



## Lesson Plan: The Rule Paradox

### Lesson Activity Steps:

1. Teacher reviews types of games played over the past days and/or in their past focusing on what makes games successful. Chart
2. Teacher breaks students into groups (selective homogenous grouping by teacher).
3. Teacher hands out a prepared box of materials (dice, scarf, yarn, measurement tool, bin ) to each group of students. Allow exploration time. Teacher should be actively listening for comments to share with entire group.
4. Pose questions: What might I have given you these materials? Accept responses. Think about what we have been discussing and doing these past few days. Accept all responses.
5. Teacher then brings groups together. Invites students to create a game of their choice using 4/5 objects. Each group will follow the same guidelines but all will have different outcomes. Refer to chart in #1.
6. Show game guideline (see attached)
7. Students will need plenty of time to explore, discuss, create, brainstorm, review, revise. Teacher moves from group-group gauging progress, facilitating as needed.
8. It may be wise to continue lesson over two days in order to let students have quality time to think about the project (Rome wasn't built in a day!)
9. Students complete game plan, share among the class with each group having the opportunity to play everyone else's game.

### Special Needs of students are considered in this lesson:

Teacher model, visual aids,

### References:

Live, Love, Play by Charles

VAPA standards SDUSD

( ie: H/SS Framework, websites referenced, books, videos, primary sources)

California State Standards: <http://www.cde.ca.gov/be/st.ss>

History of Us, Book Four, Joy Hakim, Oxford University Press, New York, 1993.