civil litigation. The criminal statute that the Seinfeld gang violated was actually what is known as a “Duty to Rescue” law.

At the time of the finale, the US only had a handful of Duty to Rescue laws, and the small town of Latham, Massachusetts did not have one at all. According to San Diego criminal attorney Peter Liss, even if you put the cast in modern day California, they could still only be found guilty if they failed to report the murder or rape of someone under 14. The state does have strict reporting regulations for those who observe child or elder abuse, but only if those persons happen to be what the state considers “mandatory reporters” of these crimes because they work in places such as nursing homes, doctors offices, therapy centers or schools.

States that do have Duty to Rescue laws on the books allow for someone to be charged with a misdemeanor for failing to report a violent crime, but even then, the laws do not require someone to put themselves in danger in order to do so. Being as how the carjacker had a gun, the group would not be legally required to intervene to stop the crime. In fact, even the arresting officer in the show says the law requires people to help or assist anyone in danger, “as long as it’s reasonable to do so.” Even the strictest prosecuting attorney in the nation would agree that it is not reasonable expect a stranger to interfere with someone holding a firearm.

On the other hand Jerry still could be accused of failing to help the victim by not calling the police with his cell phone. That being said, San Diego criminal lawyer Mr. Liss points out that an attorney could defend the group from such accusations by explaining that they did not want to attract the carjacker’s attention by calling the police while an armed man is near them -not to mention, their inactivity in a crime that happened that fast would not have helped stop the crime. Either way, police would have to chase down the carjacker. Duty to Rescue laws do not specify that you need to call the police while see someone committing a violent crime, only that you need to report the crime.

Additionally, the criminal attorney in San Diego points out that, if anything, the gang helped the defendant by video taping the encounter and recording extremely useful evidence of the event that could convict the carjacker. That means that even if they belittled the victim at the time, they would still be helping him and therefore, deserve to be commended.

When you watch the scene though, it’s easy to see that the one person who should truly be punished, aside from the carjacker, would be the police officer who was in the area when the carjacking happened, but still thought his time would be better spent arresting innocent bystanders who obtained evidence of the crime.

<https://vistacriminalaw.com/could-the-seinfeld-cast-really-be-busted-for-doing-nothing/>

## SOCIAL HOST LIABILITY LAWS



Did you know you can get in trouble for what people do after attending a party you've thrown? A California court found the young host of a party liable for the death caused by one of his party's attendees who had been drinking.

Andrew Ennabe was a 19-year-old college student who was killed by a drunk driver in 2007. The drunk driver was Thomas Garcia. On the night in question, Mr. Garcia became intoxicated while drinking at a house party in Diamond Bar CA in 2007. Now he is currently serving 14 years for manslaughter.

Andrew Ennabe's family sued the party host, however the original California court in which the case was heard dismissed the case on the grounds that Ennabe's family hadn't proven the party host's responsibility in the matter. After the case was appealed, California's Supreme Court found that the case should be heard by the lower court under California's social host liability laws.

While California may have a reputation for 'progressive' laws and the party host may not face criminal consequences in this particular case, the variety of cases which make their way through civil courts is plentiful. While you should always consider your actions from ethical and moral standpoints, the legal consequences of the choices you make should also be a consistent factor in your decision making process.

Whether you are a teen heading off to college, a recent graduate with a close call, or a parent worried for your student now that they're living away from their childhood homes, we encourage you to share your experiences and thoughts on this matter in our comments section.

Unconventional Weapons Cutouts Worksheet Page 1 – students

<b>Unconventional Weapons Cutouts</b>	<b>Unconventional Weapons Cutouts</b>
<b>Fork</b>	<b>Scissors</b>
<b>Glass bottles</b>	<b>Hot liquid (soup, tea, coffee etc.)</b>
<b>Bicycle</b>	<b>Belt</b>
<b>Skateboard or scooters</b>	<b>Crutches</b>
<b>Pillows</b>	<b>Mop or broom</b>
<b>Pens or pencils</b>	<b>Any kind of can (spray paint, cleaning products, canned foods etc.)</b>
<b>Fireworks</b>	<b>Skateboard</b>
<b>Video Game Controller</b>	<b>Flatscreen TV</b>
<b>Heavy backpack or bag</b>	<b>Bike Lock</b>
<b>Fire Extinguisher</b>	<b>Laptop</b>

<b>Lighter + Flammable Aerosol (hairspray, bug spray, spray paint)</b>	<b>Rock</b>
<b>Staplers</b>	<b>Shoes</b>
<b>Hammer</b>	<b>Wrench</b>
<b>Bolt Cutters</b>	<b>Screwdriver</b>
<b>Small drawer taken out of desk or cabinet</b>	<b>Remotes</b>
<b>Keys</b>	<b>Helmet</b>
<b>Headphones</b>	<b>Water bottles (metal, large)</b>
<b>Eye glasses</b>	<b>Lanyards</b>
<b>Pipes</b>	<b>Mirror</b>
<b>Roller-skates</b>	<b>Small fan</b>

# Day 7: Empowerment is Independence

*Ch. 10 :: Recreation + Ch. 11:: Work*



## Checklist for Today's Lesson

1. Open with Invocation [group chant]
2. Daily Review
3. **ACTIVITY #1 – Yo...For REAL! What's Your Issue (with the law) !?!!**
4. Reading Breakout I (Chapters 7 & 10)
5. NEWS Article (Optional): Chipotle Child Labor Law
6. Discussion #1: Empowerment is Independence
7. Wrap-up
8. Close with Invocation [Group Chant]



# Day 7: Empowerment is Independence

*Ch. 10 :: Recreation + Ch. 11 :: Work*

## Minute-by-Minute

**0:00 – 0:01** Open with Invocation [group chant]

**0:01 – 0:10** **REVIEW** - Review previous ‘class’ lessons & take-aways

1. Begin by asking for 1 thing each ‘group’ remembers ‘the most’
2. Use today’s recap-conversation to find out how the kids are feeling about where they are skills-wise. How successful do they think they’ll be in figuring out when laws apply to situation, and in gauging the gravity any e violations of laws (ie, if they do X, how accurately do they think they would be while guesstimating the punishment they’d face (in terms of both fines and lengths of incarceration stays) [ie: how accurate would they be at estimate the criminal liability of individual or even ‘stacked’ crimes?]).
3. Next, try this prompt:

In this session, we’re going to explore more of the topics where it might surprise you to learn that the law has a lot of presence... or at least, it would have surprised you if we hadn’t already done the past 6 sessions of Government, Choices, & You. We’ll do that by starting off with a game again, rather than reading first. That’s how we’ll see how you’re doing in **LEARNING TO THINK WITHIN THE CONTEXT OF THE LAW** even when you don’t know all the laws you’ll be surrounded by in life.

Think about it like this [Consider making little fact-cards / inspiration cards with this statement for the kids to take with them at the end of the day]:

There are 3 things in life that make up your permanent environment: Factors you absolutely can’t escape:

1. Gravity,
2. The air you breathe, and...
3. The law

No matter where you go and what you do - short of becoming an astronaut – these 3 aspects of your lives are inescapable. You don’t think about them, you don’t typically engage with them, but when they enter into or are removed your life, the impact is major and you notice it immediately. These 3 things shape every moment of your lives.

The law being ever-present in your lives is exactly why it’s so important that you  
**LEARN TO THINK WITHIN THE CONTEXT OF THE LAW**

Alright, I think you all get the point so lets get to this game!

0:10– 0:30

**ACTIVITY 1 – Yo... For REAL! What's Your Issue (with the law) ?!**

2. Set up 10 the 'story rings'
  - Print & cut out the attached shapes
  - Tape them at the edge so they form a circle
  - Set them out in front of you so they are all pretty clear and spread out
  - **BE SURE TO MIX THEM UP**
    - Yes, we paired them based on the story, but don't set them next to each other*
    - If two rings are on the same sheet, DON'T set them next to each other*
    - Yes, there are intentionally more 'rings' than stories – it's to make the game more difficult.*
3. Read the following to the students:
 

*Alright, in a moment we are going to play another game using this setup in front of me*  
*As you can see there are ten rings here, and each ring represents a possible type of legal issue*  
*We are going to have 5 rounds for this game*  
*For each round, all of your teams will send up 1 player.*  
*I will give them all Tokens that represent your team.*  
*I will then read a story, and each story has a legal issue in it: a violation of some kind of law.*  
*When I finish the story, I will begin a ten second countdown.*  
*Your team's player will have ten seconds to put their token in what they think is the ring of the correct issue.*  
*If it's not your turn, you SHOULD yell suggestions at your teammate to help them decide which ring to use.*  
*Ok let's get to it*
4. Hold the rounds one at a time:
  1. Have each team send up a player.
  2. Hand out the Tokens
  3. Read the story segment, ending with “OK, let's go! Ten.... Nine.... Eight....etc”
  4. After the 'ring shots' are done and you reach the end of the countdown, send the kids back to their seats.
  5. Re-read the story, and then call out where each team voted.
  6. Read the “instructor's instructions” which explains:
    - (1) The correct ring,
    - (2) The law hidden in the story, and
    - (3) IF (and only if) they protest and ask about the 'intentionally misleading issue (red herring), tell them you will explain it at the end of the game.
5. After the 5 rounds are completed, go back to the top of the Instructor's Instructions  
 Read the 'Red Herring Explanations' if the kids hadn't already pointed them out.  
 Just start the explanation with “Did any of you wonder why 'RED HERRING TOPIC' wasn't the legal issue?”
6. For tie-breakers (even if you aren't giving out prizes) we suggest creating trivia questions related to the reading they're about to do! You can also randomly pick questions from the “**ORIGINAL EDITION**” Teacher's Guide pre-test / post-test quiz (available by contacting us at Project REAL if you don't have it readily available).

**NOTES :**

1. If there are 25 students or less in your entire group, make sure everyone in the room plays at least once.
2. Try to get energy going using the countdown technique to add some pressure...  
*Kind of like how they run the first part of family feud where they decide which team will go first.*

0:30– 0:40

## Reading Breakout I

*Have students silently read the following pages based on their teams, after reminding them to write down the most interesting thing from what they read when they are done. Students in their individual teams can split the readings.*

All Team -	Pgs. 91, 99	Chap 10 & 11 Intro
Team 1 -	Pg. 92-93	All of pg 92 → all of pg 93 to “the great outdoors, too.”
Team 2 -	Pg. 94-95	All of pg 94 → all of pg 95 “chosen recreational activities.”
Team 3 -	Pg. 96-98	All of pg 96 → end of chap 10 law table pg 98
Team 4 -	Pg. 100-101	All of pg 100 → all of pg 101 “attempting this before you turn 18.”
Team 5 -	Pg. 102-103	All of pg 102 → end of chap 11 law table pg 104

0:30– 0:40

## Discussion: Empowerment is Independence

*So students, for all the ‘Surprise: You broke the law!’ lessons you’ve experienced so far, hopefully today has also shown you what the law allows you to do when you understand it!*

*If you want to go fishing, you need a special license in most places...but one you have it you’re allowed to be there fishing! If you want to throw a party in a park and know to look up the proper procedures, you’ll be allowed to own them.*

*Employment law might sound boring and the least exciting – I’m sure many of you aren’t super excited to get jobs just so you can pay bills – but those kinds of laws are VERY IMPORTANT. They give you a chance to care for yourselves by protecting you from being taken advantage of by employers.*

0:40– 0:44

## Wrap-up

End of Day Discussion- Wrap up

**ITEMS TO POINT OUT**

There are a lot of things that seem like no big deal....but maybe we should stop and ‘think before we act’.  
The Law impacts EVERYTHING: Even **BASIC EVERYDAY THINGS** like playing sports or going to work.

**QUESTIONS YOU CAN USE**

Q. Does it kind of seem lame that we could get in trouble on accident? Sure! But we can also do our best to avoid it. What are some steps we can take to ‘think within the context of the law?’

**LESSONS TO LEAVE THEM WITH**

- 1. Knowing the law is powerful*
- 2. We have rights, but we have to know how to use them without getting into trouble*
- 3. Little mistakes can have major consequences*
- 4. It’s better to play it safe, find out if something is allowed, then do it, instead of just assuming its allowed.*

**IF YOU HAVE TIME LEFT OVER...**

1. What did we learn today?
2. What was the most surprising fact you think we encountered?
3. How do the topics we covered today shape or affect your lives as young adults?

**0:40– 0:41** Close with Invocation [Group Chant]

-----

**BONUS**

*Alternate Activity!*

*Here's another activity you can use if things go quickly*

**10-15 min**      **ACTIVITY (optional, if time) – Labor Law : It affects you (Chipotle child labor Article)\*\***

*\*Coming Soon: Arriving by March 2023: Contact [mkamer@projectrealnv.org](mailto:mkamer@projectrealnv.org) or 702.703.6529 to request an update, but here's a sneak peak in the meantime:*

-----

Instructors,

This activity will be similar to the 'Red Herring' nature of today's primary activity, only it will create more writing and oral reporting opportunities, rather than have the kids guessing and you explaining the red herrings.

Students will be asked to read the following article:

<https://www.cnn.com/2020/01/28/business/chipotle-child-labor-law-violations/index.html>

When they are done, you'll provide the entire room with a scenario to read that puts them in the role of troubled workers.

We'll provide 5 five-step plans for addressing the situation.

Each team will then have to pick from one of the plans, and explain why they feel it is the best one

Alternatively, we may provide one plan with five steps, and each team will have to put the steps in what they think is the best order, and then explain why (the activity is still in active development, so we're working out the details now).

Either way, in the end you'll explain the 'correct' options and why those are, while also exposing any red herrings and explaining how / why they were misleading.

You can of course just use the article on its own for now, or seek out new ones that may be a bit ore fresh and relevant for your students. There are certainly plenty of recent samples (for example, Google 'child workers CRUMBL cookies' and see what comes up). If you end up creating your own content /activity around the newer articles, please share it with us so we can add it to future editions of our Instructors' Guides!

## Yo... For REAL! What's Your Issue (with the law) ?!

### Instructor's Sheet – Stories

**ACTIVITY INSTRUCTIONS REFRESHER:** *Hey there! Remember (1) Call one player up from each team, then (2) Read one story and then begin to countdown as soon as you finish the story, before (3) giving the answer using the other sheet, and finally (4) Announcing which teams won the point.*

**ALTERNATIVE INSTRUCTIONS:** Instead of just explaining the right answer, first look to see if more than one team got the answer correct. If so, do a 'tie-breaker' by asking 'who can explain what the law that was broken was, and how they know it'. The team of the first player to RAISE THEIR HAND and answer correctly gets the point. IF no one answers correctly, no one gets the point!

#### Round 1's Story ::

You're 19 years old and are hanging out with your friends over the summer, and it's way too hot out. You all agree you should get out of town to cool off, and decide to go to the mountains just an hour away from your city. You're not big on camping, but no big deal – it sounds better than sweating all day and besides, your friend has plenty of gear. On your way up to the mountains, you see a sign saying "WARNING: FIRE DANGER - MEDIUM", but don't think too much about it.

You get to the campsite and it's not all that bad. No one else seems to have had the idea, it's just you and your friends which is great. You look around, see some boxes, a picnic table, and a fire-pit. It's a lot cooler in the mountains than it was in the city, so you all agree to start a campfire. You stop and think "Wait....are we in a national park? Isn't there a rule about firewood?" but fortunately your friend with all the camping gear already thought ahead and brought firewood with them. Awesome! They point out it wouldn't have mattered – you're actually in county property where you can use firewood. You decide to chip in by gathering leaves and twigs to help get the fire going, and set the fire up in the fire-pit. The fire seems to be out by the next morning when you wake up, so it's pretty cold. You pack up your things and return to town.

**Winning ring:** CAMPING [Tent Icon]

**Explanation:** The story mentions someone seeing boxes at the campsite, and that the camping trip was last minute. For most campsites, either a reservation is required with an agency OR they have remote, unmonitored boxes with envelopes for you to pay a camping site fee. If a ranger comes by and they don't see an envelope for you (which usually only asks for \$10 per vehicle), you could get a ticket costing anything from \$50 - \$500 dollars depending where you are!

**Fakeout / likely mistake:** Fire Safety

**Fakeout Explained:** Yes, the fire danger was high, but there were no signs prohibiting fires at the time. Communities with camping that have fire signs actually update them with 'Open fire prohibited' signs when they seasonally criminalize fires.

#### Round 2's Story ::

You are dating this wonderful person and really happy about it. Things are going really well, and even though its corny and you USED to be a bit embarrassed by it, you two hold hands all the time. You're that couple that makes people roll their eyes because you two like each other so much that it's almost obnoxious. Neither of you care how your friends react though: you're happy with each other. One day you decide to head out on a hike. There's a local spot with cool petroglyphs – ancient rock paintings from tribal people that have lasted for thousands of years. You learned about it in school and decide to go check the site out.

When you get to the site there's a special walkway you have to walk on. You notice some construction tape on the ground that says "CAUTION" but ignore it. There's also a sign nearby saying "This location is a federal nature reserve that is open from 8am until sundown, 7 days a week". You arrived about one hour before sunset... Not great planning, but meh. It'll be short but fun, right? Besides, who marks a closing time as "Sundown"?! That's kind of ridiculous. If they really cared, they'd have a digital sign or something.

You walk up to the petroglyphs and they're kind of simple and faded... a little hard to see. The sun is still out so the two of you walk along the walkway till it lets out on some rocks. That person you're dating grabs a rock, and uses it to draw a little heart with your initials in it on another rock. Is it corny? Sure, but they do it in the movies all the time, and you two are known for being ridiculous together anyhow who cares? You get lost in a discussion when you realize how dark its getting...uh oh! It's almost sundown! You both laugh as you run back to the car, and turn around to see the sun is completely down. You don't seem to be in trouble, so you go back to your car and drive back into town together.

**Winning ring:** VANDALISM [ Spray Can Icon ]

**Explanation:** When you scratched your initials in the rock together, you were vandalizing the rock. Just because it COULD wash away, it's considered defacing public property! (You can actually find links to articles about kids that've been charged for things like this if they need proof)

**Fakeout / likely mistake:** CURFEW or TRESSPASSING

**Fakeout Explained:** There weren't any clear signs saying the park was closed for construction (the caution tape was just trash on the ground) and they made it right at closing time – with 'closed at sundown policies', there is a *generally* forgiving attitude for people that are leaving right as the light is dying.

**Round 3's Story ::**

You're 17 and excited for life: You get in the car to drive home after your high school graduation, are about to turn 18, and have a killer party planned for the night where all your friends are coming! Life is good. You look at your rear view mirror, and notice you still have your graduation cap on. You yank the tassel (the fuzzy thing that hangs off of the hat) off of your hat, and hang it on the mirror like you've seen in the cars of some of your friends that are already in college. It's a secret little note to yourself that says "Welcome to adult life – good luck!"

You're thinking about how great life is and driving along, when you remember you need supplies for the party that night: You've been so busy with graduation that you totally forgot about it! You pull into the parking lot of a 7-11 and park. When you reach for your phone you see three missed calls from your mom, so you call her back and she explains in a panic that she can't find her prescription meds! She asks you to check the trunk and sure enough it seems she left her luggage in your car the night before when you picked her up from the airport, and her meds are in her travel case with her toothbrush and travel size shower supplies. You let her know everything is fine, and that you'll be home in a minute with her meds and the party supplies.

**Winning ring:** VEHICLE / TRAFFIC LAW [ Steering Wheel Icon ]

**Explanation:** The concern is with the tassels, which aren't allowed to be hung from the rear view mirror. It's a small law that isn't OFTEN enforced, but it can be a additional citation when a driver is stopped by an officer. Traffic tickets for speeding or running a stop sign... those things are already a few hundred dollars. You don't need the ticket to be MORE expensive because you wanted to hang a charm from your car's rear view mirror.

**Fakeout / likely mistake:** Drugs / Illegal 'constructive possession' of a prohibited substance.

**Fakeout Explained:** If the meds are in the trunk and undisturbed, and there's a call from the mom, it might look suspicious but since it wasn't in an area of immediate accessibility, and as long as it was showing normal use (based on the issue date and number of pills in the bottle), there's not as much of a problem. .

**Round 4's Story ::**

Your neighbor has lived next to you since you were a small child. They're close friends with your parents, and you can't remember a time when they didn't live next door. That's why when they asked you to watch their dogs for \$10 a day while they went out of town for a week on vacation, you figured it wasn't a big deal. They asked you to plan for about 3 hours a day to spend time with the dogs, walk them, feed them, and clean up if they made any messes. You know minimum wage is \$9.00 an hour now, but it's a simple family agreement so it doesn't seem like a big deal.

Over the next week, you stop by the house once a day. You don't feel great about it, but you've been swamped with homework. You even forgot to feed them once or twice, but they had water, and even if they didn't get walked too often, it's not a BIG deal – they seem happy and jump on you and wag their tails when they come over, so everything seems fine. The night before the neighbor gets back, you do a last minute pass through the house and end up picking up some poop you didn't notice before, but really, everything seems fine. You don't tell them that you worked less than planned, but they were paying you just \$64 for 21 hours of work, so you figure it's no problem. You take your payment, (they actually pay you \$75 for a little bonus) and go along on your way.

**Winning ring:** ANIMAL LAWS [Animal Cruelty]

**Explanation:** When you forgot to feed the dogs and possibly didn't walk them, that can be animal cruelty. You may have only forgotten to feed them once or twice, but along with that you didn't walk them enough to make sure they didn't have accidents in the house.

**Fakeout / likely mistake:** Employment law

**Fakeout Explained:** Minimum wage doesn't apply in situation like pet sitting, it's not a typical job since it is more like a project, it's not about the time you spent, it's the tasks that are completed (adults we don't want to get into details since it has to do with independent contractors and stuff like that).

**Round 5's Story ::**

ACTUAL LAW – EMPLOYMENT LAW :: MAX HOURS PER DAY

Red Herring – CURFEW

Story: Kid is asked to stay several hours after work : a double Since they're under 18, they are limited to hours they can work by labor laws, in fact it is not them but their bosses who are in trouble for violating this law – the employee will not be punished, but the employer can be (and probably will be)

**Winning ring:** EMPLOYMENT LAW (Working guy with clock and dollar sign icon)

**Explanation:** When you scratched your initials in the rock together, you were vandalizing the rock. Just because it COULD wash away, it's considered defacing public property! (You can actually find links to articles about kids that've been charged for things like this if they need proof)

**Fakeout / likely mistake:** Curfew or Traffic / Driving Laws

**Fakeout Explained:** There weren't any clear signs saying the park was closed for construction (the caution tape was just trash on the ground) and they made it right at closing time – with 'closed at sundown policies', there is a *generally* forgiving attitude for people that are leaving right as the light is dying.



**Story Segment 1 ::**

ACTUAL LAW – Camping Reservation

[TENT ICON w Camping &amp; Recreation Law]

Red Herring – Firepit

[FLAME ICON w Fire Safety &amp; Restrictions]

Story idea: They use a campsite and have a campfire after seeing a ‘CAUTION, FIRE DANGER MEDIUM’ sign, but didn’t reserve the campsite

**Story Segment 2::**

ACTUAL LAW – Graffiti

[SPRAY PAINT ICON w VANDALISM word]

Red Herring – There after hours

[NO People Walking sign w TRESSPASSING word ]

Story Idea: Something at Calico Basin... like they see signs saying under-construction, but since there’s no caution tape they go anyway. They look at some gorgeous petroglyphs, then one of them carves their initials with a heart around it. FEDERAL PROPERTY DESTRUCTION. They actually stayed on the path so not trespassing.

**Story Segment 3 ::**

ACTUAL LAW –

[CAR ICON w Car Safety Laws]

Red Herring -

[PILL ICON w Drug Laws]

Story Idea: Kid driving home after graduation. They put their head talisman (grad cap tails?) on their rear view window for luck like they’ve seen so many other people do. They stop at a 7/11 and get out of the car when they get a call: Mom’s freaking out because she left her trunk from a business trip in the car, and her prescription meds are in it! (If the meds are in the trunk and undisturbed, and there’s a call from the mom, it might look suspicious but since it wasn’t in an area of immediate accessibility, and as long as it was showing normal use (based on the issue date and number of pills in the bottle), there’s not as much of a problem. The concern is with the tassles, which aren’t allowed to be hung from the rear view mirror.

**Story Segment 4 ::**

ACTUAL LAW: ANIMAL CRUELTY

[Dog + Cat Icon w word abuse]

Red Herring: WORK

[Worker in hard hat w worklaw word under it]

Story Idea: They are being paid to keep an eye on a dog, and fail to pick up the poop and give it enough food, going once a day instead of twice. Even though it’s an agreement of ‘independent employment’ (babysitting for animals) , the issue is the animal cruelty, not the pay scale which will be less than minimum wage.

**Story Segment 5 ::**

ACTUAL LAW – EMPLOYMENT LAW :: MAX HOURS PER DAY

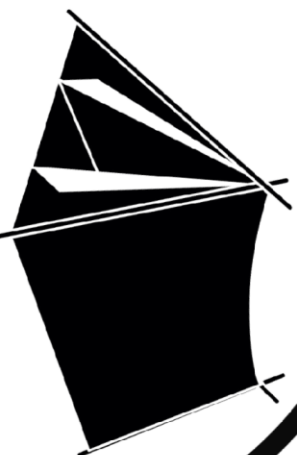
[Worker in hard hat w worklaw word under it]

Red Herring – CURFEW

[Clock icon w CURFEW]

Story: Kid is asked to stay several hours after work : a double Since they’re under 18, they are limited to hours they can work by labor laws, in fact it is not them but their bosses who are in trouble for violating this law – the employee will not be punished, but the employer can be (and probably will be)

**TOKENS PAGE**



# CAMPING LAWS



# FIRE SAFETY LAWS



**VANDALISM LAWS**



**TRESPASSING LAWS**



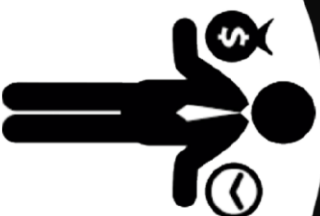
# VEHICLE LAWS



# DRUG + MEDICINE LAWS



# ANIMAL LAWS

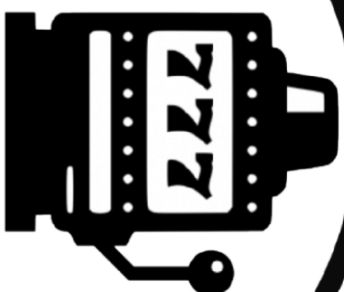


# WORK / PAY LAWS





CURFEW LAWS



CASINO + KIDS LAWS