Which Way »

Rules and Consequences: Lesson Plan

Which Way? Activity key:

	Individual activity		Group activity		Whole class activity

Theme	Rules and Consequences
Learning intentions	I will be able to: • Identify the rules that are in place in everyday settings. • Work well with others in a group. • Create an image of a community without rules. • Consider the consequences of breaking certain rules.
Success Criteria	• I can give examples of different rules present in a variety of everyday locations. Including the difference between rules and laws. • I can share my ideas and listen to the ideas of others. • I can imagine a community without rules and have a clear description of a situation • I can give examples of different rules present in a variety of everyday locations.

Resources	Which Way Curricular Resource – S2:
	
	• Which Way S2 Worksheets:
	  » Worksheet 1: Thumbs up/down (optional)
	  » Worksheet 4: Head, Heart, Bin, Bag
	
	HWB Education Website and App:
	
	• Information on **health priorities and resources** for educators to support delivery of lessons.

Note to educator: Inform learner/s that today's session will cover - Rules and Consequences.	

Rules and Consequences: Lesson Plan

Warm up: (10 minutes)

- Ask learners to gather in the middle of the room, or stand up/hands up, if they agree or disagree with the statements, and, if or why, they were influenced by anyone else's views. Alternatively, use Worksheet 1: Thumbs up/down to complete this activity.
- Read out the statements below.

Statements:

- Having to follow rules is boring.
- Rules help to protect me.
- All rules are pointless.
- I like having rules.

Note to learner/s:

- Rules can help young people with better decision making.
- Boundaries are limits young people establish to protect themselves in some way from being hurt, manipulated, or taken advantage of.
- Rules help keep children and young people safe and prepare them to navigate a world full of rules.

Activity: Rules in the Community (40 minutes)

- Encourage learners to think about the rules that they must follow in daily life.
- Ask learners to consider the purpose of rules in different settings and situations.
- Give each group an area of focus. i.e., School, Street, Public Transport.
- Learners to consider what the rules are for each area.
- Group to write down their answers and/or verbally feedback.

Examples of rules:

School: Attendance/being at school and on time, no truanting, respectful behaviour, no loitering in corridors, no bullying, complete schoolwork, participate in exams/tests etc.

Street: No littering, pay for items, respectful behaviour, patience/wait your turn etc.

Activity: Rules in the Community (continued)

Public Transport: Respectful behaviour, no drinking alcohol, no smoking/vaping, no littering, pay for fare etc.

Ask the learners the following questions:

- What are the differences between rules and laws?
- Does breaking rules/ breaking laws have different consequences?
- Who makes the rules? Who makes laws?

Note to educator:

Not following rules can have similar or different impact depending on the situation and person who is responsible for making sure rules are being followed. For example; if someone does not pay their fare on public transport, they could be asked to get off or receive a fine.

Rules are a set of instructions and consequences that are established to help individuals, and whole communities, live and work together harmoniously. You're likely to find rules in schools, workplaces and in the home.

Much like rules, laws are a set of instructions. Laws are created and enforced by the government and/or the police to keep people safe, maintain order in society through good behaviour, and protect rights and property. The difference is that the consequences of breaking a law are much more severe than breaking rules.

Activity: Community Without Rules (45 minutes)

- Ask learners to imagine a community without any rules.
- Learners should consider each area of focus (Schools, Local shops/street, Community) and what it will look like without rules.
- Learners to draw a picture of this community.

Ask learners the following questions:

- What does this community look like?
- What are the consequences of not having rules?
- How do rules benefit the community?
- Who makes the rules?

Examples of what the areas of focus may look like:

- **School:** no uniform, some young people at school, some young people not at school, young people running around the school/shouting, young people fighting/being unkind to others, young people disrespecting teachers and other trusted adults within the school.
- **Local shops/street:** shoplifting may be prevalent, no queuing, disrespectful behaviour, litter everywhere.
- **Community:** disagreements between people, unsafe driving, high rates of crime etc.

Activity: Community Without Rules (continued)

Note to learner/s:

- Rules are instructions we are asked to follow.
- Rules aim to keep us safe and try to make sure everyone is treated fairly.

End of session

Summarise learning from today's session.

Evaluation: Head, heart, bin, bag (see Worksheet 4)

- Head: something you learned.
- Heart: something you felt about the session.
- Bin: something you would change.
- Bag: something you will take away.

Option to ask for verbal feedback from learners on what they have learned e.g. exit ticket. This might be a helpful alternative for learners with different abilities in the classroom.

Useful websites:

🌐 **Online Harms – Useful helplines, websites, and reporting mechanisms**: This document focuses on a variety of online harms, including cyberbullying, revenge porn, phishing etc. and includes a range of available supports and reporting mechanisms for each.

🌐 **Aye Mind**: A resource for anyone who works with a young person who wants to improve their digital skills and knowledge of the online environment and how it can impact on children and young people's mental health. This includes a toolkit to support professionals on their digital journey to best support young people, professionals need a base level of understanding of their online lives, which this resource will support with developing.

🌐 **Get Safe Online:** The UK's leading online safety advice resource.

Additional learning:

🌐 **Glasgow City HWB Education Website**: Access a range of quality assured information, curricular resources and training opportunities from NHS GGC Health Improvement that cover priority health topics for children and young people in Glasgow. These include multiple risk, mental health and wellbeing, poverty, physical activity, nutrition, relationships, Sexual Health and Parenthood (RSHP), equalities and more.

🌐 **RSHP (Third and Fourth Level):** Relationships, Sexual Health and Parenthood Education. This resource includes lessons around positive relationships, social media and online harms, as well as other topics.

🌐 **NHS GGC Healthy Minds Resource:** Includes Online Harms and Mental Health and Screen Time and Mental Health awareness-raising sessions. These sessions can be delivered by professionals and young people. Each session includes a PowerPoint, notes and a quiz.

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