Rules, laws and who makes them

History, geography and society, grade 3 - by Claude Opus 5.5 - status: written (unreviewed)

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Grade 3 History, Geography and Society: Rules, Laws and Who Makes Them (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
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> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 1 society: Rules, fairness and community jobs, grade 2 society: People, jobs and choices, grade 3 society term 2: Then and now from sources, and the society progression

Big idea

Rules are made by people, for reasons: to keep people safe, to be fair, to look after places and things, and to help people get along. A law is a rule made by a government that everyone in a place has to follow. Different groups decide different things: a class, a school, a town council and a country's lawmakers. When a rule is not working, people can notice the problem, find out more, tell the people who decide, listen to everyone and change the rule, then check whether the change worked. Every choice has benefits (what you get) and costs (what you give up), and people who see a question differently often care about different things.

This is the third society unit of grade 3 (term 3). Grade 1 made and changed a rule for a class game and looked at rules in different places. Grade 2 met choosing when there is not enough, with a benefit and a cost. Grade 3 adds the difference between a rule and a law, four levels of decision-making (class, school, town, country), the steps a town uses to change a rule, weighing the benefits and costs of a choice, and a class meeting where children speak for made-up characters who see one question in different ways.

The town is the made-up Little Hill, used in earlier grades. Its mayor is Mayor Hen (the grade 3 literacy unit has children write letters to her). In 1926, in the term 2 society unit, the mayor was Mrs Hart: mayors change over time. The council, its meetings, the Pond Lane problem and the vote in this unit are made up. See Known gaps.

Outcomes

By the end of the unit most children can:

1. Say what a rule is for (safe, fair, looking after, getting along) and who made it (our class, our school, the town council or the country's lawmakers), and say that a law is a rule made by a government for everyone in a place.
2. Match a decision to the group that makes it (class, school, town, country), and name one job of Little Hill's town council and one job of a country's lawmakers.
3. Put the steps of changing a rule in order, using the Pond Lane story, and say what changed afterwards.

4. Name one benefit and one cost (what you give up) of a choice, and say which option they would choose and why.
5. Say why two made-up characters see the same question differently (what each one cares about).
6. Take part in a class meeting by listening, taking turns and giving a reason.

Prior knowledge

- Grade 1 society term 1: rules in different places with a "so that..." reason; three kinds of fair; changing a rule in a game that was not working.
- Grade 2 society term 1: there is not enough of everything, so people choose; a choice has a benefit and a cost.
- Grade 3 society term 2: Little Hill's past, including Mrs Hart, the mayor in 1926.
- Grade 3 literacy term 3: an opinion with reasons and "because"; letters to Mayor Hen. Lesson 5 uses this, but children can also give advice by speaking.
- An adult reads every card aloud. Children may follow the printed copy but do not need to read it alone.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

1. What rules are for and who made them: ten made-up rule cards from a class, a school, Little Hill and a country; sorting by what each rule is for and by who made it; a rule and a law; why the "dogs on leads by the pond" rule was made.
2. Who decides? Class, school, town and country: four circles one inside the other (class, school, town, country); eight decision cards; Little Hill's town council (Mayor Hen and five councillors); a country's lawmakers, and the three jobs of making laws, carrying them out and judging when people disagree about them; four ways of deciding (one person decides, a vote, taking turns, a meeting then a vote).
3. A problem on Pond Lane: how a rule changes: five story cards about cars going too fast past the park and the school; six step cards from "notice a problem" to "check it worked"; what changed for the town.
4. Benefits and costs: what do you give up?: three made-up choice cards (Mouse's Saturday, Goat's 10 Little Hill coins, Kit's Tuesday club); a benefits and costs chart; the town council's choice of one thing to pay for.
5. A class meeting about the park path: Mayor Hen asks the class for advice about bikes and scooters on the new park path; six role cards with different points of view; meeting rules; options, benefits and costs; a class letter of advice to Mayor Hen.

Materials (whole class unless noted)

- Ten rule cards, from the list in lesson 1, one large set for the class and one small set per pair (lessons 1, 2).
- Four "what it is for" cards (Keeps us safe, Is fair, Looks after places and things, Helps us get along and learn) and four "who made it" cards (Our class, Our school, Little Hill town council, The country's lawmakers), one large set and one small set per pair (lessons 1, 2).
- A large sheet with four circles one inside the other, labelled from the inside: Class, School, Town (Little Hill), Country, drawn by the teacher (lessons 2, 3, 5).

- Eight decision cards, from the list in lesson 2, one large set and one small set per pair (lesson 2).
- A Little Hill town council picture card (Mayor Hen and the five councillors, from the description in lesson 2) (lessons 2, 3, 4, 5).
- A small picture card of Mrs Hart, the mayor in 1926, from the term 2 society unit or drawn by the teacher (lesson 2).
- Five Pond Lane story cards, from the texts in lesson 3, one large set and one small set per pair (lesson 3).
- Six step cards, from the list in lesson 3, one large set and one small set per pair, and one long arrow drawn on a strip of paper for the board plus one arrow strip per pair (lesson 3).
- A large tally chart "Cars on Pond Lane in 10 minutes: before / after" (lesson 3).
- Three choice cards, from the texts in lesson 4, one set per pair, and a two-column "Benefits (what you get) / Costs (what you give up)" chart per pair, plus a large copy for the class (lessons 4, 5), and ten counters per pair needing support, standing for Goat's coins (lesson 4).
- A town choice card and three option cards (a new crossing, new library books, new park benches), from lesson 4 (lesson 4).
- Mayor Hen's letter to the class, from the text in lesson 5, and six role cards (Mouse, Goat, Duck, Ana, Sana and Remy), one large set and one small set per group of six, plus a role name badge for each child, drawn by the teacher or a child (lesson 5).
- A "Meeting rules" poster, made with the class in lesson 5, four option cards (A to D) for the park path, a talking object (for example a soft toy or a beanbag), and small blank voting cards (one per child) with a box, in case the class votes (lesson 5).
- A class post box (a shoebox with a slot) labelled "To Mayor Hen" (lesson 5).
- Blu-tack or masking tape (all lessons).
- Paper, sticky notes, pencils and crayons (all lessons).
- For blind or low-vision children: large-print or braille copies of every card and letter, a sorting mat with raised lines between the columns (lesson 1), a raised-line version of the four circles (string or puffy-paint rings) (lessons 2, 3, 5), a raised arrow and raised tally marks (lesson 3), a benefits and costs chart with a raised line between the columns (lessons 4, 5), and four voting cards marked A, B, C and D in raised or braille letters (lesson 5) (all lessons unless noted).

⚠ Safety and access

- **Keep it about Little Hill.** Never ask children what their families think about laws, the police, leaders, elections or political parties, who their family voted for, or whether anyone they know has been in trouble with the law. Every opinion in this unit belongs to a made-up character.
- **Stay neutral about real politics.** Do not name or discuss real political parties or current leaders, and keep your own views private. If a child raises a real news story, say "That's a real question people disagree about; in this unit we're practising on Little Hill," and move on gently.
- **Worries about the law.** Some children may have worries about the police, courts or rules at home. Keep the "judging" job in lesson 2 short and general, and let any child step out of a discussion.
- **The Pond Lane story is gentle on purpose.** Nobody is hurt; people find it hard and slow to cross. Do not add stories of accidents.
- **Speaking for a role.** In lesson 5 children speak for a made-up character, not for themselves. Make clear that a child playing Mouse does not have to agree with Mouse.

Ana uses a wheelchair; the child playing Ana does not act out using a wheelchair, and Ana's card is about what she wants from the path, like every other card.

- **Money is made up.** Goat's coins in lesson 4 are made-up Little Hill coins. Never ask about children's own pocket money or what their families can buy.
- **Votes are about Little Hill only.** If the class votes in lesson 5, it is advice about a made-up town's path. Never hold a class vote about a child's own life or views.
- Children can answer by speaking, signing, pointing, using AAC, drawing, or with a partner who writes for them. Their own way counts.
- Deaf children: show each card while it is read, face the class when reading aloud, and in the meeting make sure only one person speaks at a time (the talking object helps). Blind and low-vision children: use the raised-line circles and the large-print or braille copies listed in Materials; describe each picture card in words. Colour is never the only clue: the circles are labelled, and cards are sorted by place on the mat, not by colour.

Assessment

Watch and listen during lessons, and use the closing checks. During lesson 5 or the following week, see each child for about 4 minutes with the rule cards, the decision cards, the four circles, the step cards and one choice card (answers in brackets):

1. Show rule cards 1 ("Walk, don't run, in the corridor") and 6 ("Everyone in the country stops at a red traffic light"): "What is each rule for? Who made it? Which one is a law?" (1: keeps us safe, made by our school. 6: keeps us safe, made by the country's lawmakers; 6 is a law, because a government made it for everyone in the country.) (Outcome 1.)
2. Show decision cards 3 ("Where the new bench goes in Little Hill park") and 7 ("The rules for driving on every road in the country"): "Put each one in the right circle." "Tell me one job of the town council, and one job of the country's lawmakers." (3: town; 7: country. Council, for example: decides things for the town such as benches, crossings and fixing roads; holds meetings where people can speak. Lawmakers: make laws for the whole country, for example by talking about them and voting.) (Outcome 2.)
3. Give the six step cards, mixed up: "Put the steps in order. What changed on Pond Lane afterwards?" (Notice a problem; find out more; tell the people who decide; listen to everyone; decide; check it worked. A change, for example: there is a crossing; cars go slower at school times; fewer cars went fast in the second count.) (Outcome 3.)
4. Read choice card 2 (Goat's 10 coins): "Tell me one benefit and one cost of buying the kite. Which would you choose, and why?" (Benefit: Goat gets the kite to fly. Cost: Goat gives up the book and the ball, because the kite uses all 10 coins. Any choice with a reason counts.) (Outcome 4.)
5. Show the Mouse and Goat role cards from lesson 5: "Why do Mouse and Goat want different things for the path?" (Mouse cares about getting to school quickly by bike; Goat cares about walking safely without being bumped. Any answer about what each one cares about counts.) (Outcome 5.)
6. From watching lesson 5: did the child listen while others spoke, wait for a turn (or the talking object), and give at least one reason? (Outcome 6; a child who gives a reason by pointing, signing, AAC or through a partner gets "yes".)

Record "yes", "with help" or "not yet" for each outcome. A child who can do it in their own way (pointing, signing, AAC) gets "yes".

Sources

The C3 framework was read in the archived PDF (pages with the grades 3-5 civics and economics indicators): https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

The indicators used, quoted from the framework (the unit is not a full alignment):

- D2.Civ.1.3-5: "Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places." (Lesson 2.)
- D2.Civ.3.3-5: "Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions." (Lesson 1; see Known gaps for the constitutional part.)
- D2.Civ.7.3-5: "Apply civic virtues and democratic principles in school settings." (Lesson 5, the class meeting.)
- D2.Civ.8.3-5: "Identify core civic virtues and democratic principles that guide government, society, and communities." (Lesson 5.)
- D2.Civ.9.3-5: "Use deliberative processes when making decisions or reaching judgments as a group." (Lesson 5.)
- D2.Civ.10.3-5: "Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues." (Lesson 5, using made-up characters' points of view.)
- D2.Civ.11.3-5: "Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society." (Lessons 2, 3 and 5: the class meeting, the teacher deciding, the council's vote.)
- D2.Civ.12.3-5: "Explain how rules and laws change society and how people change rules and laws." (Lesson 3.)
- D2.Civ.13.3-5: "Explain how policies are developed to address public problems." (Lesson 3.)
- D2.Eco.1.3-5: "Compare the benefits and costs of individual choices." (Lesson 4.)

Background for the teacher, from Wikipedia articles read on 12 November 2026:

- "Law": https://en.wikipedia.org/wiki/Law ("a set of rules that are created and enforced by governmental or societal institutions to regulate behavior"; laws "can be made by a legislature", "by the executive" or "by judges' decisions"). Used for "a law is a rule made by a government" and the three jobs in lesson 2.
- "Legislature": https://en.wikipedia.org/wiki/Legislature ("a deliberative assembly that holds the legal authority to make law"; legislatures "may exist at different levels of governance"). Used for "the country's lawmakers" and for the town council as a smaller group that decides.
- "Mayor": https://en.wikipedia.org/wiki/Mayor ("Worldwide, there is a wide variance in local laws and customs regarding the powers and responsibilities of a mayor"; a mayor "may simply chair a multi-member governing body"). Used for Mayor Hen chairing the council.
- "Bill (law)": https://en.wikipedia.org/wiki/Bill_(law) ("a proposal for a new law, or a proposal to substantially alter an existing law"). Used for the teacher note on proposals in lesson 3; the word "bill" is not taught.
- "Opportunity cost": https://en.wikipedia.org/wiki/Opportunity_cost (the dictionary definition quoted there: "the loss of potential gain from other alternatives when one alternative is chosen"). Used for "a cost is what you give up" in lesson 4; the term "opportunity cost" is not taught.
- "Deliberation": https://en.wikipedia.org/wiki/Deliberation ("a process of thoughtfully exchanging and weighing options, for example prior to voting"; "Group decisions are

generally made after deliberation through a vote or consensus of those involved"). Used for the class meeting in lesson 5.

Known gaps and cautions

- Four other agents text-checked this unit on 2026-11-12: Gemini 3.5 Flash (at cc8185e) reported no errors; Gemini 4 Argon (at cc8185e and 6d872b2) reported one pronoun slip (Goat in lesson 4) and one materials note (an arrow strip for each pair in lesson 3), both fixed in 3edb47a and re-checked by Argon; Gemini 3.8 Flash (at 3edb47a) reported no errors; Gemini 4 Carbon (at 33e03b7) reported a yes/no voting card for a four-option vote (lesson 5) and pairs placing cards without their own circles sheet (lesson 2), both fixed in a5d4dd5 (with a leftover sentence tidied in 7c5f26f). Those are text checks by AI agents, not teacher reviews or classroom tests.
- Some Little Hill characters have different roles from the grade 2 unit People, jobs and choices (for example Remy runs the café here, and Duck is a mother duck). Tell the children the stories are separate.
- Little Hill, Mayor Hen, the council and its members, the Pond Lane problem, the car counts, the council vote and every character's point of view are made up by the author. Tell the children so.
- How towns and countries make decisions is different in different countries. In Little Hill the people choose five councillors in an election and the mayor chairs the meetings; real towns may have more or fewer councillors, and mayors may be chosen in other ways or have different powers (see the Wikipedia "Mayor" article). Tell the class what their own town and country call their decision-makers if your school wants to; the unit does not name any real government.
- D2.Civ.3.3-5 includes "key U.S. constitutional provisions". This unit does not teach any constitution. A teacher in the United States who needs that part should add it; teachers elsewhere may add their own country's founding rules, or leave it for later grades.
- D2.Civ.1.3-5 includes "branches of government". Lesson 2 only names three jobs (making laws, carrying them out, judging when people disagree about them) and does not name branches or institutions.
- D2.Eco.1.3-5 is about individual choices. Lesson 4 uses three made-up individual choices, then adds a town choice; the town choice is the author's extension, not part of that indicator.
- D2.Civ.8.3-5 names "civic virtues and democratic principles". The unit names only a few, in plain words (listening, taking turns, respect, fairness, everyone having a say); the list is the author's choice, not taken from the framework.
- The other grades 3-5 civics indicators (D2.Civ.2, D2.Civ.4, D2.Civ.5, D2.Civ.6 and D2.Civ.14) are not covered.
- The texts are read aloud. The unit does not use the grade 3 literacy letter sequence, because adults read the cards; it does not teach reading.
- The lesson order, the made-up stories, the card wording and the timings are the author's choices, not taken from a source.

Lesson 1: What rules are for and who made them

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children sort ten made-up rules by what each rule is for and by who made it, learn that a law is a rule made by a government for everyone in a place, and work out why one Little Hill rule was first made.

Materials

- Ten rule cards (below), one large set for the class and one small set per pair.
- Four "what it is for" cards: Keeps us safe; Is fair; Looks after places and things; Helps us get along and learn. One large set and one small set per pair.
- Four "who made it" cards: Our class; Our school; Little Hill town council; The country's lawmakers. One large set and one small set per pair.
- Blu-tack or masking tape, and a board or wall space for two sorting rows.
- Paper and pencils for the closing check.
- For blind or low-vision children: large-print or braille copies of all the cards, and a sorting mat with raised lines between the columns.

The ten rule cards

Each card has a simple picture and the words, read aloud by an adult.

1. Walk, don't run, in the corridor. (Our school.)
2. Show the talking object before you speak in our class meeting. (Our class.)
3. Take turns on the playground swings: count to 50, then swap. (Our class.)
4. Wash your hands before lunch. (Our school.)
5. Dogs on leads by the Little Hill pond. (Little Hill town council.)
6. Everyone in the country stops at a red traffic light. (The country's lawmakers.)
7. Put litter in the bins in Little Hill park. (Little Hill town council.)
8. Market stalls in Little Hill square are packed away by six o'clock, so the street can be swept. (Little Hill town council.)
9. Children go to school. (The country's lawmakers; this is a law in many countries.)
10. Tidy the reading corner before home time. (Our class.)

Answer key, what each rule is mainly for: Keeps us safe: 1, 4, 5, 6 (card 4 keeps us healthy, which is a kind of safe). Is fair: 2, 3 (everyone gets a turn to speak or to swing). Looks after places and things: 7, 8, 10. Helps us get along and learn: 9. Many rules do more than one job: accept any answer with a sensible reason (for example 2 also helps us get along, and 5 also looks after the ducks).

Answer key, who made it: the brackets after each card. Laws: 6 and 9 (made by the country's lawmakers), and 5, 7 and 8 (made by the town council, which is also a kind of government). Rules 1, 2, 3, 4 and 10 are rules but not laws.

Steps

✎ Opening (5 min)

Ask: "What is a rule?" Take a few ideas. Say: "A rule tells people what to do or what not to do. Someone made every rule, for a reason. Today we are rule detectives: what is each rule for, and who made it?" Read rule card 1 aloud and ask: "Why do you think someone made this rule?" (So that nobody bumps into anyone or falls over.)

✎ Main activity (25 min)

1. **What is it for? (9 min).** Put the four "what it is for" cards in a row on the board. Read each rule card aloud and show the picture. Pairs put their small card under the purpose they think fits, then hold up their choice. Put the large card on the board, and ask a pair to give their "so that..." reason. If pairs disagree, say: "Many rules do more than one job. Which job is the biggest one?" Check with the answer key.
2. **Who made it? (8 min).** Put the four "who made it" cards in a second row. Ask: "Who do you think made this rule?" Pairs move their cards into the new row. Talk through clues: "Who could make a rule for every road in the country? Could our class make that rule?" (No: our class can only make rules for our class.)
3. **Rules and laws (3 min).** Point to the town council and country lawmakers cards. Say: "These groups are part of a government: they make decisions for everyone in a town or a whole country. A rule made by a government is called a law. Everyone in that place has to follow it, not only the people in one class or school." Ask: "Which of our cards are laws?" (5, 6, 7, 8, 9.) "Which are rules but not laws?" (1, 2, 3, 4, 10.)

4. **Where did this rule come from? (5 min).** Read this short story aloud:

   > Long ago there was no rule about dogs by the Little Hill pond. Every spring, Duck's ducklings hatched by the water. One spring, some dogs ran off their leads and chased the ducklings into the reeds. The ducklings were scared, and Duck was upset. People wrote to the town council. The council talked about it and made a new rule: "Dogs on leads by the pond." A sign went up by the water.

   Ask: "What problem came first?" (Dogs chased the ducklings.) "Who made the rule?" (The town council.) "What is it for?" (Keeping the ducklings safe; looking after the pond.) Say: "Most rules start with a problem that someone noticed."

✓ Discussion questions (5 min, with answers)

1. "Could our class make a rule that everyone in Little Hill must wear a hat?" (No: a class can only make rules for the class; a rule for the whole town would be made by the town council.)

2. "Why do you think the market has to be packed away by six o'clock?" (So that the street can be swept and cars and people can use it again; it looks after the town.)
3. "What might happen if there was no rule about red traffic lights?" (Cars might crash into each other or into people crossing; it would not be safe.)

✓ Closing check (5 min, with answers)

Read rule card 7 ("Put litter in the bins in Little Hill park"). Each child draws or writes two things on their paper: what it is for, and who made it. (Looks after places and things; Little Hill town council.) Then ask: "Is it a law?" Children show thumbs up for yes, thumbs down for no. (Yes: a government, the town council, made it for everyone in the park.)

Vocabulary

rule, law, government, town council, lawmakers, purpose ("what it is for")

Differentiation

- **Support:** give a pair only four rule cards (1, 3, 5, 6) and only the "what it is for" row. Say the "so that..." sentence starter for them to finish.
- **Stretch:** ask children to make up one new rule for the reading corner, say what it is for, and say who could make it (our class).
- **Tactile and non-speaking:** children place large or braille cards on a mat with raised lines between the columns, or point to the purpose card while a partner moves the rule card.

⚠ Safety

- Every rule is about the class, the school or made-up Little Hill. Do not ask what rules children have at home.
- The duckling story is gentle: the ducklings were scared but safe.

Teacher notes and misconceptions

- Children often think a law is "a big rule" or "a rule the police check". The unit's simple meaning is "a rule made by a government for everyone in a place". In this unit the town council counts as a government (a local government); that matches the Wikipedia "Legislature" article, which says law-making groups "may exist at different levels of governance".
- Some children think every rule was always there. The duckling story shows that a rule starts with a problem; lesson 3 shows a rule being changed.
- Whether the country or the town makes a rule (for example speed limits or school rules) differs between countries. The answer key follows the made-up Little Hill, not any real country.

Lesson 2: Who decides? Class, school, town and country

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children match decisions to the group that makes them (class, school, town, country), learn who is on Little Hill's town council and what it does, hear the three jobs of a country's government, and compare different ways of deciding.

Materials

- The large sheet with four circles one inside the other, labelled from the inside: Class, School, Town (Little Hill), Country.
- Eight decision cards (below), one large set for the class and one small set per pair.
- The Little Hill town council picture card (described below).
- The ten rule cards and four "who made it" cards from lesson 1 (large set), for the opening.
- A small picture card of Mrs Hart, the mayor in 1926, from the term 2 society unit (or a drawing of a woman in 1920s clothes with the words "Mrs Hart, mayor in 1926").
- Blu-tack or masking tape.
- Paper and pencils for the closing check.
- For blind or low-vision children: a raised-line version of the four circles (string or puffy-paint rings) and large-print or braille decision cards.

The eight decision cards

1. Which game we play at class choosing time on Friday. (Class.)
2. What time school starts in the morning. (School.)
3. Where the new bench goes in Little Hill park. (Town.)
4. Which day the bins are emptied on Pond Lane. (Town.)
5. Which story is read at story time today. (Class.)
6. Which days each class uses the school hall. (School.)
7. The rules for driving on every road in the country. (Country.)
8. What the country's coins and notes look like. (Country.)

The Little Hill town council picture card

A drawing of a long table in the Little Hill town hall. Mayor Hen sits in the middle with a small bell for starting the meeting. Around the table sit the five councillors: Bear (who drives the Little Hill bus), Crab (who runs the hardware shop), Mrs Okafor (a retired teacher), Ted and Meg. A few chairs at the side say "Anyone may come and listen".

What the class is told (all made up for Little Hill): every four years the grown-ups of Little Hill choose the five councillors in an election. The council chooses Mayor Hen to lead its meetings. The council meets once a month; anyone may come, and at the start anyone may ask to speak. The council decides things for the whole town, such as parks, benches, crossings, bins, the library

and fixing roads, and it decides how to spend the town's money. When it cannot agree, the councillors vote, and the idea with the most votes wins.

Steps

✎ Opening (5 min)

Hold up the lesson 1 "who made it" cards. Ask: "Which group made the rule about dogs by the pond?" (The town council.) "Which group made the rule about red traffic lights?" (The country's lawmakers.) Say: "Today: who decides what? And how do they decide?" Show the four circles and ask: "Why is the class circle inside the school circle?" (Our class is part of the school; the school is part of the town; the town is part of the country.)

✎ Main activity (25 min)

1. **Which circle? (8 min).** Read each decision card aloud. Pairs agree which circle it belongs in and hold up their small card, pointing to that circle on the large sheet. Ask one pair for a reason, then have one child stick the large card in that circle. Check with the brackets above. Point out: "The bigger the circle, the more people the decision is for."

2. **Little Hill's town council (7 min).** Show the council picture card and read the description. Ask:

    - "Who chose the councillors?" (The grown-ups of Little Hill, in an election.)
    - "What does Mayor Hen do at the meeting?" (She leads it: she starts it, makes sure people take turns and keeps it moving.)
    - "Name one thing the council decides." (For example the bench, the bins, crossings, the library, mending roads, spending the town's money.)

    Show the Mrs Hart card. Say: "In 1926, in our then-and-now unit, the mayor of Little Hill was Mrs Hart. Now it is Mayor Hen. Mayors and councillors change over time, because new people are chosen." 3. **The country's three jobs (5 min).** Say: "A country has a much bigger government. It has three big jobs." Hold up three fingers, one at a time: - "**Making laws.** A big group of lawmakers, chosen by the grown-ups of the whole country in many countries, talks about new laws and votes on them." (Many countries call this group a parliament or a congress; tell the class what yours is called if your school wants to.) - "**Carrying out the laws.** A leader and their team make the laws happen, for example by building roads or running services." - "**Judging.** When people disagree about what a law means, or whether someone followed it, judges listen to both sides and decide."

    Ask: "Which job does the town council do when it makes the dog rule?" (Making a law, for the town.) 4. **How do they decide? (5 min).** Say: "Groups decide in different ways." Read these four ways and ask for each: "Is it quick? Does everyone get a say?" - The teacher decides alone which story to read (quick; the children do not get a say this time). - The class votes on Friday's game: hands up for each choice, and the one with the most hands wins (quite quick; everyone gets one vote, but some people may not get their choice). - The class takes turns: a different child chooses the game each Friday

(quick each time; fair over many weeks). - The town council listens to people at its meeting, talks, then votes (slow; many people get a say).

Say: "No way is best for every decision. Quick ways are good for small things; slower ways that listen to many people are used for bigger things that affect lots of people."

✓ Discussion questions (5 min, with answers)

1. "Could the town council decide what our class plays on Friday?" (No: that is a class decision. The council decides things for the whole town.)
2. "Why does the council let anyone come and speak at the start?" (So the people of the town can tell the council about problems and ideas before it decides; the decisions are for everyone in the town.)
3. "Why do you think the grown-ups of Little Hill choose new councillors every four years?" (So that if they want different people or different ideas, they can choose again; nobody stays in charge for ever without being chosen.)

✓ Closing check (5 min, with answers)

Read decision cards 4 and 8. Each child writes or draws the circle for each (4: town; 8: country) and one thing the town council decides (for example benches, bins, crossings). Children who are not writing point to the circles on the sheet and tell an adult.

Vocabulary

decide, decision, town council, councillor, mayor, election, vote, lawmakers, judge

Differentiation

- **Support:** use only the class, town and country circles and four cards (1, 3, 7, 8). Ask "Is it for our class, our town or our whole country?"
- **Stretch:** ask children to make up a ninth decision card and say which circle it belongs in and why.
- **Tactile and non-speaking:** children place braille or large cards inside the raised rings, or point to a ring while a partner places the card.

⚠ Safety

- Do not name or discuss real political parties, current leaders or real elections, and do not ask who children's families voted for.
- Keep the judging job short and general. If a child mentions someone they know and the police or a court, thank them kindly and move on; follow your school's guidance if you are worried.

Teacher notes and misconceptions

- Children often think the mayor, or a single leader, decides everything. In Little Hill Mayor Hen leads the meetings, but the council decides together. Real mayors differ a great deal: the Wikipedia "Mayor" article says a mayor "may simply chair a multi-member governing body" in some places and leads the town's government in others.
- Who decides school start times, bin days or driving rules differs between countries and places. The answers follow made-up Little Hill and are a simple model, not a description of any real country.
- The circles are a simplification: many countries also have regions, states or provinces between the town and the country. Mention this if children know about it; the unit does not teach it.
- The three jobs are given in plain words. The unit does not name the branches of government; see Known gaps in the unit overview.

Lesson 3: A problem on Pond Lane: how a rule changes

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children follow a made-up story of a town problem, put the six steps of changing a rule in order, and say what changed for the people of Little Hill afterwards, including who gained and who gave something up.

Materials

- Five Pond Lane story cards (below), one large set for the class and one small set per pair.
- Six step cards (below), one large set and one small set per pair.
- One long arrow drawn on a strip of paper for the board, and one arrow strip per pair, for laying the step cards along.
- A large tally chart: "Cars on Pond Lane in 10 minutes", with two rows, "Before" and "After", and two columns, "All cars" and "Going too fast".
- The Little Hill town council picture card and the four circles sheet from lesson 2.
- Blu-tack or masking tape.
- Paper and pencils for the closing check.
- For blind or low-vision children: large-print or braille story and step cards, a raised arrow (a ridge of tape or string) to lay the step cards along, and a tally chart with raised tally marks (pipe-cleaner or puffy paint).

The five Pond Lane story cards

Read each card aloud. Each has a simple picture.

1. **The problem.** Pond Lane runs between Little Hill park and Little Hill School. Cars and vans often drive fast along it. In the morning, children walking to school and people going to the park have to wait a long time to cross, and Duck has to hurry her ducklings across to the pond. Nobody has been hurt, but many people feel worried.
2. **Finding out more.** Goat and Mouse want to know if the problem is real. With their teacher, they stand behind the park fence on a school morning for 10 minutes. They count 23 cars. The town's speed sign, which flashes when a car is too fast, flashes for 15 of them.
3. **Telling the people who decide.** Goat and Mouse write a letter to Mayor Hen with their tally chart. At the next town council meeting, Mouse asks to speak at the start. She shows the chart and says, "Please can Pond Lane be safer to cross?"
4. **Listening to everyone.** Mayor Hen asks other people to speak. Duck says, "I want a safe place for my ducklings to cross." Bear, a councillor who drives the bus, says, "If cars must go slower all day, my bus will be late." Crab, who runs the hardware shop, says, "Vans must still be able to bring things to my shop." Mrs Okafor says, "Children and older people should be able to cross without hurrying." The council lists four ideas: A, a crossing with stripes and a crossing helper at school times; B, a slow speed on Pond Lane at school times only; C, close Pond Lane to cars; D, change nothing.

5. **Deciding and checking.** The council talks about every idea. Closing the lane (C) would stop the bus and the vans, and changing nothing (D) would not help. The five councillors vote on A and B together. Four vote yes and Bear votes no, because he still worries about the bus. The new rule is: "A crossing with a helper, and slow speed on Pond Lane at school times." A month later Goat and Mouse count again: 22 cars, and the sign flashes for 3 of them. The bus is a little slower at school times. The council says it will look at the rule again next year.

The six step cards

Notice a problem. Find out more. Tell the people who decide. Listen to everyone. Decide. Check it worked.

Answer key: the order is as listed. Story card 1 is "Notice a problem", 2 "Find out more", 3 "Tell the people who decide", 4 "Listen to everyone", and 5 shows both "Decide" and "Check it worked".

Steps

✎ Opening (5 min)

Show the four circles. Ask: "Who would decide about a busy road in Little Hill: the class, the school, the town or the country?" (The town council.) Say: "Today we find out how the people of Little Hill changed a rule about a road. Listen for what happens first, next and last."

✎ Main activity (25 min)

1. **Hear the story (7 min).** Read the five story cards aloud, showing each picture. Fill in the "Before" row of the tally chart together after card 2 (23 cars, 15 too fast), and the "After" row after card 5 (22 cars, 3 too fast). Ask after card 4: "Why do Bear and Duck want different things?" (Bear cares about the bus being on time; Duck cares about her ducklings crossing safely.)
2. **Put the story in order (5 min).** Pairs mix up their small story cards, then put them back in order without looking at the numbers (cover the numbers with tape or cut them off before the lesson).
3. **The six steps (8 min).** Put the long arrow on the board and give each pair an arrow strip. Read the six step cards. Pairs lay their step cards along their arrow in order, then put each story card under the step it shows. Check with the answer key and build the large version on the board.
4. **What changed? (5 min).** Ask:
    - "What changed on Pond Lane?" (There is a crossing with a helper; cars go slower at school times; far fewer cars went too fast: 3 instead of 15.)
    - "Who is better off?" (Children, older people, Duck and her ducklings, people going to the park.)
    - "Who gave something up?" (The bus is a little slower at school times; drivers must slow down.)

Say: "When a rule changes, life in the town changes too. Usually some people gain more than others, so the council listened to everyone and will check again next year."

✓ Discussion questions (5 min, with answers)

1. "Why did Goat and Mouse count the cars before writing to Mayor Hen?" (To find out if the problem was real, and to show the council facts, not only a feeling.)
2. "Bear voted no. Does he have to follow the new rule?" (Yes: the council decided by voting, and the new rule is for everyone, even people who voted no. Bear can ask the council to look again next year.)
3. "Why didn't the council close Pond Lane?" (It would stop the bus and the vans: the cost was too big for some people.)

✓ Closing check (5 min, with answers)

Say: "Our class has a problem: the reading corner is messy every afternoon, even though we have a rule to tidy it." Each child draws or writes the first two steps the class could take, using the step cards on the board. (Notice a problem: the corner is messy. Find out more: for example look at the corner each afternoon for a week, or ask who uses it and when.) Children who are not writing point to the two step cards and tell an adult their idea.

Vocabulary

problem, change, council meeting, vote, new rule, check

Differentiation

- **Support:** use only four step cards (Notice a problem, Tell the people who decide, Decide, Check it worked) and story cards 1, 3 and 5.
- **Stretch:** ask children which other idea (A, B, C or D) they would have chosen as a councillor, and one cost of that idea. Say it is a made-up town: any reasoned answer is fine.
- **Tactile and non-speaking:** children lay braille or large step cards along a raised arrow (a ridge of tape or string), and point to the tally marks to compare before and after.

⚠ Safety

- The story is gentle on purpose: nobody is hurt. Do not add stories of real road accidents.
- Goat and Mouse count cars with their teacher, behind a fence. If the class wants to do a real traffic count, follow your school's rules for trips; children never stand at the roadside. The unit does not need a real count.

Teacher notes and misconceptions

- Children often think rules are made once and never change. The story shows a rule being proposed, discussed, voted on, tried and planned for review. A proposal for a new

or changed law is called a bill in many places (the Wikipedia "Bill (law)" article: "a proposal for a new law, or a proposal to substantially alter an existing law"); the unit does not teach that word.
- Some children think the side that loses a vote does not have to follow the rule. Discussion question 2 addresses this.
- The numbers, the flashing sign, the vote and the new rule are made up. Real towns use many ways to make roads safer, and what a town council is allowed to decide about roads differs between countries.

Lesson 4: Benefits and costs: what do you give up?

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children list the benefits (what you get) and costs (what you give up) of each option in three made-up choices, say which option they would choose and why, and then weigh a choice the town council has to make.

Materials

- Three choice cards (below), one set per pair.
- A two-column chart per pair: "Benefits (what you get)" and "Costs (what you give up)", with a line across the middle so each option has its own half.
- A large copy of the same chart for the class.
- The town choice card and its three option cards (below), large, for the class.
- The Little Hill town council picture card from lesson 2.
- Blu-tack or masking tape.
- Paper, sticky notes and pencils.
- Ten counters per pair needing support, standing for Goat's coins.
- For blind or low-vision children: large-print or braille choice cards and a chart with a raised line between the columns and across the middle.

The three choice cards

1. **Mouse's Saturday morning.** The Pond Lane fair is on Saturday morning, with games and a toy duck race on the pond. It only happens once a year. Mouse also planned to finish her model boat with Goat that morning, so they can sail it on Sunday. She cannot do both.
2. **Goat's 10 coins.** Goat has 10 Little Hill coins (made-up money). A kite costs 10 coins. A book costs 6 coins and a ball costs 4 coins. Goat can buy the kite, or the book and the ball.
3. **Kit's Tuesday club.** Football club and choir both meet on Tuesday after school. Kit can only go to one. The choir is singing in a concert at the end of term.

Answer key (examples; accept any sensible answer):

- Mouse, fair: benefit, games and the duck race with friends, and it only happens once a year; cost, the boat is not finished, so no sailing on Sunday, and Goat finishes it alone or waits. Mouse, boat: benefit, the boat is finished and they can sail it on Sunday; cost, she misses the fair until next year.
- Goat, kite: benefit, a kite to fly; cost, no book and no ball (all 10 coins are used). Goat, book and ball: benefit, two things, a story to read and a ball to play with; cost, no kite. (6 + 4 = 10, so both use all the coins.)
- Kit, football: benefit, playing a game and running about with the team; cost, no choir and no singing in the concert. Kit, choir: benefit, singing and being in the concert; cost, missing football on Tuesdays.

The town choice card and options

Read aloud: "Little Hill town council has enough money for **one** new thing this year. The councillors must choose."

- **Option 1:** a second crossing, on Station Road.
- **Option 2:** new books for the Little Hill library.
- **Option 3:** new benches in Little Hill park.

Steps

✎ Opening (5 min)

Remind the class of lesson 3: "When the council made the Pond Lane crossing, who gained, and who gave something up?" (Children, older people and Duck gained; the bus is a little slower.) Say: "Every choice is like that. A **benefit** is what you get. A **cost** is what you give up. Sometimes a cost is money, and sometimes it is time, or another thing you could have had."

✎ Main activity (25 min)

1. **One together (4 min).** Read choice card 1 (Mouse). Fill in the class chart together: the fair in the top half, the boat in the bottom half, benefits on the left, costs on the right. Point out: "The cost of going to the fair is the boat; the cost of the boat is the fair. You give up the one you don't choose."
2. **Pairs (12 min).** Pairs take choice cards 2 and 3 and fill in their own chart for each, drawing or writing on sticky notes. Go round and ask: "What does Goat give up if he buys the kite?" (The book and the ball.) Children who finish early add one more benefit or cost to Mouse's card.
3. **What would you choose? (4 min).** Each child picks one card and tells their partner, using this sentence: "I would choose ___ because ___, even though I give up ___." Ask three children to share. Say: "Different people can make different choices, because they care about different things. Both can be good choices."
4. **The town's choice (5 min).** Read the town choice card and the three options. For each, ask: "Who would this help?" and "If the council chooses this, what does the town give up?" (Crossing: helps people crossing near the station; gives up the books and benches this year. Books: helps readers and the school; gives up the crossing and benches. Benches: helps people who need to rest in the park, for example older people; gives up the crossing and the books.) Pairs agree which they would choose and give one reason. Do not count a class vote: there is no right answer.

✓ Discussion questions (5 min, with answers)

1. "Goat buys the kite. Did it cost him anything apart from the coins?" (Yes: it cost him the book and the ball he could have bought instead.)
2. "Why might two children make different choices on Kit's card?" (They care about different things: one may love football, another may love singing.)

3. "Why can't the council buy all three things?" (There is only enough money for one; there is never enough of everything, so people have to choose.)

✓ Closing check (5 min, with answers)

Read: "Remy has one ticket at the Pond Lane fair. Remy can ride the little train or have a go at the hook-a-duck game." Each child draws or writes one benefit and one cost of riding the train. (Benefit, for example: a ride round the park. Cost: no go at the hook-a-duck game.) Children who are not writing tell an adult or point to pictures.

Vocabulary

choice, option, benefit, cost, give up

Differentiation

- **Support:** use only choice card 2 with real counters standing for the coins (10 counters; the kite takes all 10; the book takes 6 and the ball 4). Ask: "What is left after the kite?" (Nothing.)
- **Stretch:** ask children to add a fourth town option and say who it would help and what the town would give up.
- **Tactile and non-speaking:** counters for the coins; children place braille or picture cards in the raised chart, or point to "benefit" or "cost" while a partner places the card.

⚠ Safety

- The coins are made-up Little Hill coins. Never ask about children's own money, pocket money or what their families buy.
- The clubs and the fair belong to made-up characters. Do not ask which clubs children go to or what their families do at weekends.

Teacher notes and misconceptions

- Many children think a cost is only money. The unit's meaning, "what you give up", follows the idea of opportunity cost (the Wikipedia "Opportunity cost" article quotes "the loss of potential gain from other alternatives when one alternative is chosen"); the term itself is not taught.
- The town choice goes beyond the C3 indicator used here, which is about individual choices; see Known gaps in the unit overview.
- Some children decide a choice is "wrong" because it has a cost. Stress that every option has costs; a good choice is one where you have thought about them.

Lesson 5: A class meeting about the park path

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children hold a class meeting about a made-up Little Hill question, speaking for characters who see it differently, follow meeting rules they agree together, weigh the options, and send advice with reasons to Mayor Hen.

Materials

- Mayor Hen's letter (below), large.
- Six role cards (below), one large set for the class and one small set per group of six.
- A role name badge for each child (a sticky note with the character's name and picture, drawn by the teacher or a child).
- A large sheet for the "Meeting rules" poster, made with the class.
- A talking object (for example a soft toy or a beanbag) for the meeting.
- Four option cards, A to D (below), large.
- The two-column benefits and costs chart from lesson 4 (large copy, wiped or a new sheet).
- Small blank voting cards (one per child) and a box, in case the class votes.
- The class post box labelled "To Mayor Hen".
- Paper and pencils.
- The four circles sheet and the council picture card from lesson 2.
- For blind or low-vision children: large-print or braille copies of the letter, the role cards and the option cards, and a raised-line chart; four voting cards marked A, B, C and D in raised or braille letters, so the child can choose one by touch and put it in the box.

Mayor Hen's letter

> Dear class,
>
> Little Hill park has a new smooth path round the pond. Some people want bikes and scooters to be allowed on it. Some people do not. The town council will decide at next month's meeting. Please hold a class meeting, listen to everyone, and send us your advice, with your reasons.
>
> From Mayor Hen

The six role cards

1. **Mouse** rides her bike to school through the park. On the path she is away from cars and gets to school quickly. She cares about getting there quickly and safely.
2. **Goat** walks slowly with a walking stick. He worries that bikes will come up fast behind him and bump him. He cares about walking safely.

3. **Duck** takes her ducklings across the path to the pond every morning. She worries about fast wheels. She cares about the ducklings being safe.
4. **Ana** uses a wheelchair. She likes the smooth path, because the grass is bumpy. She does not mind bikes if they go slowly, but she needs room to get past. She cares about having space on a smooth path.
5. **Sana** scoots to the park to meet friends. There is nowhere else smooth to scoot. She cares about having somewhere to play.
6. **Remy** runs the café beside the path, with tables near the edge. Remy wants the path calm for people at the tables, but also likes more visitors coming by. Remy cares about the café being safe and busy.

The four option cards

- **A:** Bikes and scooters can go anywhere on the path, at any speed.
- **B:** No bikes or scooters on the path.
- **C:** Bikes and scooters are allowed, but they go slowly, ring a bell, and let walkers go first.
- **D:** A painted line down the middle: bikes and scooters on one side, walkers and wheelchairs on the other.

Steps

✎ Opening (5 min)

Read Mayor Hen's letter aloud. Ask: "Who decides about the park path?" (The town council.) "What is the council asking us to do?" (Hold a meeting, listen to everyone and send advice with reasons.) Say: "Today we are going to speak for six people of Little Hill. You do not have to agree with your character: you are helping them be heard."

✎ Main activity (25 min)

1. **Meeting rules (4 min).** Ask: "What makes a good meeting, where everyone is heard?" Write the class's ideas on the poster. Make sure it includes: only the person with the talking object speaks; listen while others speak; give a reason; disagree with the idea, not the person; everyone gets a say. Say: "These are the same ideas grown-up meetings and governments try to follow: fairness, respect, and everyone having a say."
2. **Get to know your character (6 min).** Put children in groups of six and give each child a role and a badge. An adult reads each role card aloud to the group. Each child practises one sentence with the group: "I am ___. I care about ___, so I think ___."
3. **The meeting (6 min).** Sit in a circle. The teacher chairs, like Mayor Hen. Ask one child for each of the six roles to speak, passing the talking object. Then ask: "Did anyone hear a reason that changed their mind?"
4. **Weighing the options (5 min).** Show option cards A to D. For each, ask: "Which characters would this help? Who would give something up?" Write short answers on the chart. (Examples: A helps Mouse and Sana but worries Goat, Duck and Ana. B helps Goat and Duck but Mouse is back on the road with cars and Sana has nowhere to scoot. C helps most people a little; riders give up some speed. D gives everyone a side, but the path may be too narrow for Ana to get past, and the ducklings must cross the bike side.)

5. **Try to agree (4 min).** Ask: "Is there an option most of us think is fair to most characters?" If the class agrees, that is the advice. If not, each child writes or draws A, B, C or D on a blank voting card and puts it in the box face down; two children count the cards with the teacher. Say: "This is a vote about a made-up town's path, to give Mayor Hen advice. The council still decides."

✓ Discussion questions (5 min, with answers)

1. "Why did Goat and Mouse want different things?" (Mouse cares about getting to school quickly and away from cars; Goat cares about walking safely without being bumped.)
2. "Which meeting rule helped most today, and why?" (Any rule with a reason; for example the talking object meant one person spoke at a time, so everyone could hear.)
3. "Is a vote the only way to decide?" (No: the class could also agree all together, or Mayor Hen could decide. Talking first helps people choose better, whichever way is used.)

✓ Closing check (5 min, with answers)

Each child writes or draws one sentence of advice for Mayor Hen: "We think ___ because ___." (Any option with a reason that refers to at least one character, for example "We think C because Ana and Goat can still use the path safely and Mouse can still ride.") Children who are not writing tell an adult, who writes their words, or choose an option card and point to a character. Read out a few, then put them all in the class post box. After the lesson the teacher writes a short class letter with the advice and the reasons, and posts it too.

Vocabulary

meeting, chair, point of view, advice, agree, disagree, option, vote

Differentiation

- **Support:** give a child a role with a sentence already started on the badge ("I am Duck. I care about my ducklings, so I think ___."). Pair them with a partner who has the same role.
- **Stretch:** after the meeting, ask children to write a second sentence from a character who would not like the class's advice, and suggest one change that might help that character.
- **Tactile and non-speaking:** children speak for their character by pointing to an option card, using AAC, signing, or through a partner; the talking object passes to them like everyone else.

⚠ Safety

- Children speak for made-up characters, not for themselves. Never ask what children's own families think about bikes, parks or rules, and never hold a class vote about a child's own life or views.
- Ana uses a wheelchair. The child playing Ana does not act out using a wheelchair: Ana's card is about what she wants from the path, like every other card. If a child in the class uses a wheelchair, do not ask them to speak for Ana unless they choose to.

- Any child can pass the talking object without speaking.

Teacher notes and misconceptions

- Deliberation means "thoughtfully exchanging and weighing options, for example prior to voting" (Wikipedia "Deliberation"). The meeting is designed so that children talk and weigh options before any vote, and so that agreeing all together is tried first.
- Children often think the side with the most votes is "right". Stress that a vote is a fair way to decide when people still disagree, not a way to find out who is right, and that the council still decides.
- Mayor Hen's reply is optional. If you write one, keep it made up and short (for example thanking the class and saying the council read their reasons), and do not promise that the council chose the class's option.