

Rules and Laws

What is the difference between a rule and a law? How are they similar? Answer the questions on this worksheet to help you discover what they are! You may be asked to work alone, with a partner or in small groups. Be prepared to share your answers.

- 1) What is a rule?

- 2) Where are some places that you would have rules?

- 3) What are some rules that you have in your school?

- 4) Who made these rules?

- 5) Why do we have rules?

- 6) What happens if you break a rule?

- 7) How do we decide if a consequence is fair?

- 8) What do we call rules when we are in the city or out in our community?

- 9) Who makes these laws?

- 10) Who makes sure we obey these laws?

- 11) What are some of the laws in your community?

- 12) What happens if you break one of these laws?

Rules and Laws (cont')

13) Why do we have laws?

14) What if we had no laws?

15) What evidence is there of rules and laws around you?

16) Why can't we just do whatever we want? Wouldn't that be fun? Imagine this were the case, what would you do?

17) Do rules exist just to make life difficult for us or to trick us?

18) What are the characteristics of a good rule or law? Try to list 3 – 4 characteristics.

19) If you were in charge (of the school, an island, your own country, your home) what three rules would you make?

1

Is this a fair rule?

Who does it protect?

Who does it harm?

2

Is this a fair rule?

Who does it protect?

Who does it harm?

3

Is this a fair rule?

Who does it protect?

Who does it harm?

Rules and Law (teacher's edition)

What is the difference between a rule and a law? How are they similar? Answer the questions on this worksheet and find out! You may be asked to work alone, with a partner or in small groups. Be prepared to share your answers.

1) What is a rule?

[something that tells us how to behave, what to do and what not to do]

2) Where are some places that you would have rules?

[home, school, bus, games...]

3) What are some rules that you have in your school?

4) Who made these rules?

5) Why do we have rules?

[safety, health, learn to act responsibly, respect]

6) What happens if you break a rule?

[trouble from the teacher, sent to office, detention, suspension, call home, expulsion.

These are called “consequences” There are a lot of choices or options for dealing with people who break rules.]

7) How do we decide if a consequence is fair?

[consider the act and impact on the victim, damage]

8) What do we call rules when we are in the city or out in our community?

[Bylaws or laws]

9) Who makes these laws?

[politicians, government]

10) Who makes sure we obey these laws?

[police, bylaw officer]

11) What are some of the laws in your community?

[no smoking in public, no littering, no graffiti, no stealing, no hurting other people or murdering]

12) What happens if you break one of these laws?

[ticket, go to police station, jail, warnings, fines, court, house arrest]

Rules and Laws (cont')

13) Why do we have laws?

[safety, healthy, social coexistence/happy]

14) What if we had no laws?

15) What evidence is there of rules and laws around you?

[signs, advertisements]

16) Why can't we just do whatever we want? Wouldn't that be fun? Imagine this were the case, what would you do?

[“Now imagine everyone doing all of these things at the same time” - An opportunity to act out a scenario - collect all student responses, hand out a slip of paper to a few students and have them mime the activity, the rest of the class may note the result]

Rules and Law (teacher's edition)

17) Do rules exist just to make life difficult for us or to trick us?

[Rules are created to allow us to live together so many rules relate to behaviours that effect others, not just ourselves – we are still free to act on our own without restriction]

18) What are the characteristics of a good rule or law? Try to list 3 – 4 characteristics.

[Fair / Enforcable / There must be common consent i.e. government representatives represent the population – everyone agrees to follow the law. Note the difference between a rule and a law – a rule may be created without common consent]

19) If you were in charge (of the school, an island, your own country, your home) what three rules would you make?

[Answers may vary - have student write their rules on slips of paper, collect the slips anonymously – read out individual rules at random – as a class or in small groups discuss Is this a fair rule? Who does it protect? Who does it harm?]

Is this a fair rule?

Who does it protect?

[Answers may vary - opportunity for discussion, review Q.13 + Q18]

Who does it harm?

Rules and Laws (cont')

20) Are all rules in your community, country or school fair?

[Answers may vary - opportunity for discussion]

21) What are some rules you think are not fair?

Who do they protect?

Who do they harm?

22) You may want to collect some examples of rules that some may think are not fair and brainstorm who they effect and who they harm? Why do you think these rules were created and by whom?

23) Choose one rule and write a paragraph describing the rule, who it affects, who it helps, who it harms and your views on whether it is fair or unfair.

[Students could use this for further class discussion. They could make posters for their rule with pros and cons. They could rewrite the rules and make a similar pros and cons poster. Students may also look in rules that characters in literature they are reading have broken and the consequences – who was harmed, what were the consequences, who was the victim of their actions, what should happen]