

Rules and Responsibilities

Teachers Notes

Indicator: Recognises that rules and responsibilities are needed in all societies.

This section looks at the need for rules in all societies, and the societal forces which shape those rules. Rules arise from a society's need for its members to be safe. Aboriginal groups similarly developed (and lived by) rules that reflected the ways in which they lived, as well as the structure of their society.

Traditional stories were taught to Aboriginal children within their family group and they grew up accepting these stories, which could be passed down through song, story, art, drama, poetry or dance. These stories helped the children learn about the culture and history of their people.

The children also learnt what was acceptable and unacceptable behaviour. In Aboriginal communities, rules for the children often grew out of necessity, perhaps to prevent children being lost, or eating the wrong types of food. In the bush, if the children wandered off without someone knowing, they could easily become lost and in danger. As in most families, if the rules were not adhered to, the children were punished.

Generally, if children broke these rules, it was the family group that would discipline them. As the children grew up, they progressed through different initiations defined by the laws of the Dreaming, learning new relevant laws at each stage.

Throughout Australia, there are many groups with their own Dreaming, law and culture. In Aboriginal culture it was knowledge that made one person more important than another, although factors such as gender and age also came into it. Both male and female elders ruled the society.

The elders in the community made all the important decisions, organised ceremonies, gave advice and arranged marriages. Basically, they were keepers of the law. If laws were broken, the elders would meet and decide on the punishment. Often, the punishment would be made to fit the crime. For example, it was the responsibility of the entire community to look after the children. Therefore, if the children were lost or harmed, the whole community was punished.

Rules (page 74)



- ▶ • As a class, discuss some of the rules students have to follow in their homes, at school and in the wider community. Write these rules on the board. (This would be a good time to model note-taking and explain why it is being used.)
- Ask the students, in pairs, to give two or three reasons as to why we need rules.
- Complete the worksheet and discuss the responses.

Consequences (page 75)



- ▶ • Explain what the word 'consequence' means (what may happen as a result of an action).
- Ask the students to write a rule that can be broken and see if they can think of an appropriate consequence if it is broken.
- As a class, ask the students to think of the rules that we have to follow in the class and at home and what happens if those rules are broken.
- Discuss with the students whether they think those consequences are fair. Try to discuss the students' opinions rather than the teacher's to develop higher-level thinking.
- Share responses when the worksheet is completed.

Rules and Responsibilities

Teachers Notes

- Read a story to the class about a child being lost.
- Ask the students if they have ever been lost. Discuss and share experiences.
- Ask the students why it is important to have rules in the bush.
- Discuss why it is especially important for Aboriginal children to have rules in the bush.
- Display completed worksheets for students to read. (A rough copy should be drafted first.)

◀ *Lost in the Bush*
(page 76)

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- Begin the lesson by having the students close their eyes. Guide them through the scenario of going on a family picnic.
- Discuss how the students felt while imagining. In small groups, act out some of the feelings they felt.
- This is a good opportunity to teach students what to do if they get lost in reality. As a class, brainstorm a range of ideas.

◀ *Family Picnic*
(page 77)

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- As a class, read through the student information sheet.
- Discuss the need for rules in an Aboriginal community.
- Have the students complete the activity sheet and share answers as a class.

◀ *Traditional Aboriginal Rules – Question Sheet*
(pages 78 – 79)

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- Begin the lesson by playing a miming game. Write different rules on small cards. Choose a child to come out the front of the class. He/She takes a card and then has to mime the rule or breaking the rule. The rest of the class has to guess what the rule is.
- Discuss as a class different rules the students have in their home and community and why those rules are needed.
- Brainstorm some rules Aboriginal people may need when living in the bush.
- Have the students complete the activity sheet.

◀ *Rules and Laws*
(page 80)

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- Motivate the lesson by reading the students a story about dogs.
- Ask the students if they have a dog.
- Ask the class to imagine that they all have new puppies. Mime, with the students, picking up the imaginary puppy and patting it. Have the students tell a partner their puppy's name.
- Explain that all the puppies need training so the class is starting a puppy club. However, everyone needs to decide on some rules for the club.
- As a class, brainstorm a few ideas for puppy club rules. Discuss why the students gave the rules they did.
- Have the students read the website sheet and decide on some rules for their club.

◀ *Group Rules – Puppy Club*
(page 81)

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- Explain that all games have rules. Show them a commercial board game they are all familiar with, such as Snakes and Ladders or perhaps Monopoly™ and discuss the rules, equipment needed etc.
- Students break into small groups to write some rules for their own game, based on the template on page 82. Students can add 'Start', 'Finish' and names for the creatures; write 'miss a turn' on the footprints; colour the footprints etc.
- Allow the students to play their own game. They may need to adjust or change the rules while they are playing.
- A real test for their game is to have another group play it to see if it runs smoothly.

◀ *Making Rules*
(pages 82 – 83)

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1 Draw a picture of your school.

2 Write three rules you have to follow in your classroom.

- 1. _____
- 2. _____
- 3. _____

3 Draw a picture of your house.

4 Write three rules you have to follow at home.

- 1. _____
- 2. _____
- 3. _____




5 Why do we need rules?

Consequences

In traditional Aboriginal culture, as in most others, there were consequences for children who did not follow society's rules. These rules were necessary for the children's safety and protection.



Below are some rules that you may not have always followed! Write the consequences (what may happen) if you do break them. In the blank box, write a rule of your own and the consequences of breaking it.

Rule	Consequence if Rule is Broken
<p>Listening while the teacher is talking</p> 	
<p>Keeping your room tidy</p> 	
<p>Looking both ways before crossing the road</p> 	

Lost in the Bush



In traditional Aboriginal society, as in many others, children were punished for breaking rules. As you can imagine, it would be very dangerous to get lost in the bush. It was for that reason that children were punished for wandering away from their parents or from the campsite.

Imagine you are in the bush with your family and you get lost.
Use the sentence starters below to tell your story.

My family and I were in the bush one day.

All of a sudden, I realised ...

I felt ...

Without warning, ...

I will never ...

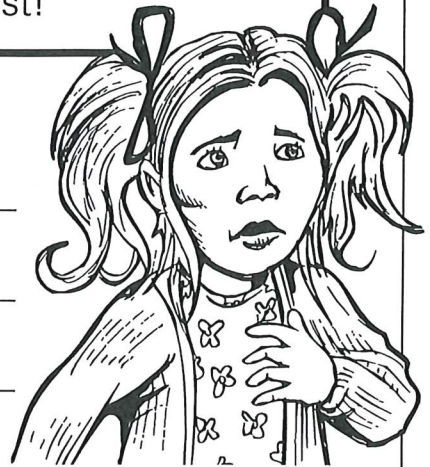
Family Picnic

Imagine you are out with your family on a picnic. You have just finished lunch and ask your mother if you can go and look at the birds near the river. Mum agrees—as long as you don't go too far away!

You wander off down to the river looking at the different birds and animals. As you reach the water, you notice a colourful bird downstream. You have never seen a bird like this before in your life. It is just so beautiful!

Without thinking, you run down the riverbank to get a closer look at this bird. As soon as you get closer, the bird flies off. You chase it for a while, but never catch up. At last, tired, you turn around to head back to your parents—and realise you are lost!

- 1 How do you feel? Why?



- 2 What will you do?

- 3 How do you think your parents will feel?



- 4 What do you think your parents will do when they find you?

Traditional Aboriginal Rules

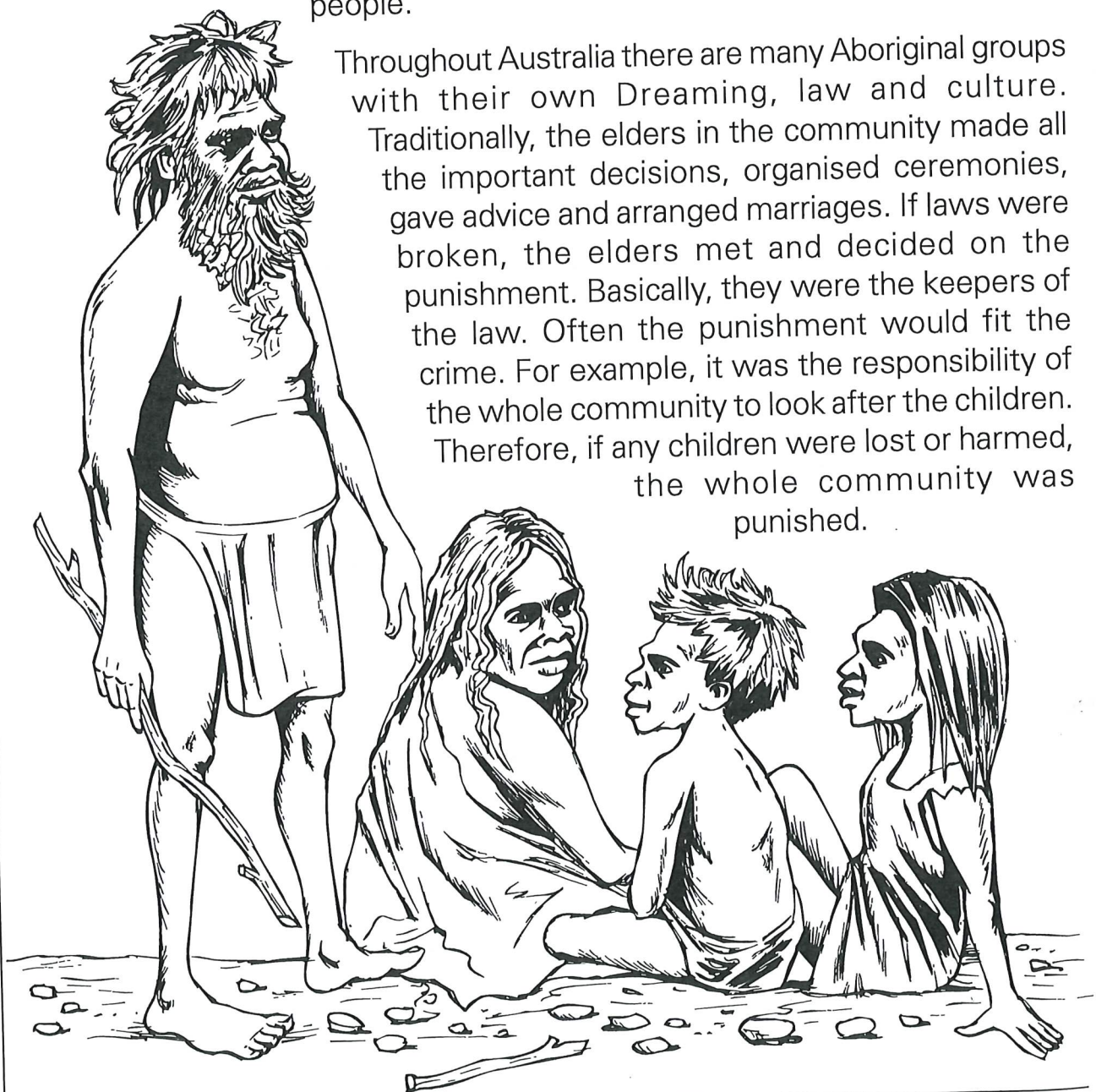
Student Information Sheet

Rules are made in our community about safety, health and manners.

In Aboriginal communities, rules for the children were often developed out of necessity. This was to prevent children from becoming lost, eating the wrong types of food or behaving badly. If children wandered off in the bush without someone knowing, they could easily get lost and find themselves in danger. Like most families, if rules were not followed, the children received a punishment.

If children broke the rules, the family group would discipline them. Rules and laws were taught to children from a young age. Within their family group, Aboriginal children were also taught traditional stories. These stories could be passed down through song, story, art, drama, poetry or dance. They helped the children learn about their culture and the history of their people.

Throughout Australia there are many Aboriginal groups with their own Dreaming, law and culture. Traditionally, the elders in the community made all the important decisions, organised ceremonies, gave advice and arranged marriages. If laws were broken, the elders met and decided on the punishment. Basically, they were the keepers of the law. Often the punishment would fit the crime. For example, it was the responsibility of the whole community to look after the children. Therefore, if any children were lost or harmed, the whole community was punished.

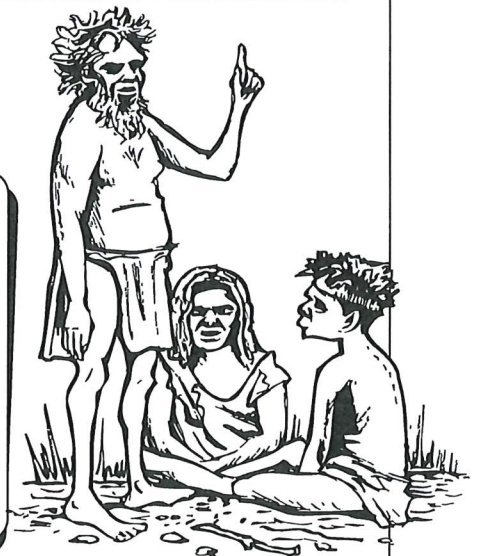


Traditional Aboriginal Rules

1 Why are rules needed in our lives today?

2 Why did traditional Aboriginal people also need rules?

3 List two of the rules you think Aboriginal people living in the bush may need.



4 In Aboriginal communities, children were often taught rules and laws through songs and dance. How are you taught rules at home?

5 In an Aboriginal community it is often the elders who decide on the different punishments if a rule or law is broken. Who decides on the punishments in your family? Do you think they are fair? Why or why not?

Rules and Laws

Rules are important for our protection and safety.



1 List three rules you have in your home.

- _____
- _____
- _____

2 List three rules in your community. (For example, you must wear a seatbelt when driving in a car.)

- _____
- _____
- _____



It was also important for traditional Aboriginal people to have rules and laws. Many of these rules came about because of a need. For example —if your mother told you to stay in one place, you followed that rule, or else you may have become lost in the bush.

3 Below, list some of the rules you think Aboriginal people living in the bush might have.

- _____
- _____
- _____
- _____
- _____
- _____

Group Rules – Puppy Club

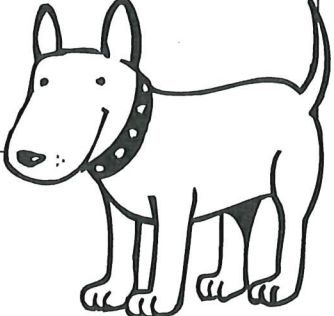
File Edit View Go Favourites Tools Window Help Super Searcher
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Back Forward Stop Refresh Home Mail Print

Address: @http://www.happypinespuppyclub.com.au go

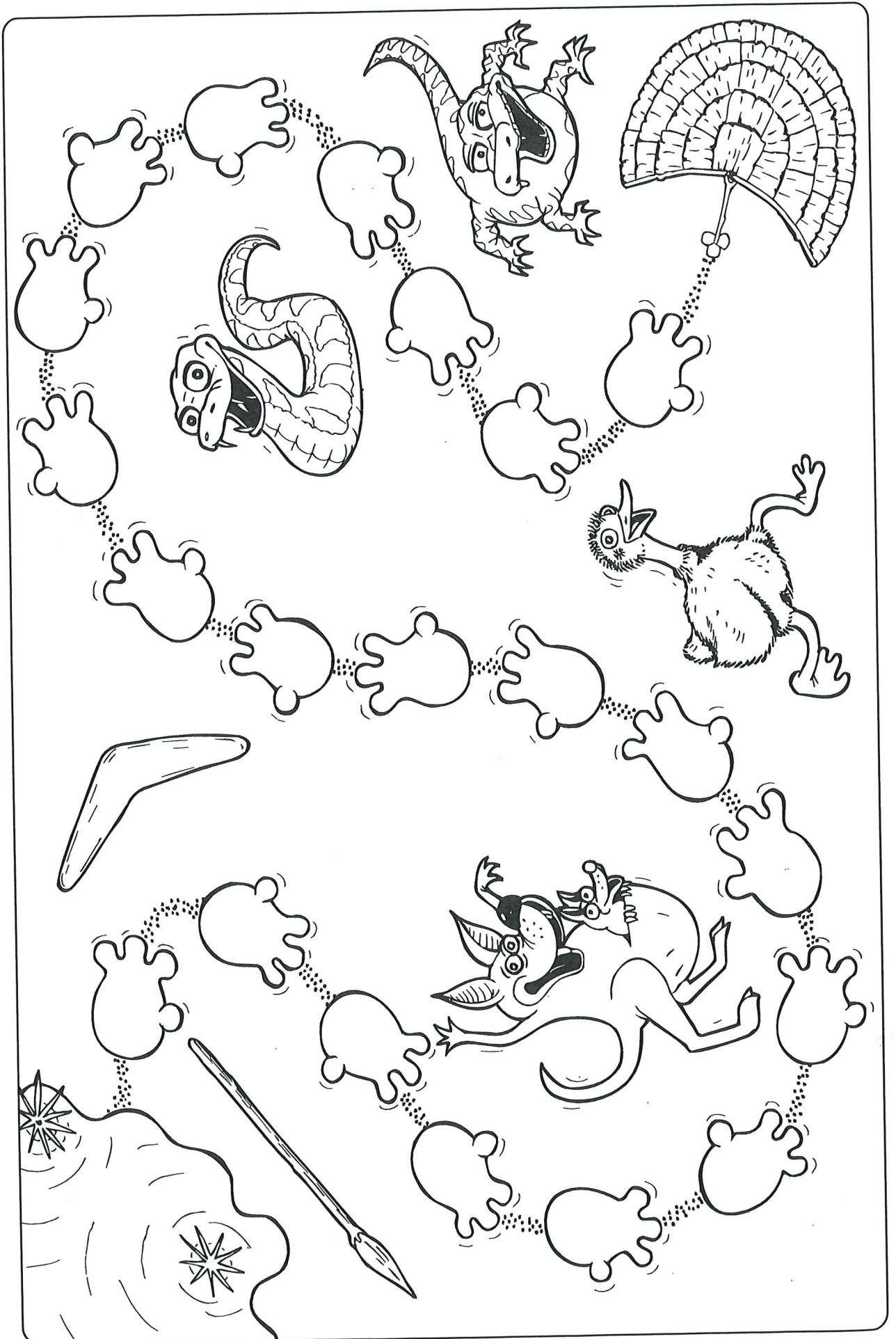
Welcome to the Happy Pines Puppy Club website. Here is some information about puppy training.

- Training starts at 9.00 a.m. sharp every Saturday.
- Bring your dog along on a leash. If you do not have a chain, you can buy one at the club for \$3.
- We give you help teaching your puppy how to sit, heel and perform simple tricks. Always ask for help if you need it.
- When walking with your puppy, remember to praise your dog and tell it what a great job it's doing.
- During the break you can give your puppy a drink but do not let your puppy off the lead as there are often too many other dogs around.



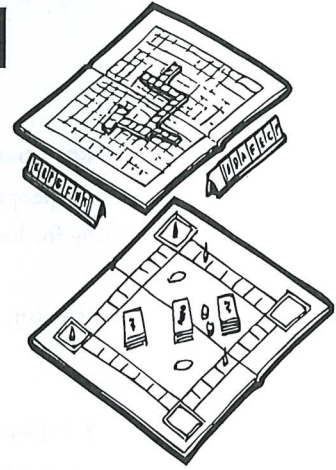
The Happy Pines Club has decided to write five rules from this information. List the five rules you think they should have. The first is done for you.

1. **All puppy owners must be at training ready to start by 9.00 a.m.**
2. _____
3. _____
4. _____
5. _____



Making Rules

Rules are needed everywhere—even in simple games. Using the board game provided, design some of your own rules to make the game fair and interesting. Use the headings below to help you write your rules. When you have designed your rules, play a game with some friends to test them.



Number of players: _____

Equipment needed: _____

How to play

- _____

You have won when...

