

# Course Design and Implementation of Psychological Activity Course in Rules Consciousness

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**Abstract:** The middle grade of primary school is the key stage for individuals to consolidate various behaviors and habits and establish correct outlook on life, world outlook and values. Therefore, the teaching of rules consciousness is particularly important. This lesson through music import, wind and small wind blowing, wear on bottom, come on, friends, sharing and collective photo and so on a series of activities to enhance students understanding of the rules, the key is to understand the rules, the recognition rules, thus promote the students follow the rules, focus on cultivating the follow "the rules of class norms and campus, in turn, to abide by the laws and regulations and social norms, So as to comprehensively improve the comprehensive literacy of primary school students.

**Keywords:** Primary school; Rules consciousness

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"The mental health of primary and secondary schools know the outline" and "the primary and secondary school moral education work guide implementation handbook according to student stage characteristic has been clear about the rules and habits of sequence requirements: primary school students to strengthen students at the intermediate level, on the basis of personal habits, focusing on the training class model) and specification for the campus, guiding the focus is on understanding the rules, the recognition rules, prompting students to follow the rules. On this basis, make specific requirements clear. Through classroom observation, behavior record, investigation and interview, we can understand the current level of students' rule habit formation <sup>[1]</sup>.

## 1. Previous studies

The research on rule consciousness mainly focuses on the connotation, importance and status quo of rule consciousness.

### 1.1 Research on the connotation of rule consciousness

Rule is a social concept involving many fields. Scholars have explored the connotation of rule and rule consciousness from different disciplines such as sociology and psychology.

The awareness of rules mainly consists of three levels: one is to understand the content and knowledge of rules, including not only the rules and provisions clearly stipulated, but also the general unwritten norms.

Second, they understand the value of rules and agree with the rules of their group or agreed rules negotiated with others. Third, they consciously abide by rules and actively participate in the formulation and revision of rules <sup>[2]</sup>.

### 1.2 Educational objectives of rules

As for the educational objectives of the rules, the rules are formulated and firmly implemented for the purpose of education to protect the rights and obligations of students.

Let students in the school learning life gain, so as to ensure the smooth completion of teaching tasks, and set up the correct values of social members, and gradually develop into a civilized society.

### 1.3 Educational strategies for rules

The education of school rules should not only run through the daily teaching activities, but also be guided in life. Therefore, its development needs certain teaching strategies, the current domestic research can be roughly classified as the following: First, the formation of education. Liang Bangfu believes that cultivation education is a very important way of rule education, and rules should be embodied through visualization methods and means, so that it is operable and can be implemented into people's behavior.

Put forward the rules of action to children in simple and clear language, and explain why, so that children can understand the rules on the basis of perception, and help children establish the awareness of rules <sup>[3]</sup>. The second is setting an example. Society, adults, especially families, should take the responsibility to educate teenagers to respect rules, systems and laws, and set an example for primary and secondary school students to abide by rules <sup>[4]</sup>. And then autonomous construction. Zheng Sanyuan proposed that children

construct rules actively, and they construct rules in their world through their own activities. In this process, rules change from their inherent connotation to the meaning given to them by children <sup>[5]</sup>.

### 1.4 Educational principles of rules

According to the literature research, the principle of identity should be followed in the education of rules, which is the basic premise and guarantee of the education of rules. Secondly, fairness principle, most researchers have clearly put forward this point of view. And then there is the principle of continuity, which piaget said is that the stages of moral development are not absolutely isolated, but continuous. The cultivation of rules is not an overnight result, but a slow and recurrent and uncertain process. Finally, the rule education should be student-oriented, with more advocacy norms and less prohibitive norms. Use more positive and positive words, less negative and negative words, provide more positive deeds, less negative cases <sup>[6]</sup>.

## 2. Theoretical background

From the point of view of psychology, children's moral development follows a certain stage. The theory of moral cognitive development stage used for reference in this study includes both piaget's theory of children's moral cognitive development stage and Kohlberg's theory of moral development stage. In the book *Children's Moral Judgment*, Piaget divided children's practice of rules into four stages through the pinball game, and divided the corresponding rule consciousness into three stages: the pre-moral stage, heteromeric moral stage and self-discipline moral stage. Pre-moral rules are arbitrary and not binding.

Moreover, children have self-centrality and no sense of obligation, so they cannot play cooperative games. Heteronomy Stage In the second stage, the child submits to external authoritative norms and considers the rules to be mandatory and unalterable. In the final stage, the rules are regarded as agreed upon among peers, reasonable and modifiable, and the judgment is no longer absolute. On the basis of Piaget's theory of children's moral development, Kohlberg proposed the famous three levels and six stages of the development of moral judgment through the dilemma story method: one is the pre-customary level.

Children at this stage do not have the concept of rules; Knowledge of rules comes from satisfying one's own needs. It is wrong to be punished by others based on the consequences of your actions. The second is the level of customs. At this stage, children are aware of the importance of law and order, and that it is right to behave in ways that are liked and helpful to others, and they think more about relationships. The third is the post-custom level. They develop their own standards of ethical behavior and evaluation, and have their own ethical principles. Recognize that both law and morality are social contracts.

## 3. Curriculum design

### 3.1 Teaching objectives

Cognitive goal: Compare the differences between consistent and inconsistent rules in a game.

Play through the rules and the importance of consistency; Discuss rules and the role of rule conformance.

Emotional goals: Recognize that when rules are inconsistent, everyone experiences unfair negative emotions; Recognize that winning and losing games can only be compared under consistent rules, and that such wins and losses are accepted by all.

Skills objectives: Ability to push oneself to follow the rules in school and daily life.

### 3.2 Teaching key points

Key points: Experience what it feels like when there are no rules and rules are inconsistent.

Difficult points: Urge myself to follow the rules in school and daily life.

### 3.3 Teaching methods

Through teaching method, game method to achieve the three-dimensional goal set in the design process of "Rule awareness".

### 3.4 Activity content

This activity class will follow these activities in order: music introduction - wind blowing and small wind blowing - submarine moon crossing - come on, friends - share - group photo. The first activity is wind blowing and wind blowing. The purpose of the activity is for students to experience the importance of clear rules. The rule of wind blowing is to make the same action as the teacher's instruction, the rule of wind blowing is to make the opposite action as the teacher's instruction. The specific process is as follows:

Teacher: "The wind blows"

Class: "Blow what"

Teacher: "Blow the classmate who wears glasses"

Those who wear glasses, please stand up.

Host: "Little Wind blows"

Class: "Blow what"

Host: "Blowing the Classmate with glasses"

Those who don't wear glasses stand up.

The second activity is moon passing under the Sea. Through this game, students can experience the emotional feelings when the rules are inconsistent and discuss the solutions.

Group the students into groups;

Then announce the rules of the game: 1. students are required to pass the ball in turn, the team with the least time will win; 2. Each group makes rules for the other group (2-3 rules), and each group must abide by the rules made by the other group. Note that in this process, the teacher should conduct the first round of review on the rules of each group, review the operability of the rules and eliminate the rules that are extremely difficult and impossible to complete. Then start the game according to the rules. Finally, after the game is over, organize students to share their feelings in the game process and put forward feasible suggestions. Discuss a collective rule and play the game again.

The third activity is sharing, which gives students a chance to reflect on their feelings and express their feelings after today's game.

The fourth activity is group photo sharing, so that students can feel back to the whole, as the end of the activity.  
Fourth, summary and reflection In the process of game activities, the importance of rules is self-evident.

#### **4. Summary and reflection**

For the middle and middle grades of primary schools, teachers set game rules or classroom rules is one of the requirements of the setting to be simple and clear; On the other hand have to be set up according to the actual circumstance of learning, such as the consciousness of rules, "the moon" request group design rules to each other, at the moment requires the teacher to review, avoid the students in the actual game due to the psychological set tough rules is eager to win, not only results in long time consuming, more easily lead to students for the powerlessness of the game. During games when the will of the students emotion and expression, to give time to express, for example in this activity, students feel for different rules of the game is very outstanding, the immediate expression of emotions and feelings will obviously, teachers can organize students to express, at the moment students express the content can also be a push in the aid of class activities, The expression of students' emotional feelings is their dissatisfaction with different rules. Teachers need to guide students in the process of expression can lead to the focus of this lesson.

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