

# The Rules of the Game

Description: Most things in life have rules. From the video games and sports we play, to how science works and the rules of grammar, and the laws we must follow in school and in our cities. All board games have rules. The rules are there to help guide what you can do and what you cannot. These rules act as a structure. Some of these rules are written, while some of these are not but are there nonetheless. Some rules are more important than others. Some of these lead to disaster when you break them, some are more interesting when you break them.



Depth and Complexity icon: Rules

Secondary Depth and Complexity icons:   Big Idea  
  Language of the Discipline  
  Details  
  Patterns

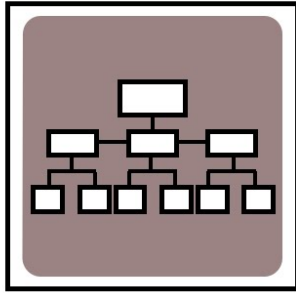
Product: Students will create a rule book for a board game of their own creation. Included in these rules should be how to play it and the items needed to play. You will be making a working game that fellow students will be playing so you will also need to create the materials needed to play it. Success will be determined by how easy it is for other players to know how to play the game.

Skills: Content knowledge  
          Organization  
          Creativity

Calendar:

Introduction of the rules depth and complexity icon, explain hierarchy		Written and Unwritten rules	Students begin to brainstorm ideas of a game of their own creation	
Class will play Uno How do the rules provide structure? What are the written and unwritten rules?		Students will play a game they have never played before and must learn how to play without the rules	Students will create the rules for their game, creating a booklet that will come in the game	
Students will create the rules for their game, creating a booklet that will come in the game		Students will create the materials needed for people to be able to play the game	Students will create the materials needed for people to be able to play the game	
The class will play the games students have created, player reflection after the game		The class will play the games students have created, player reflection after the game	The class will play the games students have created, player reflection after the game	

The Rules icon



**RULES**

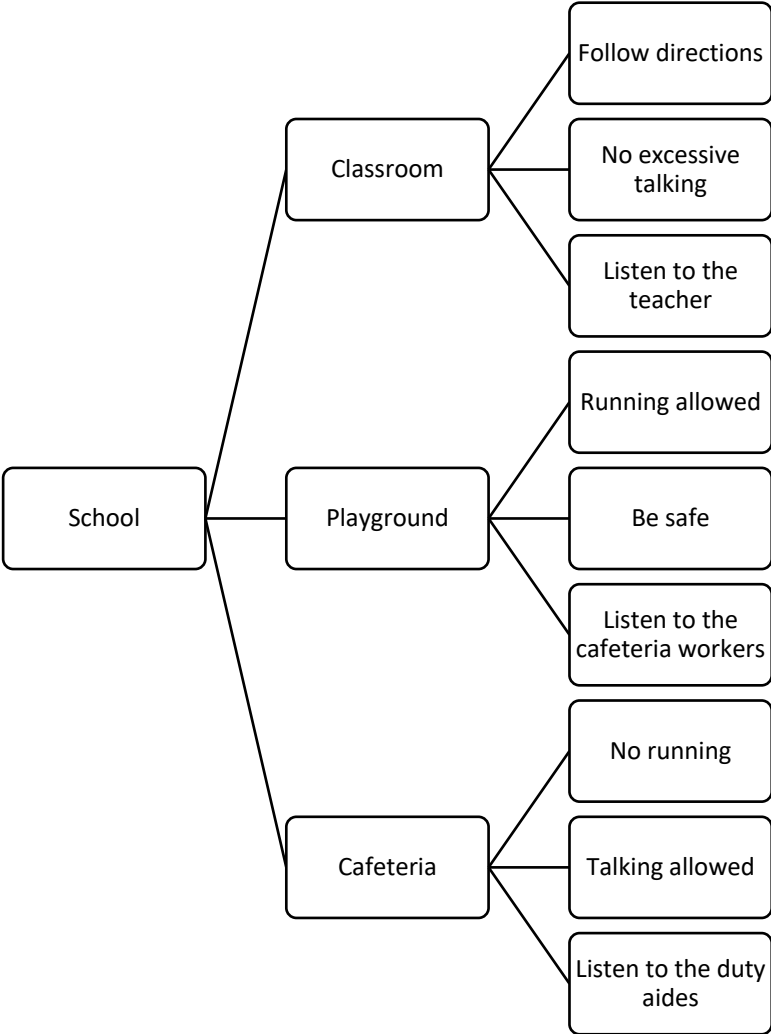
*The Questions*

How is the main idea of the topic organized?

What rules dictate how a system operates?

What is the hierarchy of the structure?

Lesson – Hierarchy of Rules



Are there some rules that are worse to break than others?

## Lesson – Written and unwritten rules

### *Discussion*

What are some examples of rules you know of?

(examples might include school rules, rules of a video game, rules of society, etc.)

Why do we have these rules?

(examples might be to keep order, prevent people from doing bad things)

What happens when you break these rules?

(examples might be you get in trouble, you cause someone harm, chaos)

Does your family have any rules?

(examples might be bedtime, who has what chores, where you are allowed to eat)

What happens if you don't follow these?

(examples might be you get in trouble by your parents, things don't get done, you put yourself in danger)

Are these written down anywhere? How do you know them then?

Do you think it is important to have rules?

(examples might be yes or no, explore these responses further)

### *Some examples of unwritten rules*

1. Don't leave your shopping cart in the middle of the aisle. Move it to the side.
2. If someone hands you their phone to show you a picture, don't look at other photos.
3. Let the people off the elevator and train before you get on
4. Do not point out flaws in someone's physical appearance.
5. Don't ask for something if the person only has one left. Like a piece of gum.
6. Walk on the same side of the stairs/sidewalk that you would drive on.
7. Don't end an apology with an excuse, or say things like, "I'm sorry YOU got upset."
8. It's okay to be wrong. So if you mess up, just admit it and say sorry
9. If you cancel on a friend, it's your responsibility to reschedule.
10. Don't use your speakerphone when in a public place.
11. Give people their personal space.

12. If you use up all of the toilet paper, *you* go refill it.
13. Chew with your mouth closed.
14. Walk on the left side of the escalator, stand on the right.
15. Don't pick your nose.

*Unwritten rules in sports*

1. Don't hit the quarterback too hard.
2. Don't steal a base if your team is up by a lot.
3. Don't walk in front of the path of another person's golf ball.
4. Don't yell when someone is trying to hit the tennis ball.
5. Clap when an injured player leaves the field.

*What are some unwritten rules you experience in your home/family, at school, on the playing field, or with your friends?*

## The Rules of Uno

Have students explain the rules of Uno

Then go over the actual rules and see if they match

Rules can be found at <https://www.ultraboardgames.com/uno/game-rules.php>

What are some of the rules that didn't match or what are some rules that families make up but that aren't in the rules (unwritten rules)?

### UNO RULES - QUICK START GUIDE

**OBJECT**

- The first player to play all the cards in their hand wins.
- You count the points after each round.
- The first player to score 500 points wins the game.

**SET UP**

- Choose the dealer.
- Deal 7 cards each.
- Place the remaining cards face down. This is the DRAW PILE.
- Draw 1 card from the DRAW PILE and put it next to it.
- This is the DISCARD PILE.
- Player to the left of the dealer starts.




**LET'S PLAY!**

- Match the card on top of the DISCARD pile.
- Color, number, and symbols are matches.
- You can play the Wild Card and Wild Draw 4 card on any color.
- If you can't play a card, draw 1 card from the DRAW PILE.
- If it matches, you can play it at once.
- You can only play 1 card at a time.
- Before playing your second to the last card, you must say "UNO".
- When a player plays their last card, the hand is over.
- Points are tallied, and you start over.

**SCORING & WINNING**

- If you are the first to get rid of all your cards, you get the points for the cards left in the other player's hands. Record the score after each hand.
- The WINNER is the first player to reach 500 points.

**UNO CARDS**

 <p><b>Number Cards</b></p> <ul style="list-style-type: none"><li>• Cards with Numbers 0 - 9</li><li>• Allowed on: color/number</li><li>• Scoring: Face Value</li></ul>	 <p><b>Draw 2 Cards</b></p> <ul style="list-style-type: none"><li>• Next player draws 2 cards.</li><li>• Allowed on: Color/symbol</li><li>• Scoring: 20 points</li></ul>
 <p><b>Skip Cards</b></p> <ul style="list-style-type: none"><li>• Next player loses turn</li><li>• Allowed on: Color/symbol</li><li>• Scoring: 20 points</li></ul>	 <p><b>Wild Cards</b></p> <ul style="list-style-type: none"><li>• Changes color</li><li>• Playable on all cards</li><li>• Scoring: 50 points</li></ul>
 <p><b>Reverse Cards</b></p> <ul style="list-style-type: none"><li>• Reverses direction of play.</li><li>• Allowed on: Color/symbol</li><li>• Scoring: 20 points</li></ul>	 <p><b>Wild Cards</b></p> <ul style="list-style-type: none"><li>• Changes color</li><li>• Next player draws 4</li><li>• Playable on all cards</li><li>• Scoring: 50 points</li></ul>

**GOING OUT**

- If you forget to say "UNO" and the other players catch you - draw 4 cards.
- If you forget and the player next to you begins his/her turn - you don't have to draw any cards.
- *Beginning a turn* is defined as either drawing a card from the DRAW PILE or drawing a card from your hand to play.
- If the DRAW PILE is depleted, reshuffle the DISCARD pile and continue play.
- Special cards can be played as the last card.
- If a Draw 2 or Wild Draw 4 card is played as the last hand, the next player should pick up the cards.

**UNO RULES .ORG**

## Playing without the Rules

Choose a game that is not commonly known how to play

Examples:

- Five Crowns
- Qwirkle
- Apples to Apples

Give students the game without the rules and give them 5 minutes to try and figure out how to play it

After five minutes give them the rule book that comes with the game and see if they can figure out how to play it from that

If students still don't understand how to play the game you can take the time to explain it to them

Then play the game, reminding students of the rules when they don't follow them

*Questions to Ponder:*

- Could you figure out how to play the game without the rules?
- Why was it hard to figure this out?
- How did the rules help?
- Were the rules clear?





## INSTRUCTIONS

Français, Deutsch, Español @ [www.setgame.com](http://www.setgame.com)

**AGES:** 8 to adult

**PLAYERS:** 2 to 7

**OBJECT:** To obtain the lowest number of points after playing all eleven hands of the game.

**THE DECK:** The game consists of two 58-card decks. Each deck contains five suits: stars ★, hearts ♥, clubs ♣, spades ♠, and diamonds ♦. Each suit has eleven cards: 3 through 10, a Jack, Queen and King. The game contains six Jokers.

**THE DEAL:** Before each hand is dealt, all the cards (both decks) are shuffled together. In the first hand of the game, three cards are dealt, one at a time in a clockwise direction starting with the person to the dealers left. In each following hand, the amount of cards dealt increases by one; thus, the second hand has four cards, the third hand has five cards, etc. In the last hand of the game each player has thirteen cards. After each deal, the remaining cards are placed in the center as a draw pile, and the top card is turned over to start the discard pile.

**CARD VALUES:** Each number card is worth its face value, the Jacks are 11 points, Queens are 12, Kings are 13, Jokers are 50, and the current wild card is 20 points. The wild card changes from hand to hand. For each hand, it is the card which is equal to the number of cards dealt in the hand. Thus, when three cards are dealt, the 3s are wild, when four cards are dealt, the 4s are wild, and so on until the last hand when the Kings are wild. Jokers are always wild.

**RUNS:** A run consists of a sequence of three or more cards of the same suit. i.e., 5♣, 6♣, 7♣, or 9★, 10★, J★, Q★. Any card in a run can be replaced by any wild card or Joker. For example, when 7s are wild, a run could be made from 9♦, 7♣, J♦, or 6♦, 7★, 7★, 9♦. You can have as many wild cards or Jokers in a run as you wish (and they may be adjacent to each other).

**BOOKS:** A book consists of three or more cards of the same value regardless of suit. i.e., 8♣, 8★, 8♠, or K♣, K♦, K♥, K♠. Any card in a book can be replaced by any wild card or Joker. For example, if 8s are wild, then a book could be 8♣, Q♣, Q★. You can have as many wild cards or Jokers in a book as you wish (and they may be adjacent to each other).

**GOING OUT:** After drawing from the deck or picking up the top card from the discard pile, if a player is able to arrange all the cards in his/her hand into books and/or runs with one card remaining, he/she lays the cards down and discards the one card to go out. The discard can be a card that could have been played on the cards laid down.

**THE PLAY:** The player to the dealer's left goes first, and play continues clockwise. Each turn starts with either drawing a card from the deck or picking up the top card from the discard pile. The turn is completed by discarding one card. A player can only lay down his/her books and/or runs when going out or, in turn, after another player has gone out. (See GOING OUT)

When a player is able to go out, the remaining players each have one last turn. Each remaining player, in turn, will either draw from the deck or pick up the top discard. The player will then lay down all his/her books and/or runs, discard one card, and count the cards remaining in his/her hand as points against him/her. One can not play on another player's books or runs. The value of the cards on the table does not matter, only cards remaining unused in the hand are counted. The scorekeeper records the points and keeps a running tally.

## Creating your own game

Students will now create their own game. It can be:

- Board game
- Card game
- Sport

Game must have:

- Ending/Purpose
- Materials for play
- Rules

Students will have the next few classes to create the rules for their game and then create or find any materials they might need in order to play it.

The goal is that the last few days students will play each others games using the rules to figure out how to do so

Graphic Organizer for Rules to Your Game

Name of game:

Object of game:

How many people can/must play?

Do you play in teams or are there specific roles for people?

Time or turn limit/parameters of the game?

Materials/equipment needed to play?

Game set up:

How to begin:

Actions steps in the game/Game play:

How do you win/finish?

	Game	Rules
Excellent	<ul style="list-style-type: none"> <li>• All the materials are provided in order for people to play the game.</li> <li>• The game looks professional, like something you would find in a store.</li> <li>• The game uses solid logic to play and has a clear purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules provide a clear structure for how to play and win the game.</li> <li>• Rules are clearly organized so that it takes you step-by-step how to play.</li> <li>• Rules are detailed enough that it is clear what it is trying to explain.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Most of the materials are provided in order for people to play the game but a couple don't work or are not present.</li> <li>• The game looks well-made, like a high quality class project.</li> <li>• The game mostly uses logic to play but does not always have a clear purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules provide a structure for how to play and win the game but it is not always clear.</li> <li>• Rules are organized so that it takes you through how to play but not step-by-step.</li> <li>• Rules are detailed so that it is somewhat clear what it is trying to explain but there is some confusion.</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>• Not all of the materials are provided making it difficult for people to play the game.</li> <li>• The game looks unprofessional, like something that was thrown together without much thought.</li> <li>• The game does not use logic to play and/or does not have a clear purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Rules does not provide a clear structure for how to play and/or win the game.</li> <li>• Rules are not organized so that it is very difficult to figure out how to play.</li> <li>• Rules are not very detailed making it a challenge to figure out what it is trying to explain.</li> </ul>