

HOW AND WHY PEOPLE MAKE RULES

LESSON PLAN

Teacher Guide

Level	Learning Area	Strand	Topic
3 & 4	Humanities: Civics and citizenship	Laws and Citizens	Rules

Overview

The aim of this lesson plan is to give teachers a range of ideas and activities to:

- facilitate student understanding of the importance of rules in our community
- encourage student engagement with civics education.

Curriculum Links

Victorian Curriculum F-10

Level	Learning Area	Strands	Curriculum Code
3 & 4	Humanities: Civics and citizenship	<ul style="list-style-type: none">• Laws and Citizens<ul style="list-style-type: none">- Explain why people make rules- Discuss why rules are important	VCCCL004 VCCCL005
	Capabilities	Strand	Curriculum Code
	Critical and creative thinking	<ul style="list-style-type: none">• Meta-Cognition<ul style="list-style-type: none">- Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies	VCCTM018

Learning Goals

By the end of these lessons, students will be able to:

- Identify different types of rules
- Understand why we have rules
- Discuss the importance of rules

Resources and Materials

Included with this lesson plan are:

- Teacher guide
- Teacher instructions: learning activities

- Challenges of being a leader worksheet
- Reflection worksheet
- Compare worksheet

Learning Activities Summary

These activities meet the needs of students working towards attainment of the Victorian Curriculum F-10 in Levels 3-4 in Civics and Citizenship.

This lesson plan contains the following learning activities and resources:

1. Warm-up brainstorm: Why do we have rules?
2. Think / Pair / Share
3. Class discussion: How and why do we have rules?
4. Storytime
5. Storytime: Share
6. Storytime: Discuss
7. Storytime: Reflection
8. Exit pass: Why do people make rules
9. Extension: Comparing how rules can be similar and different

Achievement Standard

By the end of these lessons students will meet the achievement standards in Levels 3 and 4 in Civics and Citizenship by being able to:

- Explain how and why people make rules
- Discuss why rules are important

HOW AND WHY PEOPLE MAKE RULES

ACTIVITIES

→ Lesson plan for teachers

Learning intention

- Explain how and why people make rules
- Discuss why rules are important

Success Criteria

1. I can talk about how and why people make rules
2. I have some ideas about how or why people make rules
3. I'm confused about why rules are a thing

Terminology

Rules

Safety

Fairness

Protection

Law

Voting

1. WARM-UP BRAINSTORM: WHY DO WE HAVE RULES?

Start by having a list of class rules on the whiteboard (or use google image of traffic signs).

Ask the class: 'why do we have class rules?' write down key words or ideas on the board as a mindmap.

Ask the class: 'Why do we have school rules?' in a different colour, write down any new key words or ideas on the board.

2. THINK / PAIR / SHARE

For the following question, use a **Think / Pair / Share** technique (students think about their own ideas first, then they have 30 seconds to share their ideas with the person sitting next to them, then the teacher chooses some pairs to report back to the class about what they discussed). Stress that there are no 'correct' answers.

What is one rule you love and one you hate at home? Why?

- Tease out - fairness (eg sister not in my room), safety (eg don't touch the stove).

3. CLASS DISCUSSION: HOW AND WHY DO WE HAVE RULES?

Have a class discussion around the questions why do we have rules; how do we make rules. The purpose of the discussion is to tease out that safety, fairness, equality and consequences are all part of having rules. Use the below prompts to explore the different parts of rulemaking:

- If someone new comes into our class, how do they know the rules?

- Why do they need to know the rules?
- What happens if our rules aren't followed?
- Mind map as class - How did we make our rules? Are all rules made like that?
 - Possible responses: Vote, suggestion, one person decides

4. STORY TIME

You are King or Queen of an island.

There are other people on the island, but you're in charge.

- What rules would you make and why? (could put stimulus image up to assist)
- How would you make the rules?
- How would you make people follow the rules?

- What would happen if they didn't? Is it different for each rule?
- Sentence stems on board
- Possible to list or as a table rather than story
- Possible to draw the island - discuss signs, colours that mean yes or no, symbols
- Possible to dot point on butchers paper as a group

5. STORY TIME - SHARE

Share story with others - pairs, swap in a circle around table, as a class etc.

6. STORY TIME - DISCUSS

What were any common rules - mind map (as table or class)

Why are they common? Safety, fairness

Did anyone have a rule you wish you had? What was it and why?

7. STORY TIME - REFLECTION

Task: Complete sentence stems in the attached worksheet:

Some people make rules because...

A good rule to help keep people safe is...

A good rule in the classroom to be fair is...

A rule can be made by...

8. EXIT PASS: WHY DO PEOPLE MAKE RULES?

Students write a number with their reflection response to show their understanding and measure their personal success.

1. I can talk about how and why people make rules
2. I have some ideas about how or why people make rules
3. I'm confused about why rules are a thing

9. EXTENSION: COMPARING HOW RULES CAN BE SIMILAR AND DIFFERENT

Option one

Complete a venn diagram to show how rules at home and rules at school can be similar and different.

Option two

Complete the worksheet diagram to show similarities and differences between rules at home and at school. Once the diagram is complete, use think pair share to discuss how their results may be different to someone else.

HOW AND WHY PEOPLE MAKE RULES

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STUDENT WORK SAMPLES



Teacher Guide

The below are examples of student samples of work for their story. They include an island built on minecraft and then discussed verbally; a short story by a queen of an island and a sign with short responses of rules.



Sample:

If I was queen of this Island first I would make a rule that no one can go outside after dark without getting my Ok. I would make this rule so they stay safe and monsters don't hurt them.

I would make the rules on my own. Other people can suggest rules, but I decide. This is because it's faster if I just do it.

If people didn't follow my rules they might get hurt. But they would also pay me to say sorry.

Another rule is they do not cut trees every day or there will be none left. If they break this rule, they have to give me all of their wood.

Sign on island:

No taking flowers from other people

No building on my island

No hurting my wall

If not followed I'll attack you and take your things

This is fair

Rules by King XXX

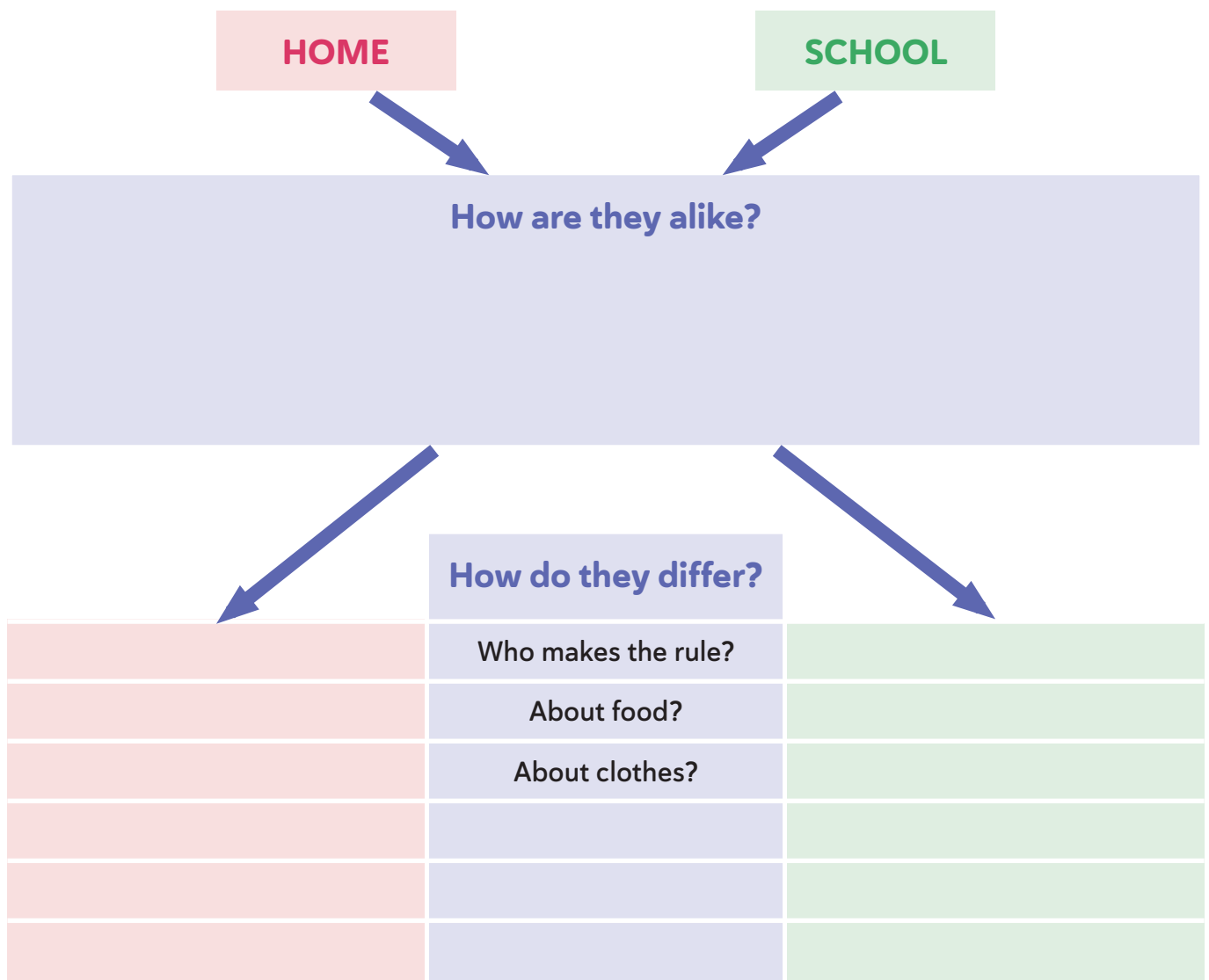
HOW AND WHY PEOPLE MAKE RULES

WORKSHEET

→ Comparing different rules

Task: Think about the rules you have at home and at school. Some of these might be the same rules, or they might be for the same reason. But some rules might be very different too!

Complete the diagram to show how the rules might be similar and different:



HOW AND WHY PEOPLE MAKE RULES WORKSHEET

→ Reflection

Task: Complete the sentence stems below:

START OF SENTENCE	COMPLETE THE SENTENCE HERE
Some people make rules because...	
A good rule to help keep people safe is...	
A good rule in the classroom to be fair is...	
A rule can be made by...	