

All About Rules!

Teaching Guide





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Introducing the Activity

What you need to know	
Description	<p>Rules are an integral part of society. From a young age, children are exposed to a set of rules in their daily lives. However, children and adults alike often wonder where these rules come from, and how fair they are.</p> <p>These considerations are directly aligned with the Culture and Citizenship in Québec program, which helps students learn about living as part of a group, taking responsibilities, and becoming good citizens.</p> <p>This teaching guide is intended to raise awareness of the law through guiding questions inspired by a “philosophy for children” approach. We will conclude this learning with an activity where the children work together to determine the classroom rules, enabling these to be applied more easily and democratically, while building group cohesion.</p>
Target audience	Elementary Cycle One

<p>Teaching objectives</p>	<ul style="list-style-type: none"> • Raise the students’ awareness of rules and the law in their daily lives. • Help students understand that rules may vary depending on where they are and the people who make them. • Understand that certain rules exist to protect our rights and keep everyone safe. • Distinguish between rules, responsibilities, restrictions and rights. • Determine classroom rules democratically to help ensure students follow them.
<p>Specific knowledge and competencies</p>	<p>Culture and Citizenship in Québec – Elementary Cycle One</p> <p>Theme (Cultural reality): Relationships between people – Relationships between individuals</p> <p>Compulsory concepts: Roles and responsibilities within the family and at school.</p> <ul style="list-style-type: none"> • Competency in Cycle One: Explores cultural realities: <ul style="list-style-type: none"> — Engages in dialogue: <ul style="list-style-type: none"> • Puts into place conditions conducive to interactions. • Supports own ideas. • Inquires about the ideas of others. <p>English, Language Arts</p> <p>Competency 4: To use language to communicate and learn</p> <p>Social Sciences</p> <p>Competency 1: To construct his/her representation of space, time and society</p>



Duration	Three periods (a total of approximately 100 minutes)
Materials required	<ul style="list-style-type: none">• Copy of the Teaching Guide• Copy of the Introductory Guide to Philosophy for Children• One set of drawing sheets per student• Large board to post the rules they choose as a group (optional activity)• Picture book (optional)

Preparing the Activity

Exploring the guide

Review both the **Introductory Guide to Philosophy for Children** and this document (**Teaching Guide**).

Preparing the required materials

- Set up a space where students can sit in a circle to discuss the topics.
- Print a set of **drawing sheets (3)** per student.
- If you plan on completing the optional activity where students determine the classroom rules together, prepare a large board on which these rules can be posted.



Completing the Activity

<p>Activity 1 What Are Rules?</p>	<p>1.1 Discussion: What is a rule?</p> <p>1.2 Discussion: Do rules apply to everyone in the same way?</p> <p>1.3 Discussion: Do adults also have rules they need to follow?</p> <p>1.4 Discussion: Are certain rules more important than others?</p> <p>1.5 Discussion: What is a right? What is the purpose of a right? Is it the same thing as a rule?</p>
<p>Activity 2 The Rules in my Life</p>	<p>2.1 First step: Instructions and drawing rules based on location</p> <p>2.2 Second step: Share and discuss</p>
<p>Activity 3 Working Together to Determine the Classroom Rules</p>	<p>3.1 Determining the classroom rules together</p> <p>3.2 Updating the rules during the school year</p>



Activity 1 – What Are Rules?

25
minutes

Before you begin, you should take a moment to explain the upcoming activities to the students. Knowing that, afterwards, they will work on writing and reviewing the classroom rules will get them motivated.

In this first activity, students discuss rules in their daily lives based on the principles of philosophy for children.

The goal is to activate their knowledge and initiate a thinking process. The purpose of the activity is to build a shared definition of what a rule is and understand how rules impact our daily lives. This involves leading discussions around the matters addressed in the following questions.

1.1 What is a rule?

Children will probably say that rules are a series of restrictions that target them specifically. They are also likely to name rules they need to follow, whether at home or at school. If students give real-life examples of rules, you can ask them the following question:

“Why do you think this is a rule?”

This way, students gradually identify the criteria that will enable them to define what a rule is.

1.2 Do rules apply to everyone in the same way?

Students will probably answer “no” because, on a daily basis, they see that many rules only apply to children, or that they don’t apply to everyone in the same way. For example: bedtime, doing their homework, being accompanied by a parent or someone else, etc.

Ask students to find reasons why these rules don’t apply to everyone in the same way.

It’s during this discussion that you are likely to first hear them say “It’s not fair!” If so, try to find out why they feel that way.



1.3 Do adults also have rules they need to follow?

Of course they do! However, children will often tell you that these rules are quite different from theirs. During these discussions, they might mention the police for the very first time. Next, try to find out why they think rules that apply to adults are different, ideally by using real-life examples.

Real-life examples for children		
On the street <ul style="list-style-type: none">• Adults must drive safely and obey traffic lights.• They must wear their seatbelts.	At work <ul style="list-style-type: none">• They need to get to work on time.• They need to respect their boss and their peers.	At home <ul style="list-style-type: none">• Adults must pay the bills.• They need to buy groceries and prepare meals.

Next, ask students to compare:

- “Do you have to drive? No. So, this rule only applies to adults.”
- “Do you need to buy groceries? Not that either. But you have other rules to follow.”

Finally, help students understand that certain rules exist because adults have different responsibilities from children.



1.4 Are certain rules more important than others?

Students might name rules that apply to adults, since that was the topic of the previous discussion: traffic regulations, not stealing, not hitting others, etc. They will probably talk about safety rules to ensure their safety. The important thing is to ask them to rank these rules based on their importance and explain why one rule matters more than another. Next, ask students if they agree with this ranking and have them identify categories of rules.

1.5 What is a right? What is the purpose of a right? Is it the same thing as a rule?

Of course, don't expect students to give you a definition right out of a dictionary! The answers should sound more like *"I have the right to..."* etc. To bring students to delve further into this topic, you can ask the following questions.



QUESTIONS FOR THE STUDENTS

- Does everyone have this right?
- Why does this right matter?
- Does this right result in new rules that others must follow? For example, children's right to safety could mean that parents have an obligation to care for them.

1.6 Discussion tips

- Rephrasing in plain language ("You mean that...").
- Welcoming all answers without judging.
- Asking for real-life examples ("Can you give me an example?").
- Asking other students to respond ("Do you have something to add?") to keep the discussion going.
- Connecting this to life in the classroom ("Does this rule apply here?").



Activity 2 – The Rules in my Life

50
minutes

2.1 First step: Instructions and drawing rules based on location

The goal of this second activity is to answer the following question: Are rules the same everywhere?

This activity includes two steps.

During these steps, students explore how location and setting affect the way certain rules apply.

15
minutes

You can provide examples and draw them quickly on the board. So your students don't just copy your ideas, you should mostly give examples involving adults, like:

- “At school, I must erase the board and close the windows before leaving the classroom at the end of the day”, or
- “When I drive, I need to give pedestrians the right of way”.

Divide the class into three groups

Each group is assigned one location:

- Group 1 → classroom
- Group 2 → home
- Group 3 → street

Each student must draw a rule that must be followed in the assigned location. These drawings will then serve as visual aids in step 2.

Hand out drawing sheets and complete the task

Choose the version with or without space to write a sentence, depending on the students' level.

Ask each student to draw a rule they must follow in the assigned location.

For example:

- Raising their hand to speak (classroom)
- Going to bed at a certain time (home)
- Waiting to cross the street (street)

The same rule may be drawn by several students. If you feel your students are up to it, ask them to also write a short sentence to describe the rule.

Variation for students who complete the task quickly

Quicker students can also do drawings for other locations.



2.2 Second step: Share and discuss

35
minutes

Sharing and clarifying choices

Bring the class together to share as a group.

Ask each group of students to show their drawings and explain why the rules they chose matter based on the locations.

Note: If you wish to complete the activity that involves working together to determine the classroom rules (activity 3), make sure students keep their drawings of the classroom rules.

15
minutes

Next, lead a discussion to help students think about the different rules that apply in various locations and settings.

?

QUESTIONS FOR THE STUDENTS

- “Why do you think rules are different based on the location or setting? »

If your class includes children from immigrant backgrounds, you can ask them if these rules are different in the countries they come from. Asking this question shows them that their experiences matter and gives the entire class a broader view of how rules and laws can differ.





In-depth discussion about rules

Lead an in-depth discussion to help students think about why rules exist and why they are useful.

Together, the class explores why certain rules exist, why they are helpful, and what would happen if no one followed them. You can lead the discussion around these questions:

20
minutes

Who makes the rules for each location?

Ask students to name the individual(s) who make(s) the rules for each location.

The individuals named may be different, especially when it comes to the street, like the police or political leaders; but certain students may have no idea, because they never considered this.

Feel free to lead a discussion on this topic.

What happens if someone doesn't follow each rule?

Immediate consequences for someone who doesn't follow a rule

At this stage of the discussion, especially for the home and classroom, students will probably name very real consequences they have experienced or have been threatened with for not following a rule.

For the street, children are likely to name consequences involving the police in the case of adults. For example: being fined or arrested by a police officer, maybe even going to prison.

At this time, children should start making the distinction between rules made by adults who care for them versus laws that apply to everyone, no matter where they are.

To help ensure students can distinguish between laws and rules, provide the following examples, and ask them to tell you whether it's a rule or a law. You can also split the examples into two categories on the board as the students provide their answers:

- Wearing a seatbelt (Law)
- Not cheating at board games (Rule)
- Not hitting others (Law)
- Not cutting in front of others in line (Rule)
- Doing their homework (Rule)
- Not stealing from others (Law)



Next, ask students to place these examples in one of the two categories. Going to bed at 8 p.m., doing their homework, crossing the street at intersections... are these rules or laws?

How does this affect how the group or society functions, and what would happen if this rule didn't exist in this location?

This is the most important and tricky question of this entire activity! The children need to understand that rules are not there just to punish kids who don't obey them. Rules are a part of everybody's lives, whether they are a child or an adult. Without them, living together would be very hard. To support the children's thought process, share a few simple, picture-based scenarios:

SCENARIOS



- Imagine a city where there are no traffic lights or road signs. How would drivers know when to stop or give pedestrians the right of way?
- Imagine a school library where no one spoke quietly.
- Imagine a schoolyard where no one waited for their turn to play.

These examples help students understand why rules are required to help make sure people who are part of a group are safe and can function properly.

Students will then understand that rules and laws are also critical to help make sure people who are part of a group are safe and can function properly, even if these rules may feel restrictive.

Would you like to live in a world without rules? Why?

Based on the previous discussions, students should now understand the connection between rules in their lives, their safety, and exercising their rights. They are becoming aware that rules are not just a way to “say no” but that they exist to protect everyone and enable people to live together.

For students who answered “yes”, don’t hesitate to ask them why and lead a discussion on this topic.





Activity 3 – Working Together to Determine the Classroom Rules

25
minutes

3.1 Determining the classroom rules together

Depending on the time of year you do this activity, you can create rules from scratch, or adjust the ones already determined at the beginning of the school year. You can also make rules, for example, about library visits or field trips if none exist.

- 1 Ask students to set aside the drawings for the home and the street and focus on the drawing for the classroom.
- 2 Ask students to name the rules they drew in their classroom, then post these on the board.
- 3 Next, ask students to explain why the rule they named is important, and why all students should follow it.
- 4 A few rules are likely to be named more than once. For example, raising their hand to speak. Only write or draw each rule once on the board.
- 5 Next, ask students if they think an important rule was overlooked.
- 6 Ask students if there's a rule on the board they don't agree with.
- 7 Following the discussions, say that, from now on, the rules on the board (which were retained after the discussions) are the shared classroom rules.
- 8 Write these down on a large, coloured board and post them in the classroom. You can also have the students customize the board by drawing the rules.

Optional

Ask students to illustrate or decorate the poster. This additional activity will help them feel more committed to the chosen rules.



3.2 Updating the rules during the school year

We recommend scheduling times throughout the school year to ask the group questions about the rules.



QUESTIONS FOR THE STUDENTS

- Are the rules still as relevant?
- Are they still being followed?
- Are there other rules that we didn't think about and that might be relevant today?



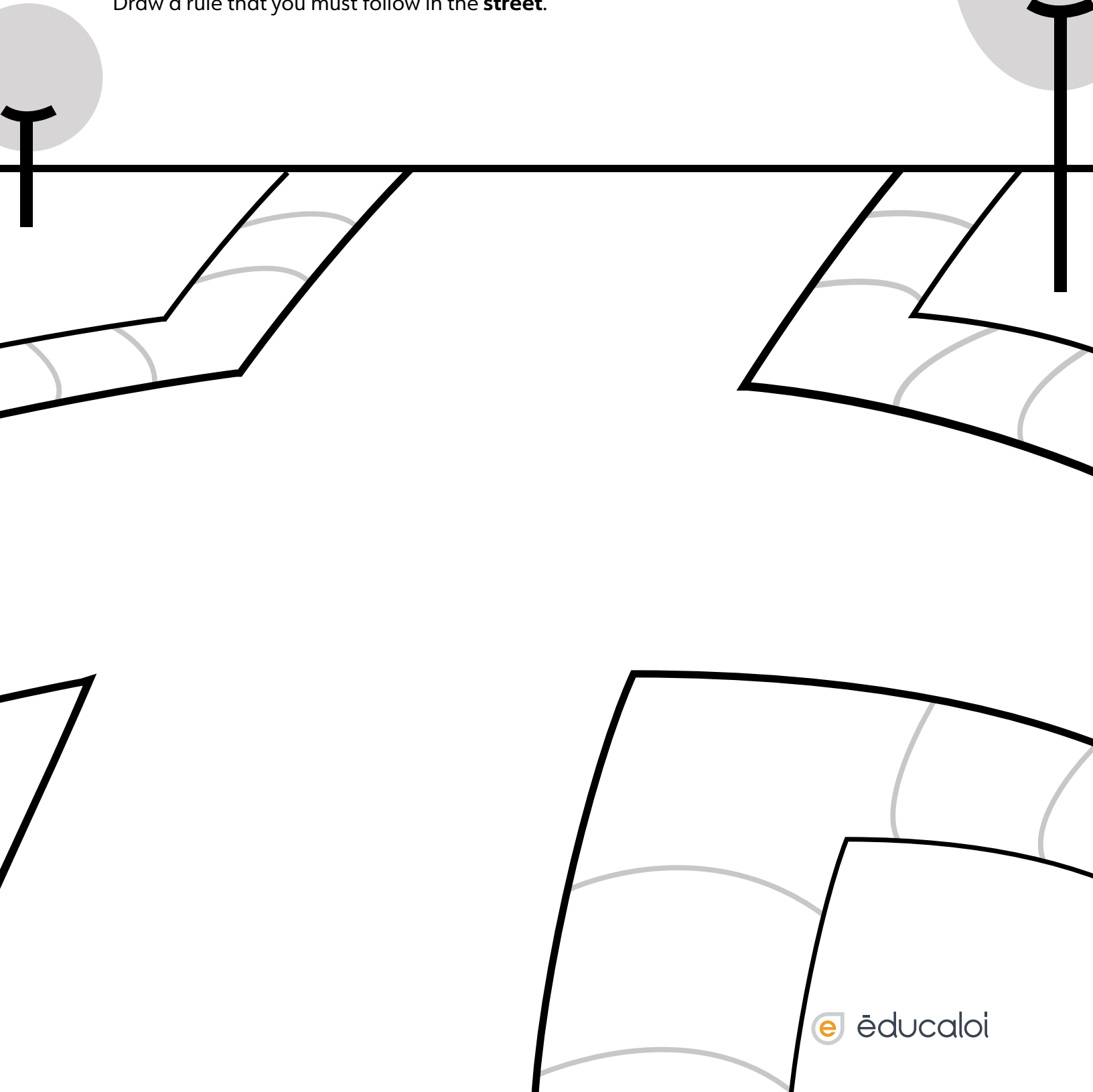
Name: _____

Group: _____

All About Rules!

Activity 2 - "The Rules in my Life"

Draw a rule that you must follow in the **street**.





Name: _____

Group: _____

All About Rules!

Activity 2 - "The Rules in my Life"

Draw a rule that you must follow in **class**.





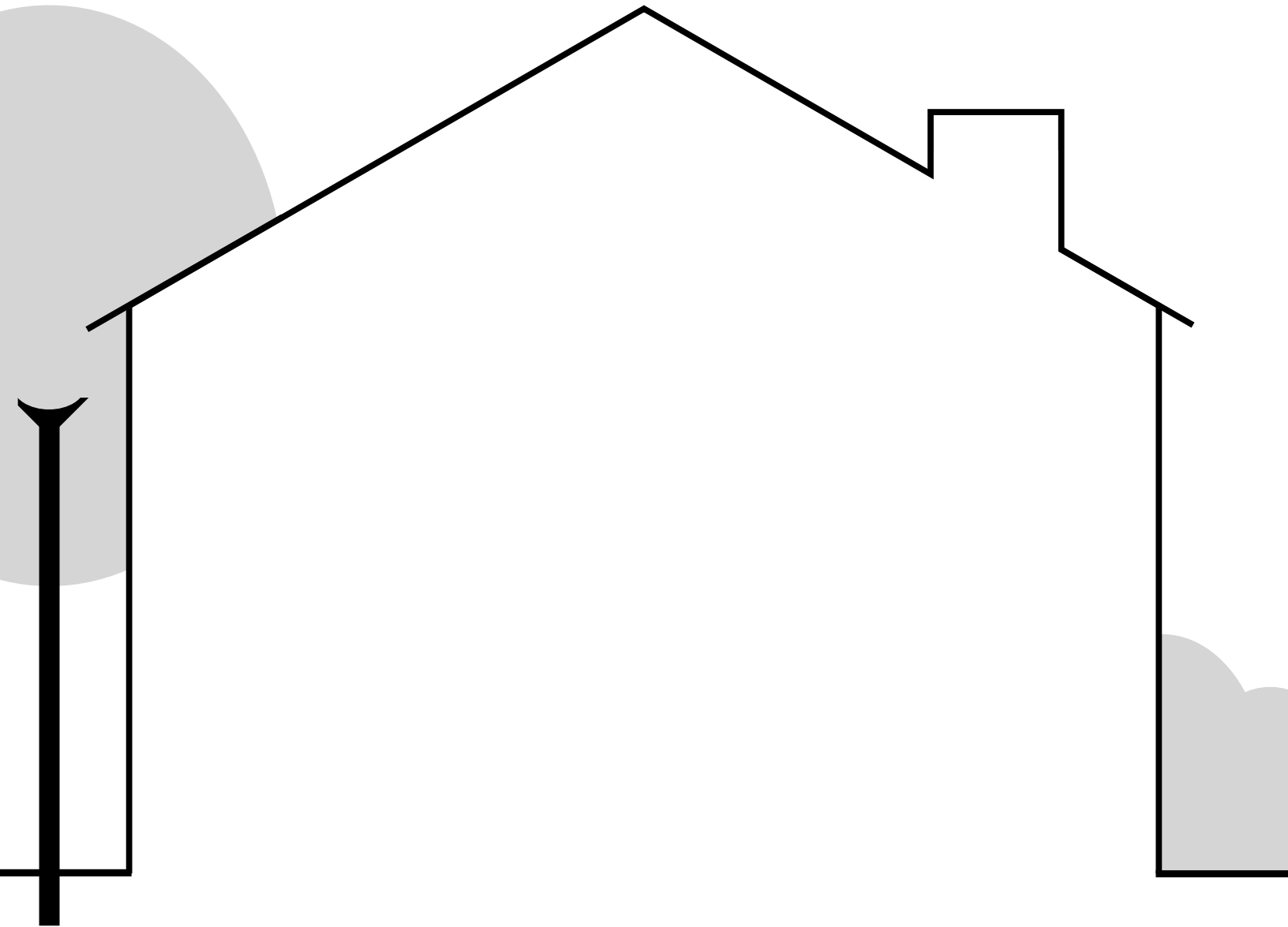
Name: _____

Group: _____

All About Rules!

Activity 2 - "The Rules in my Life"

Draw a rule that you must follow at **home**.



Your Opinion

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Thank you for your participation!



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Make your selection below and download them for free.

Elementary

- [ARE YOU OLD ENOUGH?](#)
Students learn about their responsibilities and freedoms based on their age and the law.
- [THE INTERNET AND THE LAW](#)
This activity provides an overview of prohibited online behaviour and recommends solutions if a child is being harassed online.



- **DON'T FIGHT, MEDIATE!**

Students are asked to take on specific roles in a simulated mediation session to resolve a conflict between two teens and their families.

- **LIVING IN NEW FRANCE: A COMPLETELY DIFFERENT REALITY!**

During this activity, students will learn more about their rights and freedoms in modern-day Quebec through different scenarios. Students will recreate different scenarios as they might have taken place during the time of New France and contrast them to how they would happen today.

CCQ: Resources for Teachers

LEGAL EDUCATION TRAINING FOR TEACHERS (CCQ PROGRAM)

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Together, these courses provide teachers with engaging tools, activities, videos, and ready-to-use lesson ideas for exploring topics such as rights and responsibilities, citizenship, digital life, and consent.

Videos: Legal Education

You can use these videos and tutorials when discussing legal concepts with your students:

- **LE DROIT EN CLASSE : AGIR EN LIGNE**
(Being online, French with English subtitles)
- **LE DROIT EN CLASSE : PROCÈS SIMULÉ**
(Mock criminal trial, French with English subtitles)
- **LE DROIT EN CLASSE : LE CONSENTEMENT SEXUEL**
(Sexual consent, French with English subtitles)



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