

## Rules - always and everywhere around us

<b>TEACHING AREA</b>	<b>Nature and Society (Science)</b> Croatian language, Music, Maths, Art, Physical Education
<b>TOPIC</b>	<b>Rules - always and everywhere around us</b>
<b>Learning outcomes / competences</b>	<p><b>A student will be able to:</b></p> <p>Replace and describe a few rules which we meet on daily basis (home, school, traffic, sports, games, nature – seasons...)</p> <p>Understand and explain the need to follow the rules as a condition for successful functioning in every situation;</p> <p>Discuss the rules of each community (family, class, traffic participants, changes in nature and their effect on the living world...)</p> <p>Predict and explain the consequences of breaking the rules;</p> <p>Understand and use new terms (community, rules, outstanding, violation of rules, respect, disrespect);</p> <p>Understand and explain interdependence of the rules and :</p> <ul style="list-style-type: none"> <li>- family life</li> <li>- behaving at school</li> <li>- duties and right of the students</li> <li>- responsible participating in traffic</li> <li>- the way to successful realising of every game;</li> </ul> <p>Understand causal connecting of the rules in different life situations</p> <p>replace, understand and express regularities in determined events/appearances</p> <p>understand and express the need to follow the rules always, everywhere and in everything, because of successful functioning in relationships in families, school, local communities, nature and its changes</p> <p>From, say and apply a rule (game)</p> <p>Notice and show regular alternations of rhythmic elements in a lyric song;</p> <p>Understand and apply basic language rules (the beginning</p>

	<p>and the end of a sentence, capital letter... )          Create a sound expression with regular alternations of sound elements);          Notice and express the rules in geometric sequences and numeric expressions;          Create artwork with regular alternations of art elements; explain the regularity.</p>
<p><b>Key concepts</b></p>	<p><b>Nature and Society (Science):</b>          Rights and duties in the family, school, local community, rules, following the rules, safety in traffic and games, Understanding, acceptance, agreement</p> <p><b>Croatian Language:</b>          Song, verse, line, song image, repeating in a line, verse, song (rhythm), rhyme , auditive and visual noticing of rhyme</p> <p><b>Music:</b>          Rhythm, period, loud and quiet singing, fast and slow singing (regular alternations)</p> <p><b>Maths:</b>          Geometric shapes, sequence, rule of a sequence of geometric shapes, numbers, comparison – relations of more, less, equal</p> <p><b>Physical Education:</b>          Elementally i relay game cause of socialization and homogenization of children in a group</p> <p><b>Art:</b>          Rhythm, character, color, linear and structural lines, contrast of lines</p> <p><b>Civic Education:</b>          Rights, responsibility, equality, each student as a community citizen          Deciding, common interest, well-being          Communication, verbal and non-verbal, rule of equality, democratic relationships</p>
<p><b>The prevailing type of activity</b> (field work, play, practical activity ...)</p>	<p><b>Demonstration and conversation</b>          Noticing and describing of situations in immediate surroundings</p> <p><b>Information processing</b>          Analysis of situations noticed by students, comparing</p>

	<p>experiences Casual connecting of events and appearances in immediate surroundings Creating conclusions, oral forming of conclusions</p> <p><b>Creative response to a topic</b> Oral and artistic creativity, dramatic improvisations of situations from everyday life, creativity expressed by movement</p>
<p><b>Students age/grade</b></p>	<p>2<sup>nd</sup> grade, age of 8</p>
<p><b>Didaktički scenarij</b></p>	<p><b>1. Motivation for working on a project</b> Analysis of the song „A Strange Forest“ by I. Kuliš Students in pairs fill in in a sequence of everything that can be strange, <i>a strange house, a strange girl, a strange cake...</i> explaining previously mentioned terms (by imagining and predicting). I announce existence of <i>strange forests</i>. Students predict why it's strange and what makes it strange. After reading and expressing the impressions of the poem, students express unknown words, then we explain them by active use (a method of inserting them in a sentence). By heuristic conversation, students analyse the poem by verses, determine the meaning of each image or expression... Determining of transferred meaning of the expression <i>strange forest</i></p> <p><b>2. Introduction of traffic signs and traffic rules - basic information</b> Going on a field trip close to the school. We found motivation for exploring in the analysed poem „A Strange Forest“ so we encouraged the exploring by the words <i>Let's find the Strange forest next to our road, path...</i> Students notice traffic signs by these elements: shape, colour, size. While the students observe the signs and participants in traffic, the teacher introduces them to basic facts about signs and their meanings - the rules they represent. <i>Groups - types of traffic signs, meaning of each sign considering its shape and color, behaviour of traffic participants (pedestrians and drivers) next to each sign, the consequences of their breaking or ignorance of the</i></p>

*meanings of each sign - rules. After everything they noticed and their acquired experience in traffic as pedestrians or passengers, the students explain the need for traffic rules, because these rules provide the safety for every participant in traffic.*

*Students predict what would happen if there were no traffic signs - rules.*

### **3. Expressing – expanding the knowledge about rules in everyday life**

*Students give examples of meeting rules in their everyday surroundings (family, school, sports, the street, visiting cultural facilities...)*

*Students are divided into smaller groups. Each group gets one example from the immediate environment (family, school, sports, the street, visiting cultural facilities...)*

*The assignment is to shortly explain „Rules I meet every day” (What are the rules? Who has to follow them and in what occasions?)*

*What would happen if someone didn't follow them? Who controls it? What to do with ones who don't follow them?*

*Group representatives present their work, a discussion is created - expanding the knowledge.*

### **4. Introducing the key term – rules**

*Students write down some associations connected to the term **rules**.*

*We discuss the need for rules in all surroundings.*

*What are rules for? What do they provide in a family, school, game, traffic...? Which rule do you consider the most important in each example?*

*Rereading the poem „A Strange Forest” again. Noticing the existence of rules in the poem. How many verses does this poem have? How many lines does each verse have?*

*Reading every line, separating the words to syllables. How long is each line? Are there any rhymed words? In which lines? Are all the rhymed lines on the same spot in each verse? What rule follow each verse and line? (Each verse has eight syllables, each verse has four lines, the second and the fourth line of each verse are rhymed).*

Next is a melodic and rhythmic analysis of the poem. We remember the usual way of singing and playing a new song - the echo game. Students can easily conclude that following the rules is important for successful singing and playing.

*Which lines or verses are repeated? Is there a repeated melody? When are they repeated and how?*

During the learning of the song students notice some rules - some parts of the melody and the period of the song are alternating and repeating following a rule.

After the analysis, the students are divided into three groups. The first one sings, the second one plays the periods, and the third one plays the rhythm or the syllables of the song. The groups are exchanged in their tasks going clockwise so they end up doing all the tasks. In this activity, students notice some rules while exchanging the tasks.

### **5. A creative game - figure out the rule of the sequence**

Students are divided to pairs. Every pair gets geometric shapes mentioned in the song A Strange Forest - triangles, squares, rectangles, circles. The task of each pair is to create a rule which they will use to make a sequence of geometric shapes.

After everyone has finished their sequence, members of other groups (pairs that weren't making a sequence) try to figure out the rule used in each sequence.

We repeat a similar task, but this time every pair gets one shape in different colours. The task is to create, and make a sequence with same shapes, but different colours. Other students discover the rule for each sequence.

(for example: red, red, blue, yellow, red, red,...)

The same activity can be done with numbers, so the students can find rules for sequences of numbers.

### **1. Dramatic improvisations from everyday life surroundings**

Students in groups create improvisations with these topics:

- Behaving at the dining table
- Borrowing and returning books in the library
- Football training
- Behaving at school (slippers)
- A safe route from home to school

The task of each group is to present the given situation with

	<p>breaking the rules and show the consequences of breaking the rules of each situation. After the played scenes, students comment on and analyse the improvisations among themselves.</p> <p><b>6. Expressing the relation to rules</b></p> <p>Students discuss among themselves and decide which rules should be valid during the selection of a game or some other activity they want to do with their friends (the number of players, end of the game, the way of giving points and choosing the winner). They explain why that is important for doing the activity successfully,</p> <p><b>7. Creatively expressing the facts learned</b></p> <ol style="list-style-type: none"> <li>1. The students' task is to create their own visual sign which would represent the existence of a school rule, or a new one.</li> <li>2. Students create a new game with items from the nature. They create the rules themselves, as well as the number of players.</li> <li>3. Creating new rules for a well known music or sports game.</li> </ol> <p><b>1. Presenting the results</b></p> <ul style="list-style-type: none"> <li>- Students present their artwork and explain the applied rules.</li> <li>- Presenting the game and basic rules.</li> </ul> <p>Demonstration of a game in space. The audience comments on the quality and check if the rules are clear or if they promise equality.</p>
<p><b>The place of learning</b> (a classroom, terrain a museum, a gallery...)</p>	<p>Classroom, immediate school environment, playground</p>
<p><b>Education materials</b></p>	<p>Literature, pictures, papers, collected items</p>
<p><b>Activity time</b></p>	<p>1 week</p>



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<b>Ways of checking the outcomes</b>	Presenting the students' work (picture, demonstration, games in space, speech presentation, sequences of geometric shapes and numbers)
<b>Noticed results</b> (photos, descriptions, presentations, dramas, films...)	artwork, a picturebook with games and instructions - rules for playing)