



# Rules and Laws Online Program

## Lesson Plan

Rules and Laws is approximately 60 minutes long and designed specifically for Year 4 students. Users are asked to save the town of “Lawless”, by completing a series of interactions. This program is filled with activities and information that will check for students’ understating in foundational civic concepts and appreciation of the value of social cohesion. This program can be completed as one session; or select various parts to break the content and activities up to be completed over several sessions.

<p><b>Learning intentions</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of what rules and laws mean.</li> <li>• Explore the differences between rules and laws.</li> <li>• Highlight the purpose of laws and recognising laws apply to everyone in society.</li> <li>• Providing examples on how these civic ideas benefit the community, and experience how rules and laws make us belong.</li> </ul>	<p><b>Outcomes</b></p> <p>At the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define what rules and laws are.</li> <li>• Explain the difference between rules and laws.</li> <li>• Provide examples of rules and laws and describe a scenario in which these ideas help the community.</li> <li>• Be more confident in making and practicing rules.</li> <li>• Understand that students belong and contribute to society.</li> </ul>
<p><b>Resources required for this lesson</b></p> <ul style="list-style-type: none"> <li>• Smartboard or projector and screen</li> <li>• Students’ own devices (optional)</li> <li>• Internet connection</li> </ul>	

## Western Australian curriculum links

### Year 4 Humanities & Social Sciences (HASS)

Curriculum Code	Knowledge & Understanding
ACHASSK092	<u>Government and society</u> The difference between ‘rules’ and ‘laws’; The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society’s values).

Curriculum links are taken from: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences#year-4-syllabus>

## Lesson Plan for Rules and Laws Digital Program

### Stage of Lesson

### Time

#### Introduction

##### Welcome Adventurer – Introduction to Course

This section sets up that a Town is in trouble and needs the help of the class to save it. To achieve this, students will learn about rules and laws, “Magna Carta”, and some context & history about what ideas Australia have used from Britain. We advise the teacher to read out the information to the whole class.

8 minutes

##### Discussion points to raise with students:

- What else has been around for a long time?
- Do we think that living in England in 1215 would be fair and safe?
- How did King John behave?
- Do we think King John was a bad leader? If so, why?

#### Main Body

##### Chapter 1: Finding the definition of rules and laws

Here is a drag and drop activity which explores the definitions of rules and law. Students can complete the activity in small teams, by taking turns assembling the pieces together. When completed, the whole class is to come back together and start discussion.

6 minutes

##### Discussion points to raise with students:

- Where else can we find rules?
- What is the main difference between rules and laws?
- Why should we have laws, are they important?

## Chapter 2: Digging into the details

This section explores the differences between rules and laws by breaking these ideas down into smaller questions. The user will need to click on each drop box to find out the answer to each question. Do not rush this activity. Ensure there is enough time for the exploration of the questions and answers. For this activity we advise to read this content as a whole class.

### Discussion points to raise with students:

7 minutes

- Where else can we find rules?
- What is the main difference between rules and laws?
- Why should we have laws and are they important?

## Chapter 3: What is this?

This is a drag & drop activity that checks for understanding of rules and laws. There will be 4 cards, which will either be a rule or a law. To solve each card the user needs to drop the correct answer on each question. It is recommended for this activity to be completed in small groups (if possible), otherwise complete as a class and elect a different student to answer each question.

### Discussion points to raise with students:

10 minutes

- What are the rules in this classroom?
- What is a rule we could add to the school?
- If someone breaks this new rule, what could be a consequence for that rule?
- What do we think about Aristotle, is he right?
- What could happen if we didn't have any laws?

## Chapter 4: Saving the town of Lawless

Users are asked to save the Town of Lawless, this activity takes place in 3 parts. The first and third activities requires users to explore maps to find and read all the important scenes. The second part of this activity needs the user to select the right answer(s) to each question. After which the user will be given the magic word to complete the activity.

18 minutes

**Part 1** - If possible, in small teams find and read all 8 important scenes to complete the exploration of Lawless.

**Part 2** - As a whole class answer all 6 questions correctly to be given the magic word that will save the town.

**Part 3** - If possible, in small teams find and read all 7 scenes to finish the exploration of Lawville. After this, allow users to click on the map to then flick back and forth between Lawville and Lawless. This is a fun opportunity for students to compare the towns and see the difference between having and not having rules and laws in place.

### **Chapter 5: It's not over, a champion's quiz**

In the last section of the course, place each of the following cards on the correct section of the Venn diagram. This will summarise and test what users have learned throughout the course. We recommend this activity to be completed as a whole class experience, with a different student placing a card each.

#### **Discussion points to raise with students:**

5 minutes

- What rules and laws help communities or groups run better?
- Who needs to help and make sure the rules and laws are followed?
- What happens when we don't have any rules or laws?

## **Conclusion**

### **Chapter 6: Reflecting on our journey**

Here is a summary of the course content that users have just learnt. To conclude this online education experience, we recommend this be read with the whole class and a discussion to follow.

#### **Discussion points to raise with students:**

4 minutes

- What have we learnt today?
- Do we think rules and laws are important?
- Can rules and laws help us live in a safe and fun community?



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**Acknowledgement of Country** The Department of the Premier and Cabinet acknowledges the traditional custodians throughout Western Australia and their continuing connection to the land, waters and community. We pay our respects to all members of the Aboriginal communities and their cultures; and to Elders past, present and emerging.