

Who Needs Rules?

By Sally Jo Michalko

Grade One Teacher

Meadowbrook Elementary

3130 Rolling Ridge Drive

Waukesha, WI 53188

Wisconsin Performance Standard C.4.3

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

Explain how families, schools, and other groups develop, enforce, and change rules or behavior and explain how various behaviors promote or hinder cooperation.

Concepts:

- ❖ All groups have rules.
- ❖ Laws are rules that everyone in a community must obey.
- ❖ Rules and laws are enforced to help people live together.
- ❖ School rules, as well as laws, can be categorized as either ensuring safety, keeping things fair, or helping us get along.
- ❖ Individuals must accept the consequences for violating any rules or laws.
- ❖ People can change rules and laws by voting.

Grade level:

easily applicable to any grade level

Objectives:

The student will:

- ❖ Define the terms rules and laws
- ❖ Distinguish between rules and laws
- ❖ Work cooperatively with partners to identify and list common rules for familiar settings
- ❖ Present their student generated list of rules to the class
- ❖ Demonstrate respect for the ideas of classmates by listening
- ❖ Categorize rules into various groups (ensuring safety, keeping things fair, or helping people get along)
- ❖ Predict what may happen if a rule is not followed
- ❖ Recognize choices and consequences of following/not following rules

Resources Needed:

- ❖ Photographs (or pictures from magazines) of common settings (cafeteria, playground, swimming pool, hallway, park, classroom, library, computer lab, etc.)
- ❖ Paper and pencils
- ❖ Chart paper or chalkboard

Time allotment:

four class sessions (each lesson 30-45 minutes)

Procedure:

Day One:

1. Inquire if any students took the bus to school today. Invite students who rode the bus to tell about some rules they must follow. What might happen if there were no rules for bus riders?
2. Brainstorm a list of other places or times students have had to follow rules.
3. Partner up the students. Give each pair of students a different photograph of a familiar place. Instruct them to list rules for their place.
4. Collect and save their photos and rules for day two.

Day Two:

1. Provide an opportunity for each group to share the rules they have agreed upon for their setting.
2. Discuss why rules are necessary.

Day Three:

1. Prior to the beginning of day three, the teacher prepares sentence strips with various rules selected from those written by students. Be sure to select at least one from each pair of students.
2. Recall yesterday's discussion regarding the necessity of rules.
3. Inquire if there would be any way they could sort the rules into categories.
4. Put these headings on the chart or chalkboard:
 - ❖ To keep us safe
 - ❖ To keep things fair
 - ❖ To help us get along
5. Read each rule. Have students determine what the purpose of that rule is.

Day Four:

1. Review, evaluate and revise your current classroom rules. Frame the rules to ***what you should do*** rather than stating them negatively.
2. Review the rules in your school's student handbook. Forward any suggestions for revision to the student council along with your rationale.

Student Assessment Rubric

4	<ul style="list-style-type: none">✓ Identifies three or more rules for a given setting✓ Identifies rules as being necessary for safety, fairness, or to help us live and work together✓ Clearly links choices to consequences
3	<ul style="list-style-type: none">✓ Identifies two rules for a given setting✓ names two of the three categories for rules✓ links choices to consequences
2	<ul style="list-style-type: none">✓ identifies one rule for a given setting✓ names one of the three categories for rules✓ attempts to link choices to consequences
1	<ul style="list-style-type: none">✓ unable to identify any rules for a given setting✓ unable to name any of the three categories for rules✓ unable to correlate choices to consequences

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Reflection of Who Needs Rules?

Although this lesson was designed for use with my first grade class, it is easily applicable to any grade level. It is an integrated language arts and social studies lesson. My main focus was for students to demonstrate their understanding of social studies concepts regarding rules and laws, but I also had the opportunity to observe how students were applying previously taught **writing skills** (capital letters at the beginning of sentences, spelling core words correctly, end of sentence punctuation, proper grammar, and the ability to express ideas in writing), **communication skills** (facing the audience, speaking clearly, speaking with adequate volume, using proper grammar and sentence structure), **listening skills** (giving eye contact to the speaker), and **social skills** (respecting the ideas of others).

This lesson has connections to the world beyond the classroom. Students related personal experiences and observations. Discussions of the choices and consequences for adhering to rules or not are pertinent to everyday experiences. Whether they are at the local pool, a favorite restaurant, a park, a hotel, soccer practice, or a friend's house, rules ensure safety, fairness, and help us live, work and play together.