



EduTrend Contents

P4C · RULES AND LAWS · PRIMARY

Is It Ever Right to Break a Rule?

Rules, reasons and exceptions

Ages 8–11

Level: Developing

45 minutes

Whole class circle · up
to 30

Activity 02

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

ACTIVITY 02 · AT A GLANCE

Is It Ever Right to Break a Rule?

Pupils hear invented stories: a child runs in the corridor to fetch help for a hurt friend; a child talks during silent reading to warn about a wasp; a child leaves the line to return a lost wallet. Each breaks a rule. Pupils decide whether each was right, then create questions and enquire into whether it is ever right to break a rule.

Learning outcomes

By the end of the session pupils can:

- identify the purpose of rules;
- reason about exceptions;
- give examples and counter-examples;
- build on others' ideas.

KEY WORDS

rule · break · reason · exception · purpose · emergency

CURRICULUM LINKS

PSHE: rules and safety. Citizenship: laws. English: moral stories.

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)

- Rule-breaking story 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

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

ACTIVITY 02 · 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	Read the three rule-breaking stories.	<i>"What did you notice?"</i>
8–18 min Questions	Pupils create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
18–40 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Is it ever right to break a rule?"</i>
40–45 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 when it is right to break a rule.

ACTIVITY 02 · FACILITATOR NOTES

The philosophy in brief

Philosophers distinguish the words of a rule from its purpose.

Asking what a rule is for helps us decide whether an exception makes sense.

Common ideas to listen for

- “Breaking a rule is always wrong.” Some cases are exceptions.
- “If you have a reason, you can break any rule.” Reasons must be good.
- “Rules have no purpose.” Most protect something.

Adapting the activity

Support

Discuss one story.

Stretch

Ask: who should decide when an exception is allowed?

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Rule and purpose

Analyse.

Rule and purpose

Rule	What it is for	Good reason to break it?

WORKSHEET 3

Last words

Before and after.

What is the point of a rule? 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	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

Is It Ever Right to Break a Rule? is a sample activity from the EduTrend Contents P4C Rules and Laws programme (primary, level: developing). 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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