

## Sample Unit Lesson

# What are the Rules?

### Summary

In this lesson, students discuss two types of rules: ones that are needed to keep our lives organized and ones that impact our likelihood of being successful in life. Students identify the rules of success that are used in social, academic, and professional settings. They demonstrate how the rules of success can be applied through role-playing exercises. Lastly, students will reflect on how they can follow the rules and strategies discussed to be successful in high school, college, and their career.

### Grade 7 Week 6

**Modules**  
Social Capital

**Length**  
1 Session

### Objectives

Students will:

- Determine the rules of success for different academic, professional, and social settings.
- Demonstrate how applying certain rules and strategies can enable students to be successful.
- Evaluate the necessity of rules in our society.

### Lesson Resources (online)

 [What are the Rules – TEACHER VERSION.pdf](#)

 [What are the Rules Student Version.pdf](#)

### Lesson Materials (offline)

- 6to16 Notebook
- 3 sheets of large chart paper
- What are the Rules?
- What are the Rules?– Teacher Version
- 2-3 decks of playing cards (Additional Activity)

**Do Now (10 min)**

1. Ask students to respond to the following questions in their **6to16 Notebooks**:
  - What is your favorite game?
  - How do you win this game?
  - What are some strategies that can increase your chances of winning this game?
2. Call on a few students to share their answers to the Do Now questions with the class.

**Teacher’s Note:** *There are two options for the Do Now Activity for this lesson. Both options encourage students to think about how rules and strategies can increase their likelihood of being successful. The second option, listed in the Additional Activities section, involves a game-like activity and requires 10 **playing cards**.*

**Time Required for Class Activity**

40 Minutes

**Class Activity*****Class Discussion***

1. Inform students that just like a game, there are also rules and strategies that impact our likelihood of being successful in life. There are two main categories of rules. First, there are rules for personal success in social settings (e.g., hanging out with friends), academic settings (e.g., completing a project), and professional settings (e.g., interview etiquette). Second, there are rules to keep our lives organized socially (e.g., traffic laws).
2. Ask students to define “rules”. The following points can be used to guide the discussion:
  - Rules are regulations used to govern conduct, actions, and procedures. In other words, rules are used to encourage a certain behavior and set guidelines for various events.
  - Rules have helped shape our thoughts, actions, beliefs, and societies. Rules affect countries and households. Different cultures have different rules, like different homes have different rules.
3. Ask students how rules and conventions vary between cultures. For example, it is common practice for people to shake hands when they greet each other in Western cultures. In many Asian countries, people bow when they greet each other. In some European countries, people kiss each other on each cheek to greet a friend or family member. Ask students to identify some cultural rules in the United States.
4. Place 3 **sheets of large chart paper** on the board. Title the chart sheets: Social, Academic, and Professional.
5. Ask students to define and give examples of social, academic, and professional settings. Record their responses on the three sheets of large chart paper.

- Social: characterized by friendly companionship or relations
- Academic: pertaining to school, college, or educational institutions
- Professional: referring to an occupation or profession

**Teacher’s Note:** *For some classes, it might be helpful to pre-pick heterogeneous skill-based groups for the **What are the Rules?** group activity, next.*

1. Divide the class into groups of 3. Evenly assign groups to the social, academic and professional categories. Distribute the **What are the Rules?** handout. Ask groups to brainstorm a list of five rules that fall into each category.
2. **Teacher’s Note:** *The groups assigned to the professional category might struggle due to the fact that they have never had a job, so they might need some scaffolding.*
- 3.
4. After the students have completed the handout, ask the groups to share the examples of the rules they noted. Record their responses on the three sheets of large chart paper. Sample responses are listed on the **What are the Rules?– Teacher Version** handout.

### **Role-play activity**

1. Explain that now they have discussed rules in different arenas of their lives, students will role-play using these rules in different situations. Ask students to volunteer to role-play the following scenarios:
  - Social situation (3 volunteers needed): You and your friend(s) are shooting hoops when a student at your school (whom you do not know) asks if he/she can join you. Your friend(s) are being mean and are either making rude comments or ignoring his/her request. How can you include the student in the ball game and also encourage your friends to welcome the student?
  - Academic situation (2 volunteers needed): You are taking a quiz during science class when the girl or guy you have a crush on asks if she/he can look at your quiz answers. You think this is a good way to get noticed by her or him, but you also know that if you are caught cheating you will receive a failing grade for the quiz. How would you handle this situation?
2. After each demonstration, facilitate a class discussion around how students handled the situations. The following questions can be used to guide the discussion:
  - How do you think your classmates handled the situation?
  - How would you have handled the situation?
  - What “rules” did he/she use during the demonstration?
  - Why are rules important in our daily lives?
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  - How can the rules, such as the ones discussed and demonstrated, impact our likelihood of being successful?

## Homework

Rules to Live By: Ask students to reflect on what success looks like for them. In their **6to16 Notebooks**, students should identify at least five rules and strategies that will be necessary for them to be successful in high school, college, and/or their career.

**Teacher's Note:** *Give students the choice to produce a short story, play, song, or spoken word that must include at least three rules. The work needs to demonstrate what happens to the characters when they appropriately follow or disobey the rules.*

## Assessment

Rules to Live By: Students will identify at least five rules and strategies that will enable them to be successful in high school.

## Higher-Level Thinking Skills

### Application

## Additional Activities

This activity is a game-like option for the Do Now activity. This activity requires **2-3 decks of playing cards**, depending on the number of students you have. You will need enough cards for each student to receive five cards.

- Number students off into pairs.
- Explain to students that they will be playing a card game. Give each student five cards.
- Inform the class that the object of the game is for all players to get rid of all their cards. Do not provide any further information regarding the game.
- Inform the volunteers that on the count of three, the game will begin.
- Count to three. Do not provide students with any further directions regarding the game.
- Students may be baffled because the game has no rules. Facilitate a class discussion using the following questions:
  - a. What did you think of the game?
  - b. What could have made the game better? Why?
  - c. Would you play the game again if there were rules to the game?
  - d. How did it feel to play this game? Why?

## Additional Materials for 6th, 7th, & 8th Grades


### Disaggregations


**Big Idea** SWBAT categorize behavioral & linguistic expectations (rules) that apply to social, academic, and professional settings SWBAT reflect on the societal rules within different settings and assess how they are developing (or have developed) understanding of the rules through knowledge of expected behaviors & language


**Key Points** •There are guidelines to follow to be successful. •Success is a process that does not follow a specific path. •Success can mean different things in different situations. •There are academic, professional, and social settings. •Academic, professional, and social situations all have different sets of rules. •Rules of unfamiliar contexts can be learned. •You can prepare different strategies for different situations. •Success can be the result of following a plan. •Rules are not always bad. •Rules are not set by one person. •Everyone is a part of society. •Society has a complicated and constantly changing set of rules. •Sometimes, rules of different settings are conflicting.

**Applied Assessment** Students will debate on the 5 most essential rules to be successful and navigate through each of the following: academic, professional, and social settings. Students will prepare for the debate by choosing a rule and supporting their choice with reasoned explanation.

### **Touch Points:**

1) SWBAT define rules and explain the need for rules. SWBAT justify the need for different rules based on setting. SWBAT differentiate the characteristics of academic, professional, and social setting. **Touch Point File**  [G7\\_W6\\_SC\\_TP1.pdf](#)

2) SWBAT examine behavioral & linguistic expectations (rules) that apply to specific settings. SWBAT discuss the impact of knowing and implementing behavioral & linguistic rules within different settings. **Touch Point File**  [G7\\_W6\\_SC\\_TP2.pdf](#) **Vocabulary Code switching**

3) SWBAT debate the most essential rules to be successful and navigate through academic, professional, and social settings. SWBAT develop a plan to of behaviors to increase their professional behavioral & linguistic aptitude. **Touch Point File**  [G7\\_W6\\_SC\\_TP3.pdf](#) **Vocabulary Aptitude, Context, Linguistic**