



**Why do we  
have rules?**



# Why do we have rules?

## Classroom Notes

**Age Range:** KS1

### Suggested timing:

This resource has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes or select those that best suit the needs of your pupils and your time-frame.

The corresponding PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions.

### Curriculum references:

#### Citizenship:

- To share their opinions on things that matter to them and explain their views (1.b);
- To take part in discussions with one other person and the whole class (2.a);
- To understand how rules help them (2.d).

#### PSHE:

- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them (L2).

#### SMSC:

- An appreciation that living under the rules of law protects individual citizens.

### Related lesson plans:

- Our rules
- Taking responsibility
- You can't do that here
- Caring for our community

### Lesson overview:

In this lesson pupils will think about the purpose of rules by reflecting on what life might be like without them. Pupils will discuss different types of rules in the home, school and wider community and be encouraged to consider their benefits and disadvantages. Through devising the rules for a game, pupils will gain experience of creating, communicating and reviewing rules. The lesson closes with an opportunity for pupils to propose a rule that will improve their school.

### Lesson objectives:

- To understand why rules and laws are made;
- To learn about different types of rules and rule makers;
- To think about the good and bad points of having rules.

### Resources:

- PowerPoint
- Activity sheets 1a,b,c - Sira's Story
- Activity sheet 2a,b - Different types of rules
- Activity sheet 3 - Gameboard
- Activity sheet 4 - Rules writing prompt



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## Classroom Notes

### Activity 1: Sira's story- Wishing away rules

Start the lesson by asking pupils to think, pair and share their answer to the question:

**Q: Can you think of a time when you have been annoyed about a rule?**

After listening to a range of feedback from the class introduce 'Sira's story' which tells the tale of a young girl who grows frustrated by rules and at night makes a wish that they will go away. Sira wakes into a world without its normal rules and discovers some of the consequences as her day unfolds.

Read through the story on **activity sheet 1** using **slides 3-14** as visual prompts and pausing to check pupils' understanding by asking the suggested questions which are included.

At the end of the story gather the pupils as a whole class or in small groups to discuss the questions:

**Q: What has happened in Sira's world?**

**Q: Can you describe what Sira might see as she enters her classroom?**

**Q: What are the problems of having no rules?**

Pupils might suggest:

- Chaos/confusion;
- Lack of safety and protection;
- Lack of guidance;
- There may be an increase in disrespectful behaviours;
- Unfairness.

**Q: How would you feel if you lived in this world?**

**Q: If there were no rules, what rules would you miss?**

**Q: Why do we have rules?**

Record pupils' feedback to this last answer at the front of the class. Compare and contrast pupil responses to the examples provided on **slides 16-19** which cover the idea that rules can help to:

- Protect and care for people;
- Protect and care for the environment and people's belongings;
- Build respectful relationships;
- Keep order and stop confusion.



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### Activity 2: Different types of rules

Split the pupils into pairs or groups and provide them with a selection of rules which can be cut from **activity sheet 2**. Some of these rules can be edited to match the pupils' school rules.

**Slide 20** instructs the pupils to read each rule and decide if it is from the category:

- Home rules - Rules agreed by families;
- School rules - Rules agreed by the school community;
- Law - Rules agreed by the UK Parliament that everyone must follow.

Review how the pupils have categorised the rules. Explain that some rules may apply in more than one situation. For example, rules such as tidying up after playing a game or washing your hands before you eat might be a home rule as well as a school rule.

Below is an example of how the rules can be categorised.

Home Rules	School Rules	Law
Bedtime is 7pm.	You must wear your uniform.	You must not take something from a shop without paying for it.
You cannot have pudding until you have eaten your dinner.	Everyone has to tidy the classroom at the end of a lesson.	People must wear a seatbelt in a car.
You cannot have a mobile phone until you are 14 years old.	You must be at school by 8.45am.	Children must be given an education.
You must share your toys.	You must bring your PE kit to class each day.	You must not go into someone else's house unless you are invited.
You cannot cook in the kitchen without an adult.	You must not talk when the teacher is talking.	You must not drop your litter on the streets.

**Slide 21** concludes this activity by asking the pupils to debate:

**Q: What do you like about these rules?**

**Q: Do you think any of these rules should be changed? Why ?**



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### Activity 3: Making rules

In this activity pupils will design rules for a board game, communicate these rules to another team and review the success of their rules. Prompts are provided on **slides 22-24**.

Split pupils into teams of 3-4 and provide them with the colourful board on **activity sheet 3** enlarged to A3 size, the rules writing prompt on **activity sheet 4**, counters and a dice.

Go through the rules writing prompt as a class, discussing possible adaptations to the game. For example:

- The player who starts is the person who...(is the youngest, is the oldest, rolls the highest number etc.)
- Roll the dice and then...(move on the number of spaces shown)
- If you land on red you must...(go forward 3 spaces, miss a go, swap places with another player etc.)
- The winner is the person who...(reaches the end first, reaches the end last etc.)

Ask pupils to swap their written rules or teach their rules to another group. Once every group has played for 10 minutes stop the game and ask them to feedback:

**Q: Did the players understand your rules?**

**Q: Did the players think your game was fair?**

**Q: Did the game run smoothly?**

**Q: What improvements would you like to make to the game?**

### Plenary

Ask the pupils to design a rule and convince their head teacher that this will make the school even better.

Read through the existing class or school rules first to ensure that they are bringing in fresh ideas.

Explain that this rule might be designed to:

- Help keep pupils safe and healthy;
- Help care for the school buildings, playground or equipment;
- Encourage kind and caring behaviour;
- Make the school a fairer place.



# Why do we have rules?

## Activity Sheet 1a

### Sira's Story- Teacher's script

#### Slide 3:

"Sira, it's time for bed. Turn the TV off and go and brush your teeth," said mum.

"But mum, the show has only just started," moaned Sira.

"The rule is that you have an early night when you have school the next day. That way you get plenty of rest and are at your best."

#### Slide 4:

Sira stomped to the bathroom, and scrubbed her teeth quickly.

She was about to go to her room when her dad stopped her, "Sira, you know our rules, we must brush our teeth for at least two minutes. Go back and clean them properly."

#### Slide 5:

Sira sighed, she went back into the bathroom and grumpily brushed her teeth again. She was so annoyed that she slammed the door on her way out.

"Sira!" hissed mum's voice from down the hall. "You know our rules, you have to be quiet in the evenings or you'll wake your baby brother."

#### Q: Are the rules at Sira's home like the rules at your home?

#### Slide 6:

"Rules, rules, rules!" Sira thought as she climbed into bed.

"I wish they'd go away." She reached out, switched off her bedside lamp and fell into a deep sleep.

#### Q: Do you think Sira has made a good wish?

#### Slide 7:

The next morning Sira was woken by a loud thud. She rubbed her eyes and called out "Hey! Stop that!".

Her little brother had come into her room and was pulling toys and books off the shelves. "Mum! Dad! Omar is making a mess in my room," yelled Sira.

Mum popped her head around the door. "He can do what he wants," she replied.



# Why do we have rules?

## Activity Sheet 1b

### Sira's Story- Teacher's text

#### Slide 8:

"But Omar's never normally allowed to come in my room," grumbled Sira as she walked into the kitchen for breakfast.

To her surprise there was no cereal in cupboard and no bread to make toast.

"What can I have for breakfast?" she asked her dad, who was sipping a cup of tea.

#### Slide 9:

"Anything you want. You know that," he responded.

"Are you sure?" Sira couldn't believe it.

"Yes, Sira. Now stop bothering me."

Sira went straight for the freezer and pulled out a tub of her favourite ice cream. She took out three huge scoops and then covered them with chocolate sauce.

#### Slide 10:

Sira let out a gentle burp as she finished the last mouthful and looked up at the clock. It was 9am.

She was late for school! Frantically, she put on her clothes and brushed her teeth and hair.

"Mum, we should have left ages ago. Why didn't you tell me to hurry up?" said Sira as she ran to the front door.

"What are you talking about Sira, there's no rush," said mum.

#### Q: How have Sira's parents changed overnight ?

#### Slide 11:

Stepping out onto the street, Sira was nearly knocked over by a cyclist racing along the pavement. "Watch out!" she cried.

As she and mum walked to the school all around them was chaos. Drivers were tooting their horns angrily at each other. Cars sped past, many ignoring red traffic lights and some even drove on the wrong side of the road.

#### Slide 12:

Several times Sira's heart felt like it skipped a beat as she crossed the road. Her stomach, which was full of ice cream, was starting to hurt too.

At last they reached the school gates where mum gave Sira a kiss and waved her goodbye.



# Why do we have rules?

## Activity Sheet 1c

### Sira's Story- Teacher's text

#### Slide 13:

Although lessons had started there were still lots of children in the playground. A group in the corner who were playing with a basketball had started shouting at each other.

"Why don't you ever pass to us?" one ranted.

"You don't have to," the pupil with the ball replied.

"Yes you do or we will never get a chance to play," groaned the others.

#### Slide 14:

As Sira entered the building the usually calm hallways were filled with the chatter of pupils, who were wandering in and out of their classrooms.

Outside her classroom coats and bags had been flung into a messy pile that almost blocked the door.

Sira carefully hung up her jacket and pushed her way into the room, tripping as she went...

**Q: What problems have started in Sira's community and school?**





# Why do we have rules?

## Activity Sheet 2a

### Different types of law

Cut and sort the cards into home rules, school rules and laws.

**Bedtime is 7pm**



**You must wear your uniform.**



**You must not take something from a shop without paying for it.**



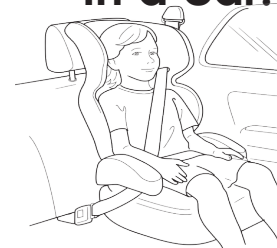
**You cannot have pudding until you have eaten your dinner.**



**Everyone has to tidy the classroom at the end of a lesson.**



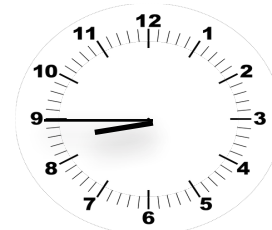
**People must wear a seatbelt in a car.**



**You cannot have a mobile phone until you are 14 years old.**



**You must be at school by 8.45am.**





# Why do we have rules?

## Activity Sheet 2b

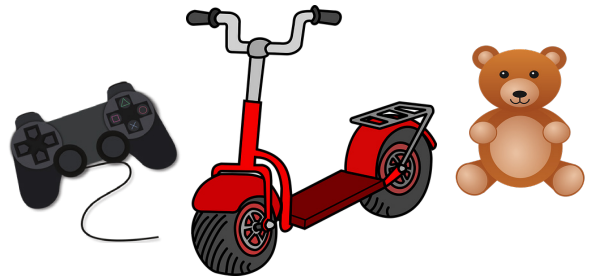
### Different types of law

Cut and sort the cards into home rules, school rules and laws.

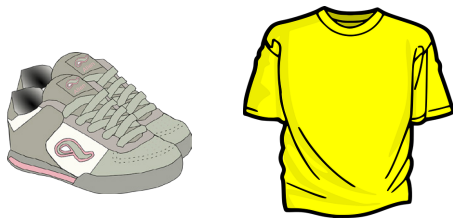
**Children must be given an education**



**You must share your toys**



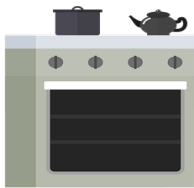
**You must bring your PE kit to class each day.**



**You must not go into someone else's home unless you are invited.**



**You cannot cook in a kitchen without an adult.**



**You must not talk when the teacher is talking.**



**You must not drop your litter on the streets.**





The image shows a 10x10 grid world environment. The top row contains a 'Start' cell (white) at (0,0) and a series of colored cells: yellow at (1,0), green at (2,0), blue at (3,0), red at (4,0), yellow at (5,0), and green at (6,0). The bottom row contains yellow at (0,9), red at (1,9), blue at (2,9), green at (3,9), yellow at (4,9), and red at (5,9). The rightmost column (column 6) contains blue at (0,6), red at (1,6), yellow at (2,6), green at (3,6), blue at (4,6), and red at (5,6). A 4x4 obstacle structure is located in the center-left, with cells (1,1) yellow, (2,1) green, (3,1) blue, (4,1) red, (1,2) red, (2,2) white, (3,2) yellow, (1,3) blue, (2,3) white, (3,3) green, (1,4) green, and (2,4) white. The 'End' cell is white and located at (3,3). The grid is bounded by a black line, and all cells have black borders.



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## Activity Sheet 4

### Rules writing prompt

The player who starts is the person who...

Roll the dice and then...

If you land on red you must...

If you land on blue you must...

If you land on yellow you must...

If you land on green you must...

The winner is the person who...

