



Goodbye Graffiti Early Childhood Curriculum Materials

Topic: *Rules*

Introduction

This module investigates situations that are familiar to young children and reasons for having rules. Students may:

- Play a cooperative game
- Identify the rules of games, activities, places and spaces
- Explain the nature of 'good' rules
- Evaluate the consequences of breaking rules
- Create a Rule Book for a space in the classroom, an activity, the classroom, the playground, or the school generally.

Tuning in: What is a rule?

Introduce students to the game *Everybody's It!* In this game, children stand in a space separate from everyone else. On the count of 3, everyone tries to tag someone else. When you are tagged you must stand absolutely still. Play continues until there is only one person who has not been tagged. Then the game can be played again. Games are quite short.

Ask the children to identify the rules of the game.

Ask the children to make up other ways of playing the game. What are the rules for the variations of the game?

Finding out: Why do we need rules?

Have children work in small groups to identify and write the rules of some or all of the following:

- The classroom
- Writing
- Block area
- Library or reading corner
- Music room
- Art room
- Painting area
- Collage area
- Sand play
- Bike track
- Obstacle course
- The playground

Why do we need these rules?



Make a class 'Rule Book' for new students about a space in the classroom, an activity, the classroom, the playground or the school generally. Take digital images of children exemplifying the rules. Have the children write captions for the images.

Sorting out: What happens when rules are confusing?

Talk to children about times when they have felt that rules were confusing. Why? For example, there may be areas of the school where running is not permitted. Children might have run in these places because they forgot about the no running rule, they were trying to get away from someone or there was an emergency and they needed to get help quickly.

Graffiti vandalism is not permitted. It is an illegal act. There are places in schools and communities where urban art is permitted. There is a difference between graffiti vandalism, which is not permitted and illegal, and urban art which is permitted and legal. It is OK to write on your own books, but not on other people's books.

Talk to the children about other rules that seem confusing. What makes them confusing?

Are there ways of making the rules less confusing?

Going further: What if everyone broke the rules?

Ask the children to imagine what it would be like if everyone broke the rules. You might trial a 'no rules' block building session or a 'no rules' lunch and see what happens.

After the trial, have the children think and talk about:

- Does it work to have no rules?
- Did new rules emerge?
- What is a rule?
- What makes a 'good' rule? Why?
- Are there rules they want to change? Why?
- Were any of the rules that emerged in the trial 'good' rules?
- Do any of the new rules need to be changed?

What would it be like if everyone was engaged in graffiti vandalism? For example, if everyone wrote on

- other people's books
- other people's tables
- walls in the classroom
- walls outside the classroom?

Applying: Who needs to know what we have found out?

With the children, look at the activities that you have undertaken about rules. Who do they think needs to know about their learning? How could this information be given? (e.g. the children could write a letter to the principal requesting changes to the school rules, the Rule Book might be copied for new students).