



Rules

- **Lesson 1: The meaning of rules**
- **Lesson 2: Appreciation of class rules**
- **Lesson 3: Rules in the home**
- **Lesson 4: Dangerous household goods**
- **Lesson 5: Safety in the home**
- **Lesson 6: Rules for our protection**
- **Lesson 7: Useful rules**
- **Lesson 8: Road safety**
- **Lesson 9: Good roadcraft**
- **Lesson 10: Internet safety**

Lesson 1: The meaning of rules

 25-35 mins

Aim

To help children recognise and appreciate the meaning of the word 'rule'.

Learning outcomes

Children should be taught:

- to take part in discussions with one other person and the whole class;
- to agree and follow rules for their group and classroom, and understand how rules help them.

Resources

- A large space to sit in a circle
- Small whiteboards or number fans
- A story about different animals, either published or created by the teacher.

Activity

Give the children a brief explanation of what a rule is and the importance of rules in our life – for example, at home, at school and in the community at large.

Sit down in a circle with the children and play the 'What's my rule' game.

Ask one or two children to leave the room. Then ask the remaining children to choose a 'rule', such as, when they hear a given word they must stand up, or make the appropriate animal noise, or clap.

Tell a story that involves the word and give the whole class an opportunity to practise this. Invite the other children to return and let them first observe, and then guess, the 'rule'.

Send another child or children away from the group, nominate a new animal for the response and again let the children practise. You can make the rules more complex for older or more able children.

Repeat this several times, giving different children the opportunity to guess the rule.

Split the class into different groups for the given animals in your story. Retell the story so that all the

children have a chance to respond when their animal is mentioned. Explain that when they hear the word 'animal' they must all respond.

End the activity by explaining to the children that they have been applying a simple rule. You could also encourage the children to think of their own simple rules that could be followed. Explain that we have lots of different rules and have a brief discussion about what rules affect the children. Highlight the fact that different rules apply in different situations.

Further activity

NB: This activity provides a challenge for the more mathematically able children.

The use of function machines in mathematics is a good way to illustrate 'rules'. The limits of the numbers used will depend on the mathematical ability of the children. It is useful to establish how a 'function machine' works by using smaller numbers first. You may wish to illustrate this at the beginning as follows:

- Choose two children from the class.
- Give a function label (rule) to one of the children. This can be hung around the neck or fastened in front (e.g. +5).
- Give both children some number cards.
- The child without the function label (rule) shows one card to the class (e.g. 4).
- The child who is playing the part of the function machine has to work out the answer that would come out of his or her machine and select the appropriate answer from his or her pack of cards.
- The whole class can join in if you give them small whiteboards or number fans. If this is the case ask the child who is performing the role of the function machine to delay revealing their answer.
- Repeat this several times.

This activity can then be extended by allowing the child who is the 'function machine' to decide his or her own rule and asking the class to guess the function. Cards would need to be input (by the first child) and output (by the child playing the part of the function machine) to enable this to be solved. The teacher could record these operations on the board to enable the class to 'guess the rule'.

Function machines can be made more complicated by adding more than one function (rule). For example:

For further information or examples see: <http://www.mathplayground.com/functionmachine.html>

<http://www.topmarks.co.uk/flash.aspx?f=functionmachinev3>

Differentiation

SEN: Differentiate by the rule used; use a simple, easily identifiable rule.

More able: Make rules more complex, perhaps using two parts to a rule.