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| Lesson Objective | SWBAT explore their relationship with rules and how rules and structure help support them. Students will be reminded of the importance of continuing to try and work to "lift the weight" in order to have a positive results. |
| Teacher’s Goal for Self | Validate student's positions and allow for constructive conversation |
| Language & Formulas | **Motivation-** The driving force/ why you strive for something**Rules-** The conditions and expectations that you place on yourself and those around you**Laws-** The official rules that are universal to all people in a given place, and provide concrete lines of what is acceptable and unacceptable in society**Opportunity-** The ability to engage in something/ chance to do something  |
| Assumptions | Students will have different opinions about rules and might strongly disagree. |
| Expected Problems | Some students might not respond well to the activities or the topic. |
| Materials | Handout for each student. |
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| Warm-up: 5 min. | Ask students to complete this activity. Hand out one sheet to each student. Remind them to keep their eyes on their own papers.Processing the experience:* How many of you answered all the questions as you went through the assignment? How many of you did not?
* What did the directions say?
* What did questions 1 and 2 say?
* What can happen when we ignore the rules of society?
* Why is it important to understand why a rule was made?
* How does understanding the consequences help you follow the rules?
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| Introduction: 5-10 min.  | Have students reflect on the question: How do you feel about rules? What is your relationship with rules?Pass a ball and have students share their ideas and feelings.Talking point:Today we want to explore the way following rules can help us get where we want to be. Often we see rules as things that control us and keep us from being free to do what we want, but rules also work to keep us safe and help support us in what we are doing. |
| Presentation: 10 min.  | Group brainstorm/discussionOn a sheet of paper, have groups reflect on these questions:* What rules in society do you need to follow to be successful?
* What rules in school do you need to follow to be successful?
* What rules at home do you need to follow to be successful?

Discussion* Does following the rules give you more freedom? Why?
* Does following the rules give you more opportunity in life? Why?
* Can you identify two or three reasons why you should follow a rule or law you don’t like?
* Why would you have more freedom if you lifted the weight?
* If you give up and do not attempt to lift the weight (rules), what will you have in six months?
* What are two reasons you should try when you want to give up?
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| Practice: 5 min.  | Ask for a volunteer to come forward. Give the volunteer a piece of paper and the book, and instruct him/her first to stand the paper on its end, and then to balance the book on top of it. Tell them that the book must be balanced at least 1 inch off the ground. Then give him/her the rubber band and a new piece of paper. Ask the volunteer to try once more, this time using the rubber band. If it is difficult to figure out, you may need to help. The secret: Roll the paper into a cylinder, and use the rubber band to hold it together. Stand the cylinder on end and carefully balance the book on top of it. Debrief:* Why couldn’t the paper support the book?
* How did the rubber band help? (It helped the paper hold its shape.)
* The book represents weight or resistance. If the paper is like our bones or skeleton, how is the rubber band like our muscles?
* Why is it important to lift the weight? (It allows us to see if we are weak or strong and to see the shape we are in.)
* How can applying self-discipline and keeping the laws and rules of your parents, society, and school strengthen you?
* How can being stronger help you face life’s challenges?
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| Activity: 10 min. | Have students reflect on 3 activities they currently participate in and 3 goals they have for themselves. For each activity and goal, students will reflect on the rules and laws that are part of it and consider their impact. At the bottom of the sheet, students will come up with 5 reasons or things that motivate them not to give up. |

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