



EduTrend Contents

P4C · RULES AND LAWS · PRIMARY

A Game With No Rules

Playing without rules starts an enquiry into why rules matter

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up
to 30

Activity 01

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

ACTIVITY 01 · AT A GLANCE

A Game With No Rules

Children play a short ball-passing game with no rules at all. Soon there is confusion: who has a turn, where the ball goes and who has won. Then they agree three simple rules and play again. Children compare the two games, create questions and vote on one, such as “Why do we need rules?”

Learning outcomes

By the end of the session pupils can:

- compare play with and without rules;
- ask a question about rules;
- give a reason;
- take turns to speak.

KEY WORDS

rule · fair · turn · game · agree · win

CURRICULUM LINKS

PE: games and rules. PSHE: class rules. Maths: counting turns.

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)

- A soft ball
- 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

Play in a clear space with a soft ball. Stop the game if it becomes rough.

ACTIVITY 01 · 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
0–5 min Stimulus	Play the ball game with no rules, then with three rules.	<i>“What did you notice?”</i>
5–12 min Questions	Pupils create questions in pairs and vote on one.	<i>“Which question is most interesting to talk about?”</i>
12–26 min Enquiry	Enquire into the chosen question, building on each other’s ideas.	<i>“Why do we need rules?”</i>
26–30 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)

Say one reason why games need rules.

ACTIVITY 01 · FACILITATOR NOTES

The philosophy in brief

Rules help people know what to expect from each other.

Making rules together helps children see that rules can be agreed and changed.

Common ideas to listen for

- “Rules spoil the fun.” Rules make many games possible.
- “Rules can never change.” People can agree new rules.
- “Grown-ups make all rules.” Children can help make them.

Adapting the activity

Support

Agree one rule.

Stretch

Ask: what makes a good rule?

WORKSHEET 1

Our game rules

Name: _____

Class: _____ Date: _____

Draw and write.

Our game rules

Rule	Why we need it

WORKSHEET 2

Thinking moves

Use these in the enquiry.

Thinking moves

Thinking move	My example
I agree with... because...	
I disagree with... because...	
An example is...	
A counter-example is...	
Building on what... said...	

WORKSHEET 3

Last words

Before and after.

Are rules always fair? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

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

Pupil	Compares games	Gives a reason	Takes turns

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

ABOUT THIS ACTIVITY

A Game With No Rules is a sample activity from the EduTrend Contents P4C Rules and Laws programme (primary, level: foundation). 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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