



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

EDUCATION AND ENGAGEMENT PROGRAM



YEAR 3 INQUIRY RESOURCES
AUSTRALIAN CURRICULUM—HUMANITIES AND SOCIAL SCIENCES—CIVICS AND
CITIZENSHIP STRAND

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YEAR 3 INQUIRY QUESTION—WHY DO WE MAKE RULES?

The following set of civics and citizenship lesson plans have been designed around the David Walliams novel *Mr Stink*. The Mr Stink story presents an opportunity to acquaint students from lower primary school with a number of key democratic concepts.

The lesson plans are designed to be completed after students have read the story (or viewed the film/play) as they will need to be familiar with the characters and plot to understand and complete the activities.

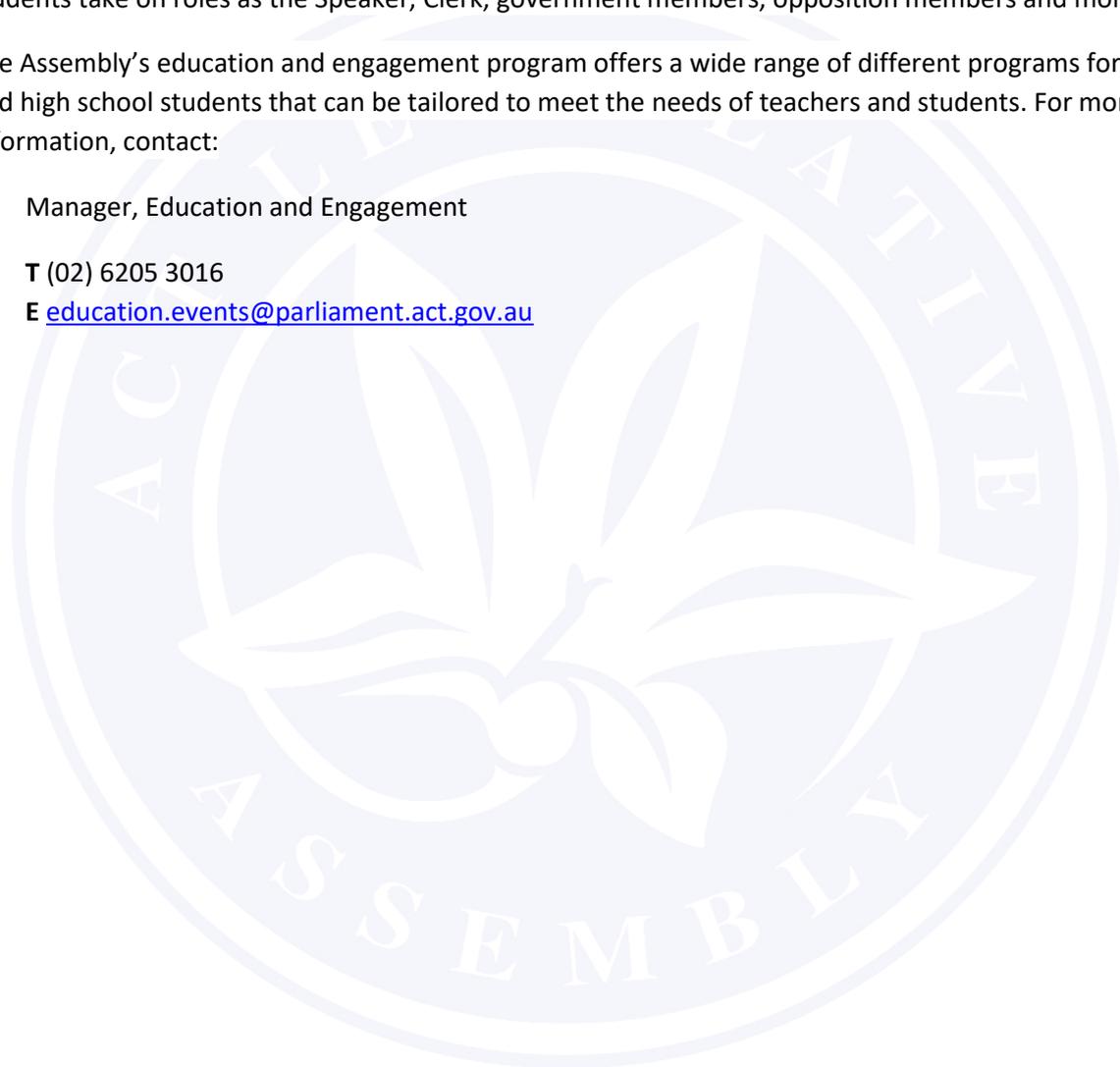
Schools groups are welcome to visit the Legislative Assembly to participate in role play activities where students take on roles as the Speaker, Clerk, government members, opposition members and more.

The Assembly's education and engagement program offers a wide range of different programs for primary and high school students that can be tailored to meet the needs of teachers and students. For more information, contact:

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WHAT IS A RULE?

Inquiry question: Why do we make rules?

Learning Objectives: By the end of the lesson the students will have identified what a rule is.

Resources: David Walliams novel *Mr Stink*, resource 1, worksheet 1 and worksheet 1 example.

AUSTRALIAN CURRICULUM

- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)
- Draw simple conclusions based on analysis of information and data (ACHASSI058)
- Interact with others with respect to share points of view (ACHASSI059)

LESSON ORIENTATION

- Imagine you are a friend of Chloe Crumb and you are going to visit her house for a weekend in the holidays. Have a look at the rules for the Crumb household (resource 1).
- Class discussion about some of the rules the students experience in their own homes, identify differences and similarities between rules that students have in their homes.
- Where else do students encounter rules—some examples include—classroom, school, board games, sport, clubs/groups and locations such as libraries, swimming pools, or other. Teacher to record the examples of where you find rules provided by the students.

LESSON BODY

Students to complete **worksheet 1**—group discussion—each group to focus on a different example of where you find rules (identified as part of the earlier class discussion eg. classroom, school, board games, sport and clubs/groups, locations such as libraries, pools, or other). Teacher could also model an example using the Crumb household (**worksheet 1 example**). Students answer:

- Where do you find rules?
- Can you identify two rules that apply to this situation?
- Who makes the rules?
- Who has to obey the rules?
- What happens if you break the rules?

At the conclusion of the group discussion each group to report back on where the rules were that they had discussed, what were the two rules they identified, who made them and who has to obey them.

LESSON REFLECTION

After hearing about rules from their own and other groups, what do they think a rule is? Students should be able to identify that a rule is an accepted instruction that sets out the way things are done, and tells you what you are allowed or not allowed to do in an activity. Keep information on worksheet 1 for next lesson.

WHY ARE RULES IMPORTANT?

Inquiry question: Why do we make rules?

Learning Objectives: By the end of the lesson the students will have identified why rules are important and the consequences of not following rules.

Resource: David Walliams novel *Mr Stink* and Worksheet 1 (completed in previous lesson).

AUSTRALIAN CURRICULUM

- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)
- Draw simple conclusions based on analysis of information and data (ACHASSI058)
- Interact with others with respect to share points of view (ACHASSI059)

LESSON ORIENTATION

- Review of previous lesson, what is a rule? Where do we find rules?
- Lesson focus is on other areas of worksheet 1—Who makes the rules, who obeys the rules and what happens if you break the rules.

LESSON BODY

Class discussion including, but not limited to, worksheet 1. Who makes the rules and who do they make the rules for—try to cover a few different examples that students have identified on worksheet 1, these might include classroom (usually students participate in making rules at commencement of each year—rules are for them), school (principals and teachers—usually rules are for the students), sport (game creators /organisers—rules are for the players, umpires enforce), swimming pools (business running the pool—rules can be for the people swimming, workers and spectators), etc.

We have all these rules that you have identified, what happens if you break a rule in the (some examples):

- Classroom—eg. what if you don't put up your hand to speak? (you may lose some class free time, you are interrupting others);
- School—what if you don't wear your hat outside? (you have to stay inside during breaks, you could get sunburnt);
- Sport—what if you argue with the umpire? (not respecting rules, possible penalty or sent off); and
- Swimming pool—what if you run around the pool? (you could slip and get hurt).

Note: there are lots of written rules, students should also consider unwritten rules that they might know (some examples):

- Home—why they cannot eat or drink things with lots of sugar? (you could get holes in your teeth);
- Social—why do we say please and thank you (respect, politeness to other people); and
- Environment—what if we chop trees down (no shade, animals can lose their homes).

LESSON REFLECTION

Students have identified where we have rules and what can happen if we break rules in various places/situations so why do they think we have all these rules? Discussion prompt what happens if we break rules? After discussion students should identify that rules:

- keep us safe;
- build social behaviour such as respect for other people, environment, belongings, etc;
- teach fairness and participation for example when playing games; and
- equality, rules apply to everyone in that place or activity;

HOW CAN RULES BE CHANGED?

Inquiry question: Why do we make rules?

Learning Objectives: By the end of the lesson the students will have an understanding of how rules can be changed and introduce the concept of change through democratic processes.

Resources: David Walliams novel *Mr Stink* and resource 1.

AUSTRALIAN CURRICULUM

- Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline specific terms (ACHASSI061)

LESSON ORIENTATION

- Class has been discussing rules, what they are, who makes them and consequences of breaking them. Focus for this lesson is how rules can be changed.
- Teacher to model how a rule can be changed. This could be done using a real school rule or alternatively using a rule from the Crumb household (resource 1) as an example.
- Teacher should outline the rule that they would like changed, why they want it changed, what it should be changed to and who they think can help them to get the rule changed.
- *Mr Stink* example—Resource 1 rule 8—Homework must be done between 4 and 6pm every day, even in school holidays. This rule should be changed because homework is not usually given to students in school holidays. The rule could be changed to—If you have homework, it must be done between 4 and 6pm. One way to change the rule might be to talk to Mr and Mrs Crumb asking for the rule to be changed, why and what the new rule could be.

LESSON BODY

Students given time to decide on a rule that impacts their lives that they would like changed (eg a home, classroom or school rule). They should write down the rule, why they want it changed, what they want it changed to and who they think will be able to help them change the rule. This information can then be used by the student to complete one of the proposed activities (student choice, teacher will need to outline the activity options). This can be done either in class or as a possible homework item and could also be used as an assessment item.

Suggested Activity 1—Speech—student to write a short speech on the rule that they would like to change that could be given to the person/people they think can help them get the rule changed. Outline the current rule, what do they want it changed to and why they want it changed. Speech could be presented to the class.

Suggested Activity 2—Letter—student to write a short letter on the rule that they would like to change that could be given to the person/people they think can help them get the rule changed. Outline the current rule, what do they want it changed to and why they want it changed. These could be shared with classmates or displayed in the classroom.

Suggested Activity 3—Poster—student to create a poster on the rule that they would like to change that could be used to help persuade people to change the rule. Outline the current rule, why they want it changed and what they would like it changed to. These could be displayed in the classroom.

LESSON REFLECTION

At the conclusion of the activity discuss as a class some of the rules they wished to change and what they did to try and change the rule. How difficult is it to change rules? (This may be done at a later date if activity has been done outside of the classroom). Students could identify:

- rules can be changed informally within a group and agreed to, the change would only happen in that groups of people playing the game (scenario 1);
- requests often need to be made to change rules (scenario 1 & 2);
- letters, speeches and/or posters can all help to persuade people to change rules (scenario 2 & 3);
- changing rules is easier if it only affects a small group; and
- the more people it affects the harder it can be to change rules eg classroom rules vs school rules.

Note: the suggested focus for future lessons would be on the inquiry question—How are decisions made democratically?

RESOURCE 1—CRUMB HOUSE RULES

(based on Mrs Crumb's house rules in *Mr Stink*)

1. Do not talk to tramps (or “such creatures” page 14).
2. The TV is turned off while eating meals (page 28).
3. The downstairs toilet is locked and can only to be used by “very important guests” (page 29).
4. The china tea set is only used for the “best” occasions (page 29).
5. Do not answer the door or go outside unless you are properly dressed, especially if you are Mrs Crumb (page 29).
6. Sausages, burgers, fish fingers, soft drinks and ice-cream are not suitable foods for eating, especially if you buy them from a van (page 33).
7. Mrs Crumb can eat one luxury chocolate mint each day (page 34).
8. Homework must be done between 4 and 6pm every day, even in school holidays (page 47).
9. Mrs Crumb does not believe in holidays (page 48).
10. Do not interrupt Mrs Crumb when she is speaking (page 60).

WORKSHEET 1—ALL ABOUT RULES

Talk with you group and answer these questions about rules.

Name one place where you can find rules?
Can you think of two rules that might apply here?
1.
2.
Who do you think makes the rules?
Who do you think has to obey the rules?
What happens if you break the rules?

WORKSHEET 1—ALL ABOUT RULES CRUMB HOUSE EXAMPLE

Teacher could model an example of the worksheet using the Crumb household as an example.

Name one place where you can find rules?
Chloe Crumb's house
Can you think of two rules that might apply here?
1. Homework must be done between 4 and 6pm every day, even in school holidays
2. The TV is turned off while eating
Who do you think makes the rules?
Mrs Crumb
Who do you think has to obey the rules? (example of how rules can apply differently in the same place depending on the situation)
Rule 1 is obeyed by Chloe and Annabelle Crumb as they are the only ones with homework.
Rule 2 is obeyed by everyone in the family.
What happens if you break the rules?
Rule 1 if you are home to do your homework Mrs Crumb could give you extra tests in the holidays.
Rule 2 is usually obeyed as Mrs Crumb makes sure the TV off during meals.