



EduTrend Contents

P4C · RULES AND LAWS · MIDDLE SCHOOL

Who Should Make the Rules?

Rules, fairness and taking part

Ages 12–14

Level: Intermediate

50 minutes

Circle and small groups
· up to 30

Activity 04

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 04 · AT A GLANCE

Who Should Make the Rules?

Students imagine that their year group is starting a new football club that has no rules yet. In small groups they propose three rules, then compare three ways of deciding them: the teacher decides alone, the strongest players decide, or everyone hears the reasons and then votes. They create questions and enquire into who should make the rules and what makes a way of making rules fair.

Learning outcomes

By the end of the session students can:

- distinguish a rule from the way it is made;
- compare ways of making rules;
- reason about fairness, voice and responsibility;
- build a justified view.

KEY WORDS

rules · fairness · decision · vote · voice · responsibility

CURRICULUM LINKS

Citizenship: democracy and taking part. PSHE: working together. English: persuasive speaking.

1

STIMULUS

Share something to think about

2

THINK

Quiet thinking time

3

QUESTION

Create and choose a question

4

ENQUIRE

Reason together

5

BUILD

Agree, disagree, add

6

REFLECT

Last words

Materials (per class)

- New club scenario card
- Three decision-method cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Keep the discussion respectful. Use the invented club rather than real disagreements between pupils.

ACTIVITY 04 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–8 min Stimulus	Share the new club scenario and the three ways of deciding.	<i>"What did you notice?"</i>
8–20 min Questions	Students create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
20–44 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Who should make the rules?"</i>
44–50 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Explain which way of making the club's rules is fairest, and why.

ACTIVITY 04 • FACILITATOR NOTES

The philosophy in brief

Philosophers ask not only whether a rule is good, but also whether the way it was made is fair.

Listening to reasons, giving everyone a voice and agreeing how a rule can be reviewed later are often seen as signs of a fair process.

Common ideas to listen for

- “The strongest should decide.” Fair decisions weigh reasons, not power.
- “A vote always makes a rule fair.” A majority can still overlook some people’s needs.
- “Once a rule is made it can never change.” Good rules can be reviewed through agreed steps.

Adapting the activity

Support

Focus on the club story.

Stretch

Compare how rules are made in a family, a school council and a country.

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Ways of deciding

Rate each way.

Ways of deciding

Way of deciding	Fair?	Why?
The teacher decides		
The strongest decide		
Reasons, then a vote		

WORKSHEET 3

Last words

Before and after.

Who should make the rules? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Who Should Make the Rules? is a sample activity from the EduTrend Contents P4C Rules and Laws programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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