

Mathematics Level 7

Chapter 1 — Decisions and rules: choosing together and keeping it fair

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Who decides? At home, at school, in our town

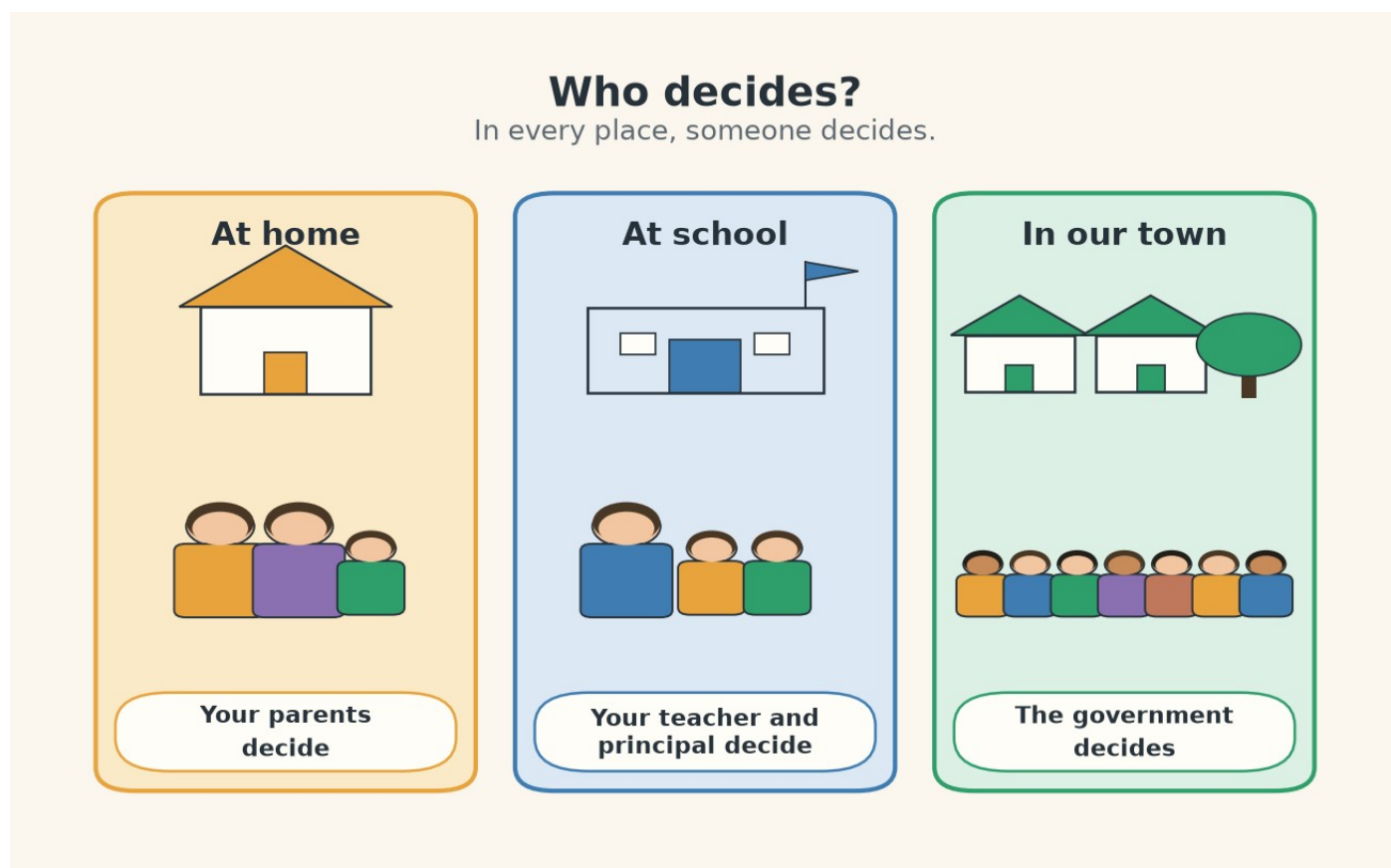
Year 2 · Civics and Citizenship · Chapter 1 · Section 1A

New words for today

Word	What it means
decide	to pick what will happen
decision	what someone picks
rule	a rule says what to do. It keeps people safe.
fair	everyone gets a turn. No one is left out.
government	the people who make decisions and look after the rules for everyone in a place
principal	the person who looks after the whole school
freedom	being free to say what you think
equality	everyone is equal. Everyone can join in.

Teaching steps

Step 1 · Three places.



Three places, home, school and our town, with the person who decides in each place

Say: Look at the three places. At home, your parents decide. At school, your teacher and your principal decide. In our town, the government decides. In every place, someone decides.

Ask: Who decides at your home? Who decides at your school?

Step 2 · Say the new words.

Read the new words out loud. Act it out: hold up two pens. Say: *I decide on the red one. That is my decision.*

Step 3 · What is a government?

What is a government?

the government

is the people who make decisions
and look after the rules
for everyone in a place.

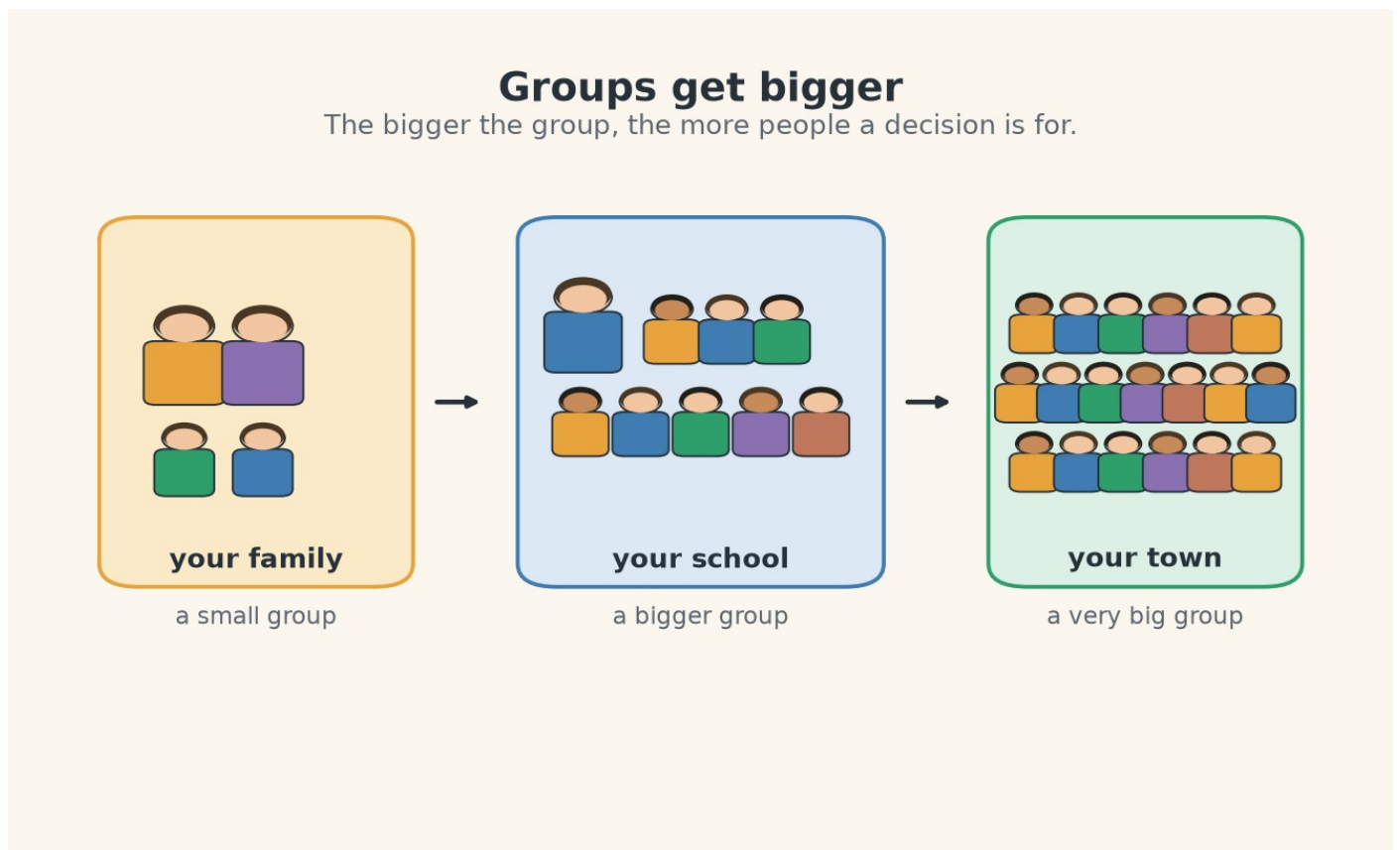


For everyone. For you. For me.

A big picture that says the government is the people who make decisions and look after the rules for everyone in a place

Read the picture slowly. Then say together: *For everyone. For you. For me.*

Step 4 · Groups get bigger.

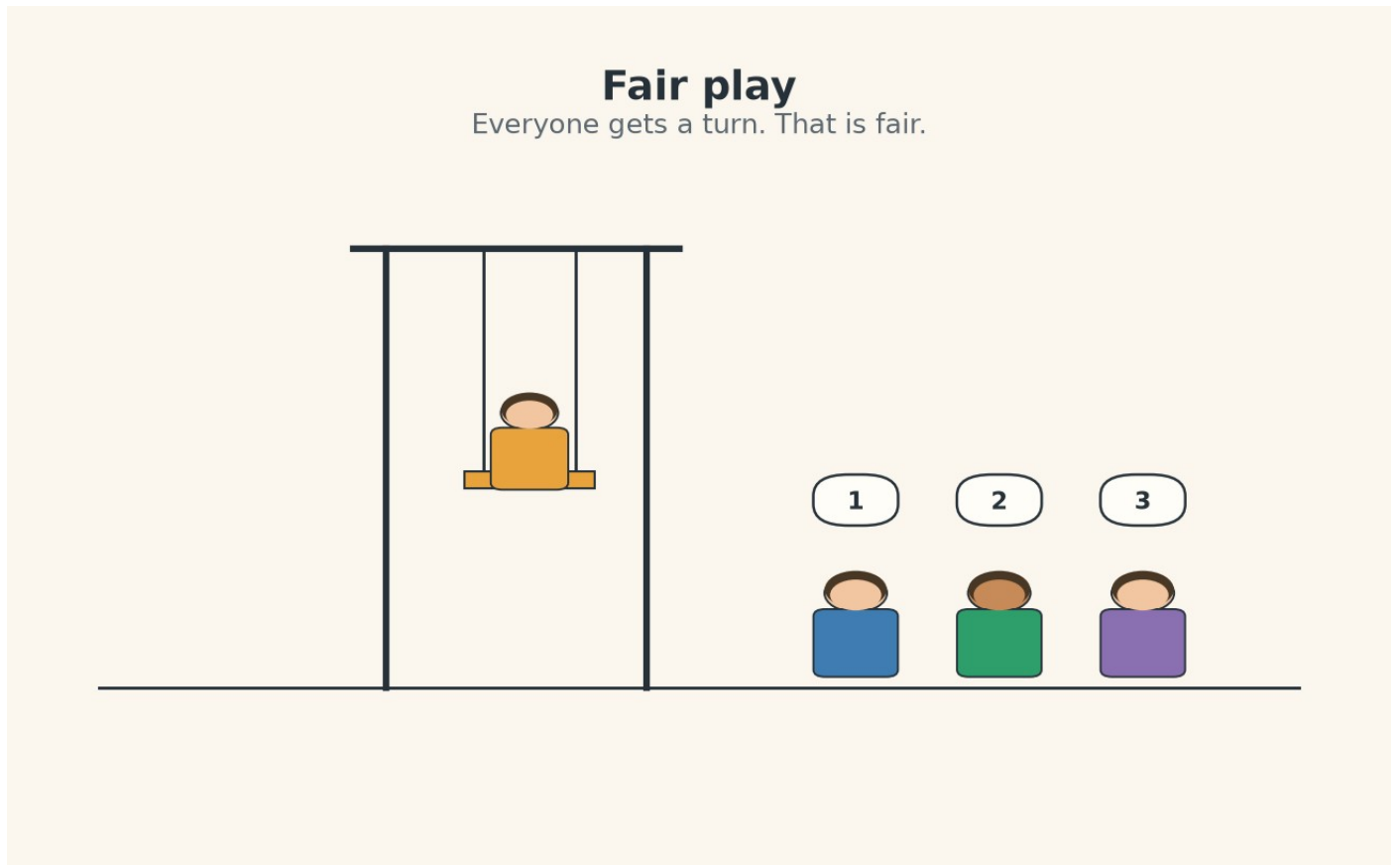


A family, then a school, then a town, as groups that get bigger and bigger

Say: Your family is a small group. Your school is a bigger group. Your town is a very big group. The bigger the group, the more people a decision is for.

Ask: Which group is the biggest?

Step 5 · Fair.



One child on a swing while three children wait, each with a turn number

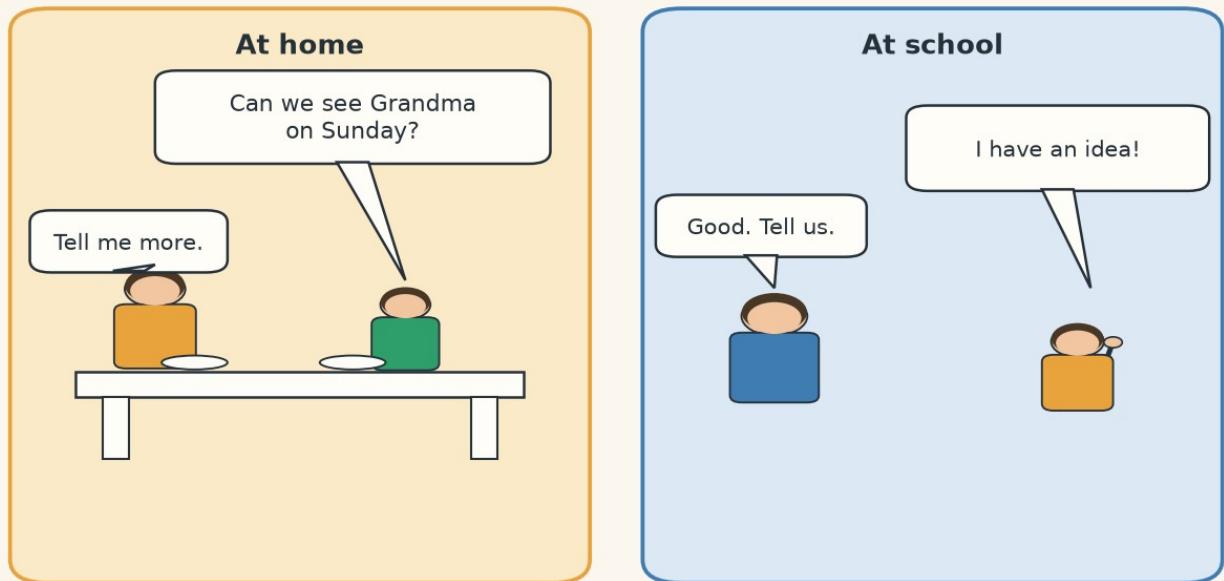
Say: One child is on the swing. Three children wait. Each child gets a turn. That is fair.

Ask: Is it fair if one child does not get off the swing? Why not?

Step 6 · Free to say.

You can say what you think

At home and at school, people listen.



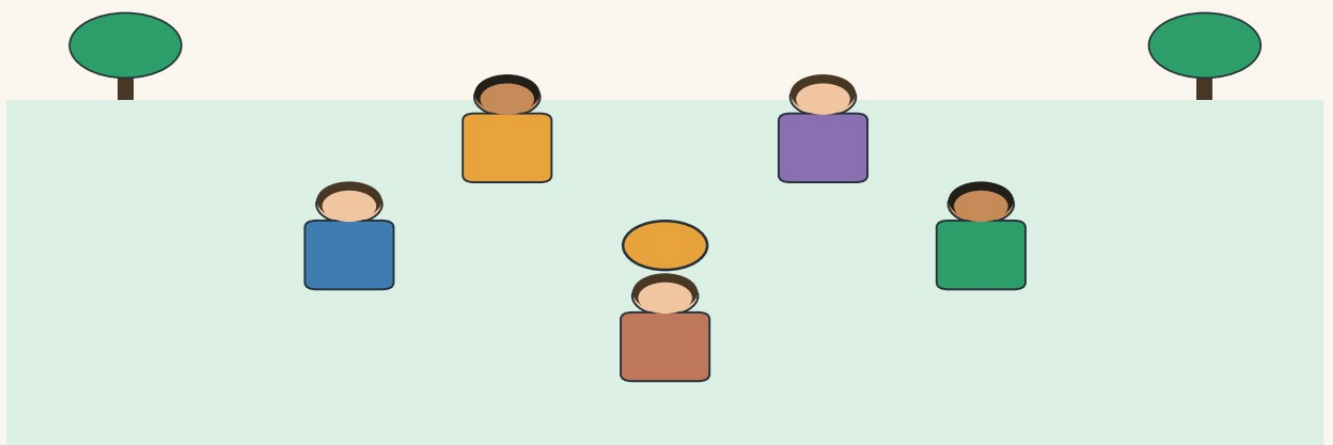
A child asks a question at the dinner table at home, and a child puts up their hand at school

Say: The child says what they think. At home, people listen. At school, people listen. That is part of freedom.

Step 7 · Everyone joins in.

Everyone can join in

No one is left out.



Five children playing a ball game together, with no one left out

Say: *No one is left out. Everyone can join in. That is equality.*

Worked examples

Example 1 · Who decides, and why?

What we decide	Who decides	Why them?
What we do on the weekend	Your parents	They look after the family.
The book at story time	Your teacher	They help us learn.
New trees in our street	The government	The street is for everyone.

How to say it:

At home, my parents decide what is for dinner. They look after our family. At school, my teacher decides the book at story time. They help us learn. In our town, the government decides about new trees in our street. The street is for everyone, so the government decides.

Example 2 · Fair play.

At lunch, we all want the ball. We make a rule: everyone gets a turn. Now it is fair. No one is left out.

Say why it is fair: *Everyone gets a turn.*

Your turn

Task 1 · Circle the answer.

1. Who decides what is for dinner at your home? (your parents / your teacher / the government)
2. Who decides the book at story time? (your parents / your teacher / the government)
3. Who decides about new trees in your street? (your parents / your teacher / the government)

Task 2 · Match.

Who decides?

Draw a line from each decision to the person who decides.

decisions

What we do
on the weekend

The book
at story time

New trees
in our street

What is
for dinner

When the lunch
bell rings

who decides

The principal

Your family

The government

Your teacher

Your parents

Match each decision card to the card with the person who decides

Draw a line from each decision to the person who decides.

Task 3 · Sort the cards.

Sort the cards

Put each card in the right box.

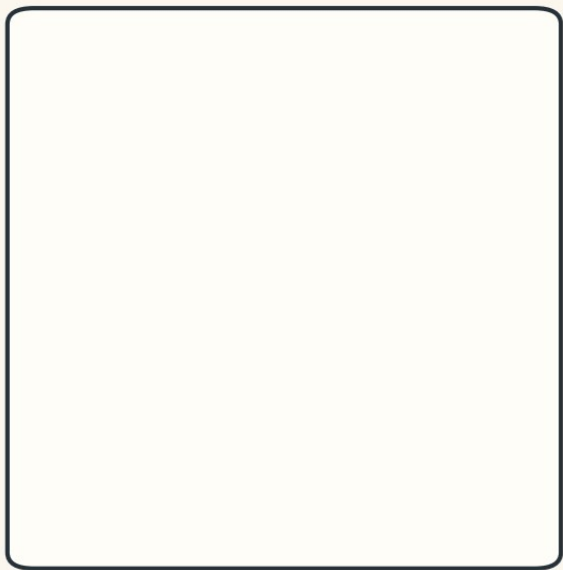
What is for dinner	Who feeds the pet	The book at story time
When the lunch bell rings	A new slide at the park	New trees in our street
HOME	SCHOOL	OUR TOWN

Six cards to sort into three boxes: home, school and our town

Put each card in the right box. Say why.

Task 4 · Draw and write.

Draw and write



Draw the person who decides at your home.

At home, _____ decides.

They decide _____ .

Write your words on the lines.

A box to draw in, and two sentences to finish about who decides at your home

Draw the person who decides at your home. Then finish the sentences.

Talk together

1. Take turns. Say one thing, and who decides. *Dinner — my mum decides. Story time — my teacher decides.*
2. Fair or not fair? Your teacher says it. You say if it is fair, and why. *One child plays on the swing all lunch. The other children do not get a turn.*

Answers

Task 1: 1 your parents · 2 your teacher · 3 the government

Task 2: weekend → your family · story book → your teacher · street trees → the government · dinner → your parents · lunch bell → the principal

Task 3: dinner, pet → HOME · story book, lunch bell → SCHOOL · slide, street trees → OUR TOWN

Task 4: Answers will be different. Look for a person who decides at home, and two sentences that make sense.

For the teacher

Curriculum trace. This section *sets up* (does not own) **VC2HC4K01**. It seeds the grounds of:

- **VC2HC4K01.E01** — why a parent or a principal is the one who decides, set against a government deciding for a whole place
- **VC2HC4K01.E03** — talking about freedom, fairness and equality in the child’s own life

The ground of **VC2HC4K01.E02** is seeded at Year-3 scale in Section 1C. Section 1A does not introduce laws.

Scope limits (D8). No parliaments, elections, courts, police, three levels of government, Constitution, or law enforcement. No institution is named — no council, no department. No vote or election machinery (that seed is 1B); no *democracy / democratic* (1B); no *law / laws* (1C). *Government* carries only the house definition (D2) — “the people who make decisions and look after the rules for everyone in a place” — no more, no less. The home → school → town analogy is factually sound: each named decision-maker really does decide for that place, for the reason given (“they look after us”).

Contested terms. *Government, freedom, fairness and equality* are defined once, at first use, in child terms in the New words box, and appear only as lived experience — never as a system of principles. No ideological framing; nothing persuasive.

First Nations content. Excluded from this book by policy; none appears here.

Assessment (D3). Formative only. Observe: can the child name the decision-maker in each of the three places and give the reason (“they look after us”)? Can the child say fair / not fair, and why? No marks, no grading.

Sources.

VCAA, Victorian Curriculum 2.0 – Civics and Citizenship (Levels 3–4 band): content description VC2HC4K01; elaborations VC2HC4K01.E01, VC2HC4K01.E02 and VC2HC4K01.E03 (data mirror: [projects/mcq-system/data/vc2_books/civics_3-4.json](https://projects.mcq-system/data/vc2_books/civics_3-4.json)).

No statute or institution is cited in this section by design (see scope limits).

Teaching sequence (for the teacher)

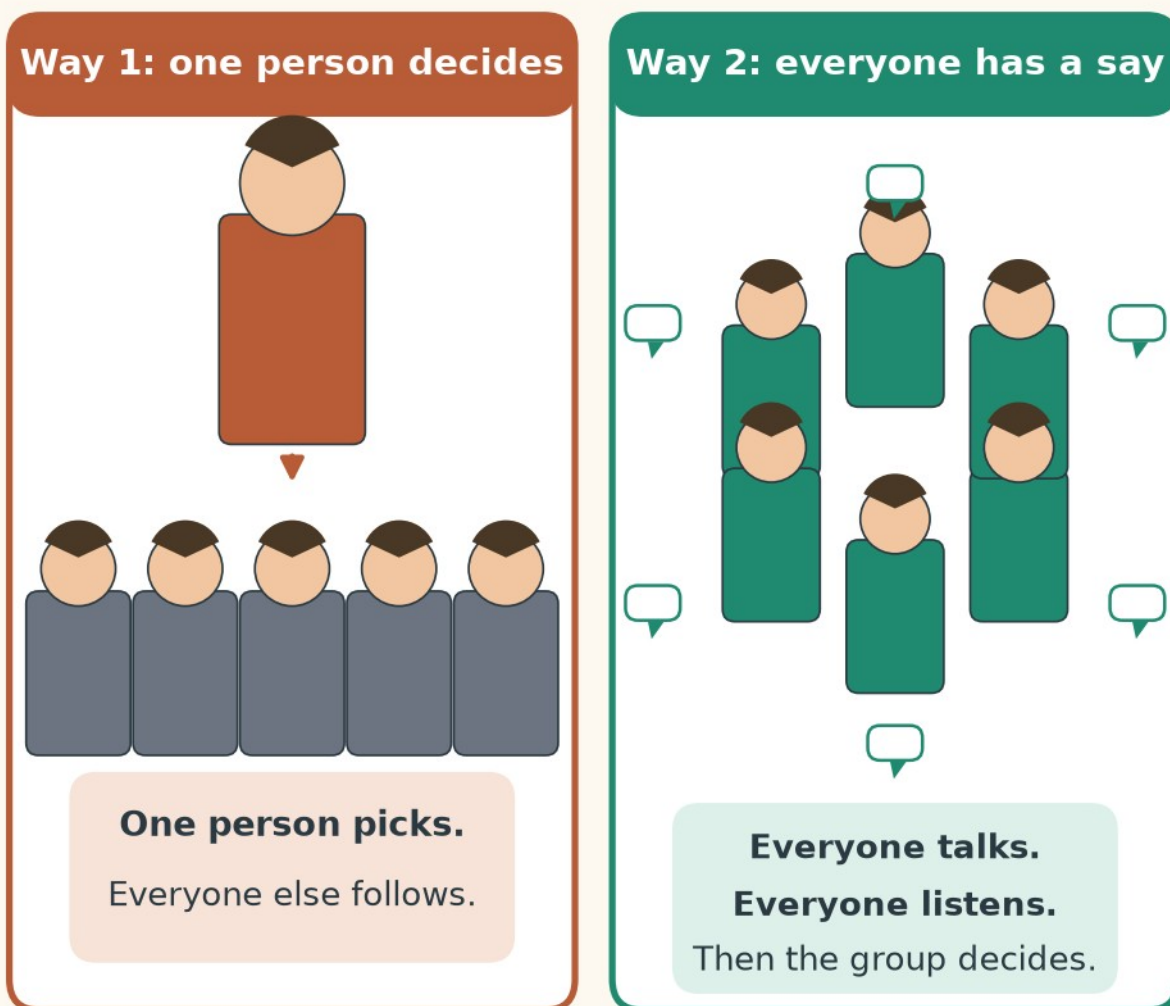
- **Curriculum link (preparatory — this section owns no VC2 code).** VC2 defines no Civics and Citizenship content description at Level 2 (TOC §1, verified 2026-08-25), so this preparatory section **sets up** the Levels 3–4 band CD VC2HC4K02. The seeding is through the ground of .E01, taken here at Year 2 scale as one person deciding compared with the whole class contributing; and .E02, taken here at family-versus-class scale. **.E03 (the monarchies-to-democracies history) is NOT attempted (SR-1, TOC §2):** no monarchy, king, queen, emperor, country-by-country comparison or history of forms of government appears anywhere in this section. The word *democratically* itself is seeded, per the TOC §3 row, as *everyone in the group has a say, and the decision is fair*.
- **Placement.** Second section of the book; it follows 1A (*Who decides? At home, at school, in our town*), which seeds decision-makers and defines *decide* and *fair* as lived experience (TOC §4). If 1A has not been taught yet, work the word box below first. No VC2 revision framing is permitted (TOC §4).
- **Contested terms (house rule).** *Fair* and *democratic* are contested terms the curriculum uses without defining. The student-facing word box states, in child language, that people use these words in different ways, and fixes the sense this section reasons with (CONTESTED_TERMS.md Rule 1, adapted to Year 2 register per TOC §6). Students reason inside the fixed sense; open responses are marked on the reason given and on the defined words used in their stated sense — never on which option a student prefers (CONTESTED_TERMS.md Rule 5, adapted).
- **Scale discipline (D8).** Classroom, school, family and local places only. No parliament, election, ballot, candidate, court, constitution, level of government or enforcement machinery is named or implied anywhere in this section.
- **Step 1 — hook.** Sit in a circle. Ask: who decided what you had to eat this morning? Who decided what time school starts? Then: has our class ever decided something together? What happened? Steer toward: someone always decides — but groups can decide in different ways.
- **Step 2 — big ideas.** Read the Big ideas text aloud, pausing at the word box and at each picture. Run a live circle-time decision on a small real pick (which book to read next) using the steps of Picture 2, then look back at it with the three checks of Picture 3.
- **Step 3 — worked examples.** Walk through Examples 1 and 2. For Example 1, retell each row of Picture 7 (the hands picture) before reading Picture 8 (the bar chart of the same count). For Example 2, have students retell each family member's say in their own words before the family picks.
- **Step 4 — practice.** Q1–Q4 with support: Q1 is a sort (read the cards aloud), Q2 a match (draw lines), Q3 complete-a-sentence (say each one aloud first, then write), Q4 draw-and-write (a drawn answer with one finished sentence is a full answer).
- **Step 5 — talk together.** Q5 as circle time; Q6 as think–pair–share. Record one or two spoken responses per task as formative evidence.
- **Step 6 — forward links.** Keep *everyone has a say* as a live class routine: 1C uses it for making class rules together (second Sets up of 1C: VC2HC4K02), and 3D extends it into talking until *we all agreed* (the consensus wording is 3D's and is not introduced here — keep the language consistent, TOC Chapter 1 guidance). The family-versus-class comparison returns in Chapter 2.
- **Assessment note (D3).** There is no Level 2 (or Level 3) achievement standard in Civics and Citizenship — the first is at Level 4. Any observation here is formative/preparatory only (discussion records, sorted sets, drawings, finished sentences) and must never be reported as level-graded achievement.

Big ideas

Every day, people make **decisions**. A decision is a choice. You pick one thing, and not another thing.

Think about this morning. Someone decided what you had to eat. Someone decided what time school starts. Someone decided that you would come to school. Decisions happen all day long!

Two ways a group can decide



Two cards. The left card says Way 1, one person decides: one person picks, and everyone else follows. The right card says Way 2, everyone has a say: everyone talks, everyone listens, then the group decides.

Picture 1 shows two ways a group can decide.

Way 1 — one person decides. Mum or Dad decides what is for dinner. The teacher decides where we sit. One person thinks. One person picks. Everyone else follows.

Way 2 — everyone has a say. Each person in the group can talk. Each person listens. Then the group decides together.

Your family is a **community**. A community is a group of people who belong together. Your family is a community. Your class is a community too. Both ways of deciding can happen in a family, and both ways can happen in a class.

Word box

- **decision** — a choice. You pick one thing, and not another thing.
- **community** — a group of people who belong together, like a family or a class.
- **have a say** — get to talk to the group about what should happen. When you have a say, you can talk, and the others listen.

- **fair** — people use this word in different ways. In this book: a decision is fair when everyone in the group has a say, and everyone is listened to.
- **vote** — a way to show what you pick, like putting up your hand. One person, one vote.
- **democratic** — a group is being democratic when everyone in the group has a say, and the decision is fair. People use this word in different ways. In this book, this is what it means.

Why is it good when everyone has a say?

Three good things happen:

- **It is fair.** Everyone has a say, not just one person.
- **More ideas come out.** Many people thinking is better than one person thinking. The group can pick from lots of ideas.
- **People are glad to follow a decision they helped make.**

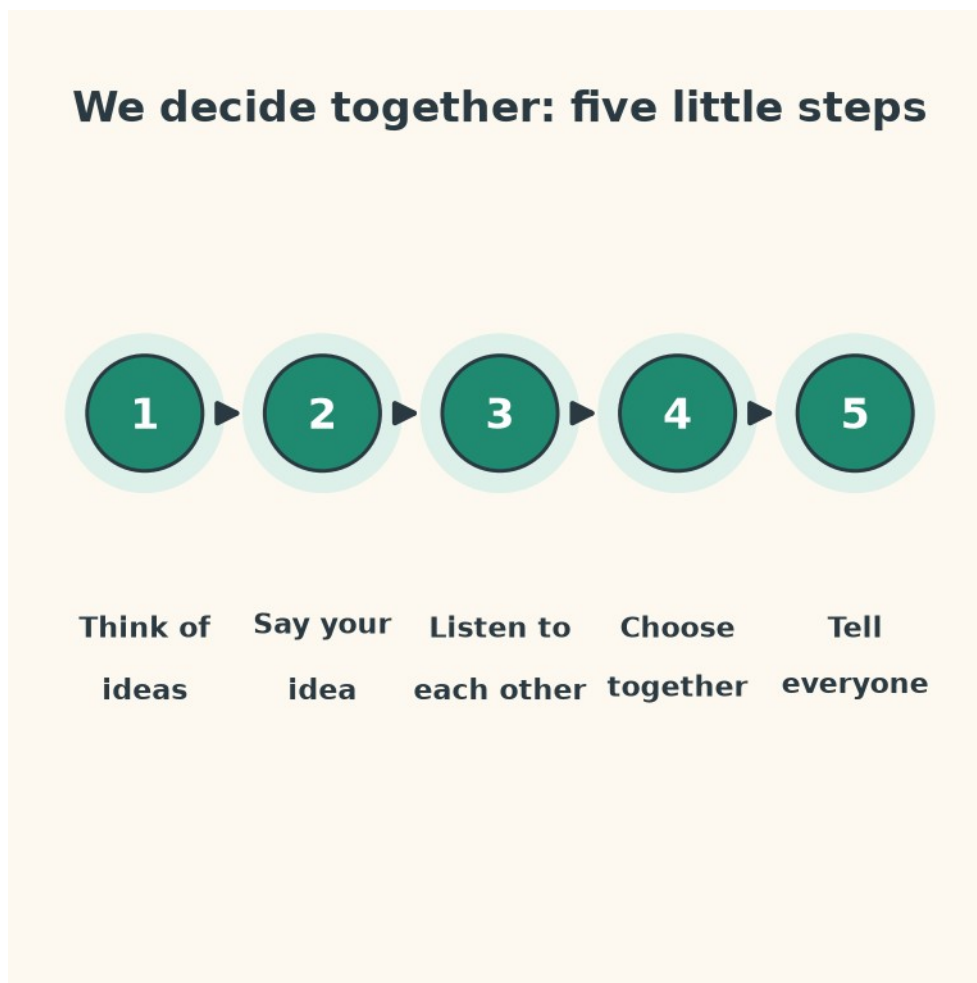
When a group decides Way 2, everyone in the group has a say, and the decision is fair. The group is being **democratic**.

Is Way 2 always the best way?

No. Sometimes Way 1 is the right way. If someone gets hurt at lunch time, the class does not stop and talk it out. The teacher decides fast and helps. On busy mornings at home, Mum or Dad decides fast so everyone gets to school on time. When something must happen fast, one person deciding is a good way. When a group wants everyone's say, Way 2 is a good way.

How does our class decide Way 2?

Our class uses five little steps. Picture 2 shows them.



Five numbered circles in a row. 1 think of ideas. 2 say your idea. 3 listen to each other. 4 choose together. 5 tell everyone.

After the decision, our class runs three checks. Picture 3 shows them. If all three checks get a tick, the decision was a fair one.

Three checks for a fair decision



Did everyone get a say?



Was everyone listened to?

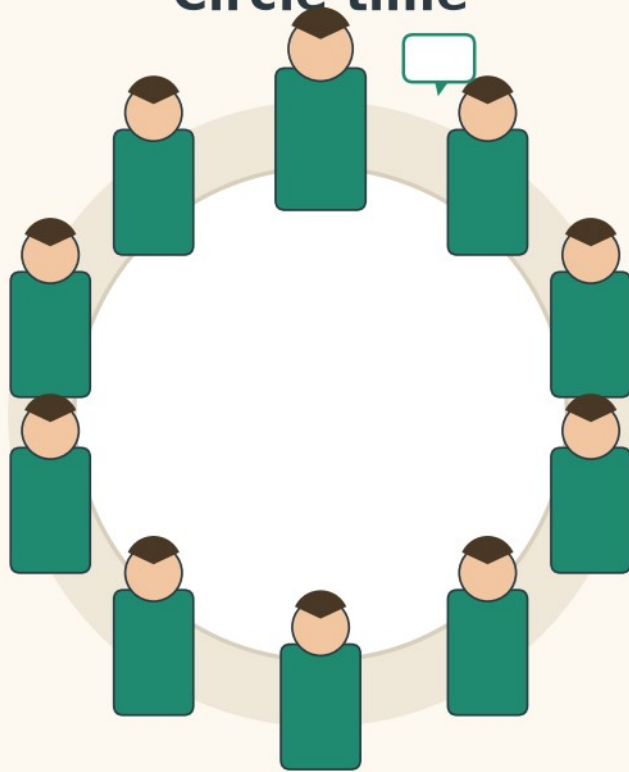


Did every vote count the same?

Three checks, each with a green tick. Did everyone get a say? Was everyone listened to? Did every vote count the same?

At circle time, we sit in a big circle. One person talks. Everyone listens. Then the next person talks. Picture 4 shows our circle.

Circle time



One person talks. Everyone listens.

Children sitting in a circle on the floor. One child is talking. All the other children are listening. The words say: circle time — one person talks, everyone listens.

Our class card says how we decide. Picture 5 shows it.



A class card with these words: In our class, everyone has a say. We share our ideas. We listen to each other. We choose together. That is fair.

Now look at home and at our class. Picture 6 shows who decides what, in both places.

Who decides? At home and in our class

 At home	 In our class
What is for dinner? A parent decides. one person decides	The Friday lunch activity? The whole class votes. everyone has a say
Where we go on Saturday? The family talks it out together. everyone has a say	The story-time book? The class votes. everyone has a say
Bedtime? A parent decides. one person decides	Where we sit? The teacher decides. one person decides

A table with two sides. Left side, at home: what is for dinner, a parent decides; where we go on Saturday, the family talks it out together; bedtime, a parent decides. Right side, in our class: the Friday lunch activity, the whole class votes; the story-time book, the class votes; where we sit, the teacher decides. Each row has a tag: one person decides, or everyone has a say.

At home, some decisions are for one person, and some are for everyone's say. In our class, it is the same. Small groups, like families, can give everyone a say a lot of the time. Big groups, like schools, use everyone's say for some decisions. One group or many groups, Way 1 and Way 2 both have their time.

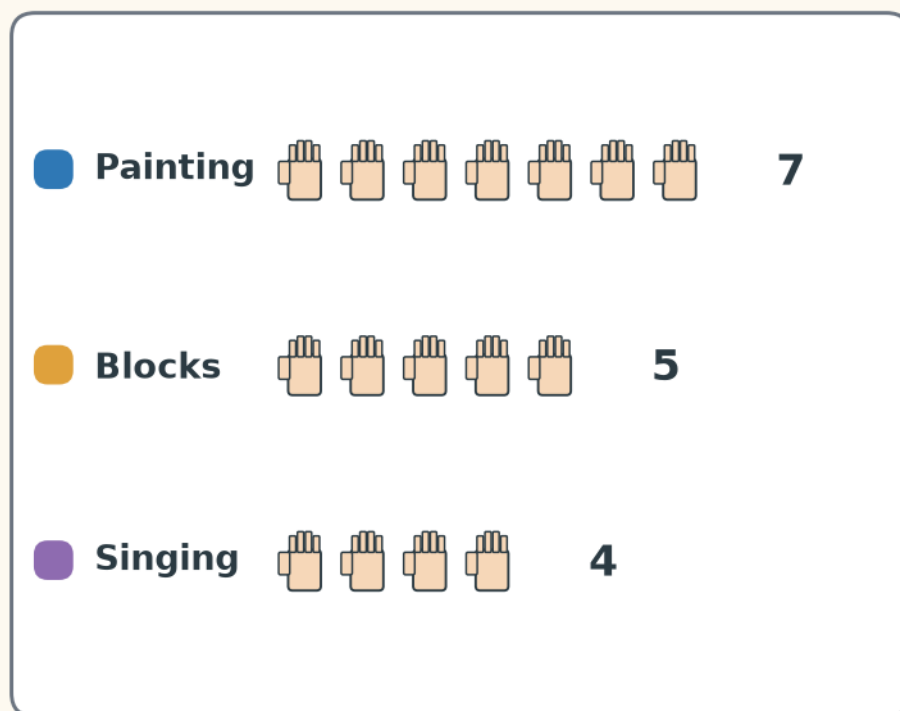
Worked examples

Example 1 — Room 2 picks the Friday lunch activity

Room 2 wants one activity for Friday lunch time: painting, blocks or singing. There are 16 students in Room 2. They decide Way 2 — everyone has a say.

1. **Think.** Each student thinks of the activity they want.
2. **Say and listen.** Each student says their pick, and says why. Everyone listens.
3. **Vote.** Each student puts up one hand for one activity. One student, one vote.
4. **Count the hands.** Painting: 7 hands. Blocks: 5 hands. Singing: 4 hands.
5. **Tell everyone.** Painting has the most hands. Painting is the pick for Friday!

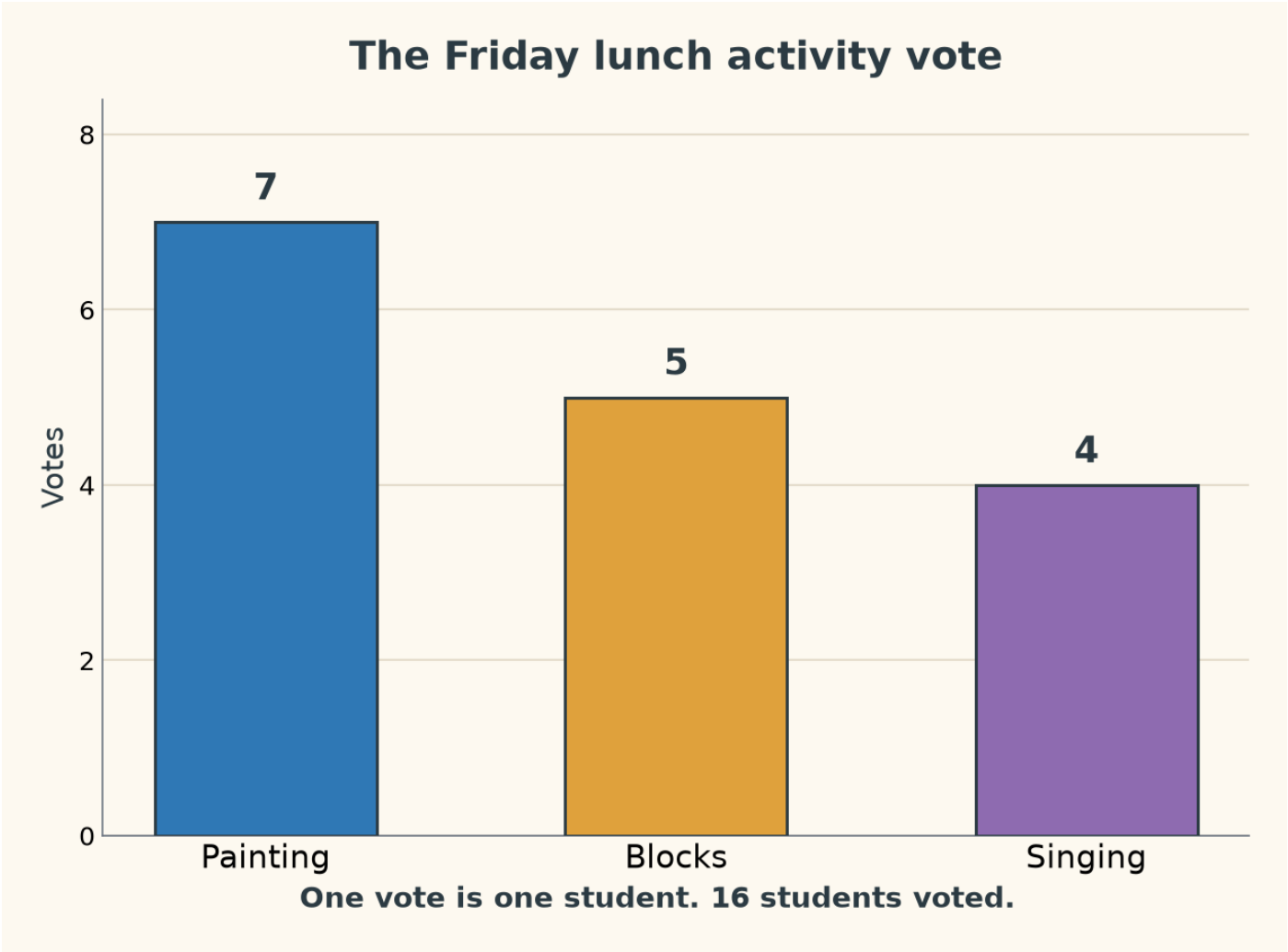
Room 2 votes: the Friday lunch activity



One hand is one student. 16 students voted.

A picture of raised hands showing the vote in Room 2. Painting has 7 hands. Blocks has 5 hands. Singing has 4 hands. One hand is one student.

Picture 7 shows the vote. One hand is one student. 7 hands, 5 hands and 4 hands make 16 hands — every student voted.



A bar chart of the same vote. The painting bar is the tallest, at 7. The blocks bar is at 5. The singing bar is at 4.

Picture 8 shows the same count in a bar chart. The painting bar is the tallest. 7 is more than 5, and 5 is more than 4.

Nine students picked something else. That is all right. The decision was still fair: everyone had a say, every vote was counted, and everyone was told the answer. Next Friday, Room 2 will vote again. Blocks or singing can have a turn.

Example 2 — Sam’s family picks the Saturday place

Sam’s family wants to go out on Saturday. At dinner, the family decides together. Each person has a say.

Who	Their pick	Why
Sam	the playground	<i>I want to swing!</i>
Bella, Sam’s sister	the library	<i>I want a new book.</i>
Mum	the market	<i>I want to get some fruit.</i>
Dad	the playground	<i>It is near, and we can go for a short time.</i>

The family listens to every say. Then they count the says. The playground got two says. The library got one say. The market got one say. Most says go to the playground — so on Saturday, the family goes to the playground.

Was it fair? Check the three checks. Everyone got a say. Everyone was listened to. Every say counted the same. Yes — it was fair. The library can have a turn next week.

Look at the two examples. A class is a big group, and a family is a small group. Both can decide with everyone’s say. The people who will live with a decision get a say in it. That is the big idea.

Practice
With help

Sort the cards

a
Mum decides bedtime.

b
The class votes for the Friday lunch activity.

c
The teacher decides who lines up first.

d
The family talks about where to go on Saturday.

e
Dad decides what is for dinner.

f
The class votes for the story-time book.

One person decides

Everyone has a say

Six cards to sort into two bins. Card a: Mum decides bedtime. Card b: the class votes for the Friday lunch activity. Card c: the teacher decides who lines up first. Card d: the family talks about where to go on Saturday. Card e: Dad decides what is for dinner. Card f: the class votes for the story-time book. The two bins say: one person decides, and everyone has a say.

Q1 — sort. Picture 9 shows six cards. Each card names a decision. Put each card in the right bin: *one person decides* or *everyone has a say*.

- (a) Mum decides bedtime.
- (b) The class votes for the Friday lunch activity.
- (c) The teacher decides who lines up first.
- (d) The family talks about where to go on Saturday.
- (e) Dad decides what is for dinner.
- (f) The class votes for the story-time book.

Q2 — match. Draw a line from each decision to the way it was decided.

The decision	The way it was decided
The Friday lunch activity in Room 2	The family talked it out, and everyone had a say.
Sam's Saturday place	One parent decided.
Bedtime	Everyone in Room 2 voted.
Who lines up first	The teacher decided.

Q3 — finish the sentences. Use a word from the box. Each word is used once.

say · vote · listen · fair

- (a) When everyone in the group has a _____, everyone can help decide.
- (b) A _____ is a way to show what you pick.
- (c) We _____ to each other when someone is talking.
- (d) A decision is _____ when everyone in the group has a say.

Q4 — draw and write. Draw a picture of a time when everyone had a say in your class or your family. Then finish the sentence under your picture.

Everyone had a say when we _____

Talk together

Q5 — circle time. Sit in a circle. Take turns to talk. One person talks, and everyone listens. Here is the question: name one time when one person deciding is good, and one time when everyone having a say is good. Say why.

Q6 — talk with a partner. Tell your partner about one decision in your family. Who decided it? Then talk about this: how could everyone in your family have a say in it?

Answers

Q1. One person decides: (a) bedtime, (c) who lines up first, (e) what is for dinner. Everyone has a say: (b) the Friday lunch activity, (d) where to go on Saturday, (f) the story-time book.

Q2. The Friday lunch activity in Room 2 — everyone in Room 2 voted. Sam’s Saturday place — the family talked it out, and everyone had a say. Bedtime — one parent decided. Who lines up first — the teacher decided.

Q3. (a) say. (b) vote. (c) listen. (d) fair.

Q4. Answers can be different. A good answer shows a real time when everyone got to talk, like picking a game or picking a place to go. The finished sentence names that time.

Q5. Answers can be different. A good answer gives one time for each way, with a reason, like: *When someone gets hurt, one person deciding is good, because it must happen fast.* and *When we pick a game, everyone having a say is good, because it is fair.*

Q6. Answers can be different. A good answer names a real family decision and one way everyone could have a say, like talking at dinner time or putting up hands.

Sources (for the teacher)

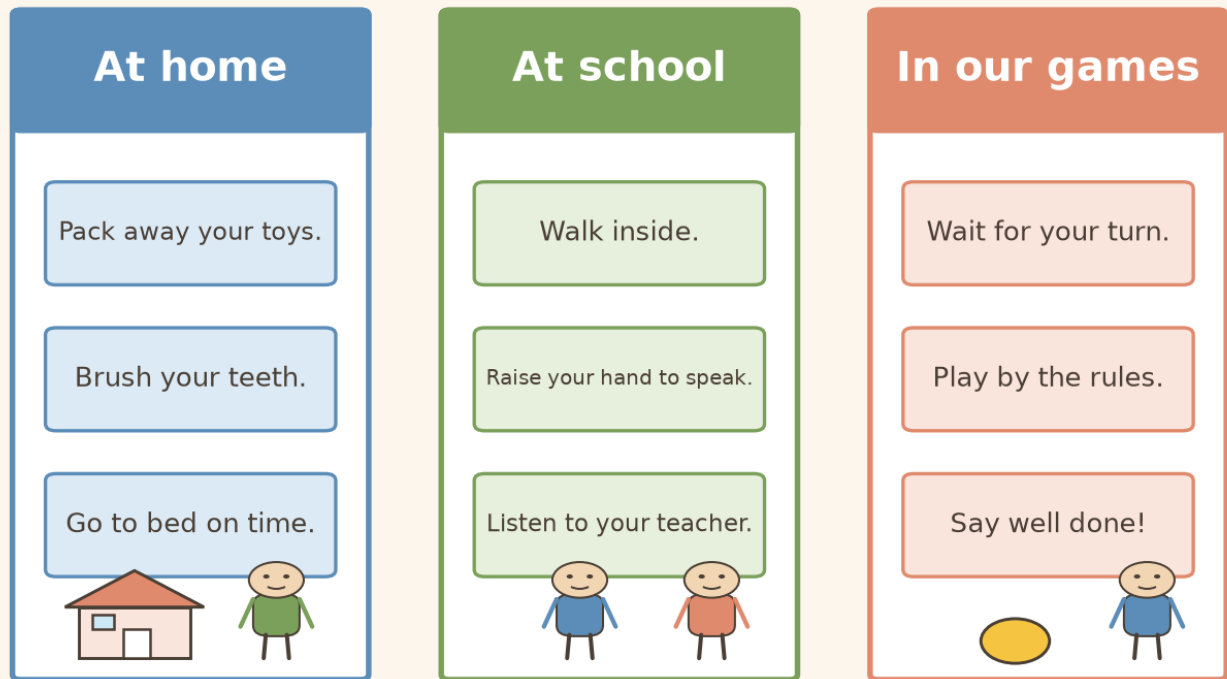
- Victorian Curriculum F–10 Version 2.0, Humanities — Civics and Citizenship, Levels 3 and 4 band: content description VC2HC4K02 and its elaborations, cited by code from the VCAA VC2 Humanities export of 29-07-2026. The curriculum is the scope authority (SOURCE_USE.md Rule 1). This section *sets up* VC2HC4K02; it does not own it (TOC D1), and .E03 is not attempted (SR-1, TOC §2).
- Word levels checked against the vocabulary ladder (`wordlist.word_level`, `system_brain`) at ceiling Yr2, with the WORD_LEVEL_POLICY Rule 2 exemptions applied: subject terms *community*, *fair* and *democratic* are defined at first use in the student-facing word box; no curriculum text is quoted in student-facing prose; no proper nouns are needed.
- All classroom, family and school contexts (Room 2’s Friday lunch activity; Sam’s family’s Saturday place) are invented fresh for this section from the forward-target content description and first principles. No publisher material was consulted, transcribed or paraphrased (SOURCE_USE.md Rules 2–3; the publisher firewall holds — no publisher is named).
- D8 scope check: no parliament, election, ballot, candidate, court, constitution, level of government, monarch or enforcement machinery is named or implied in this section; the whole section sits at classroom, school, family and local scale.

Our class rules: making them together and keeping them fair

Learn together

Part 1 — Rules are all around us.

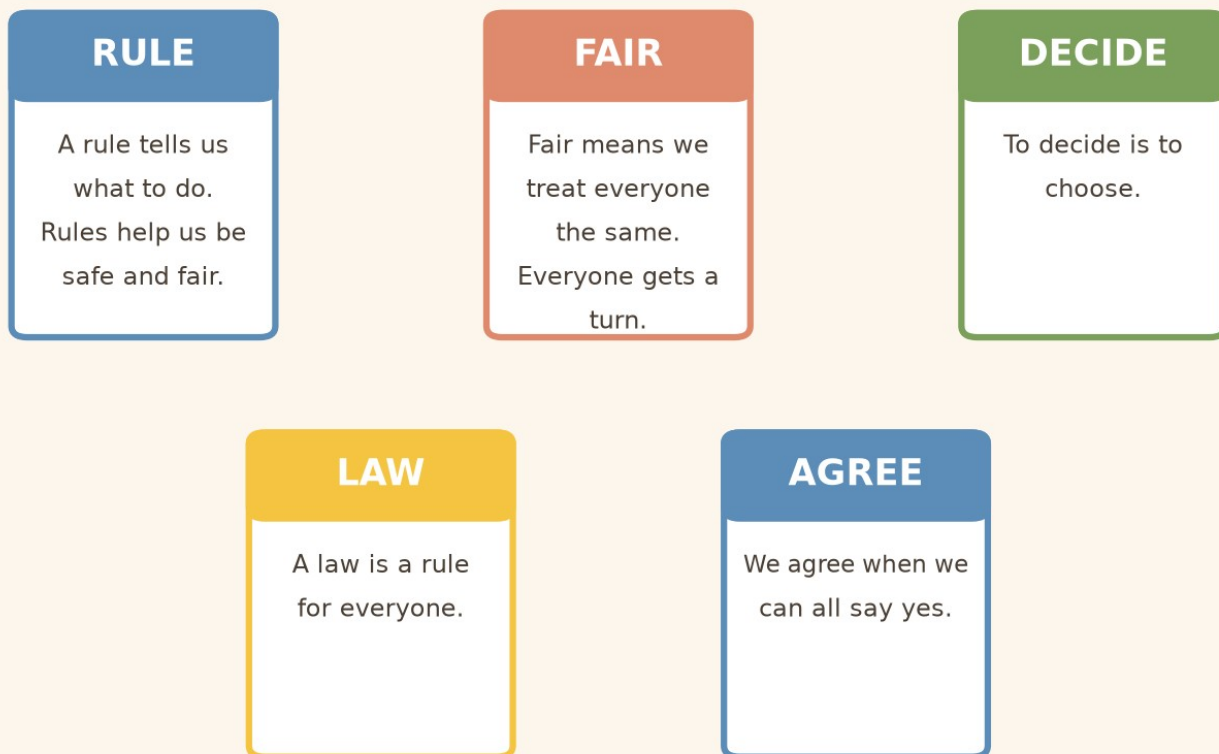
Rules are all around us



A picture with three boxes. The boxes show rules at home, rules at school and rules in our games, with two or three short rules in each box.

There are rules at home. There are rules at school. There are rules in our games. A rule tells us what to do. Rules help us be safe and fair. Fair means we treat everyone the same. Everyone gets a turn. Look at the picture. Say the rules out loud.

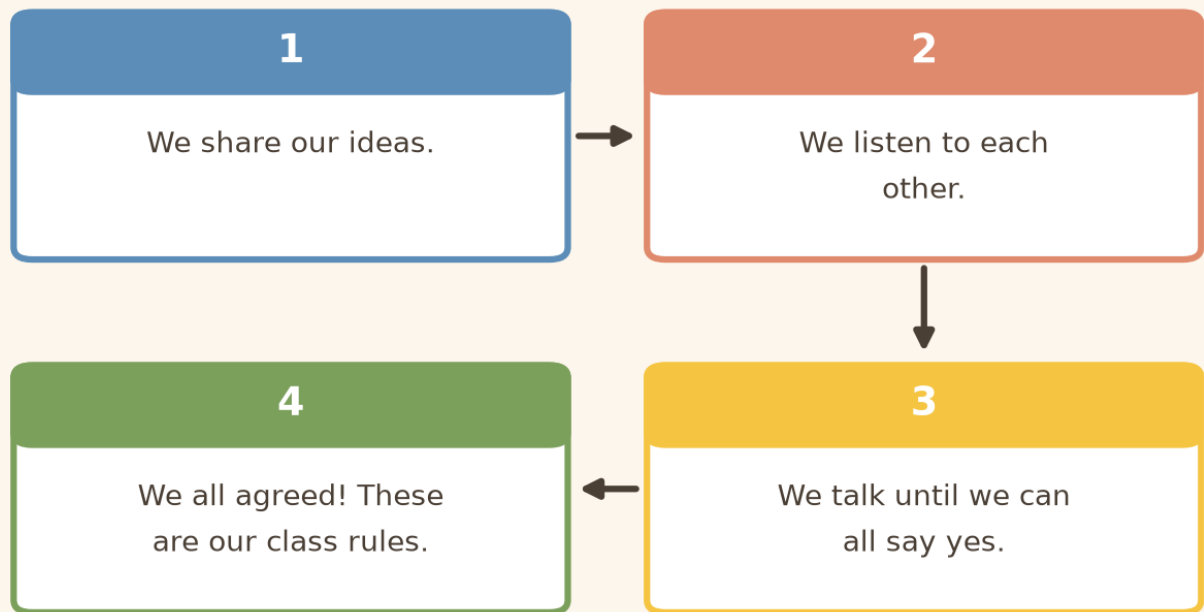
Our new words



Five word cards for the new words rule, fair, decide, law and agree. Each card shows the word and one short sentence that says what it means.

These are our new words: rule, fair, decide, law and agree. Say each word. Say what it means. To decide is to choose. A law is a rule for everyone. We agree when we can all say yes.

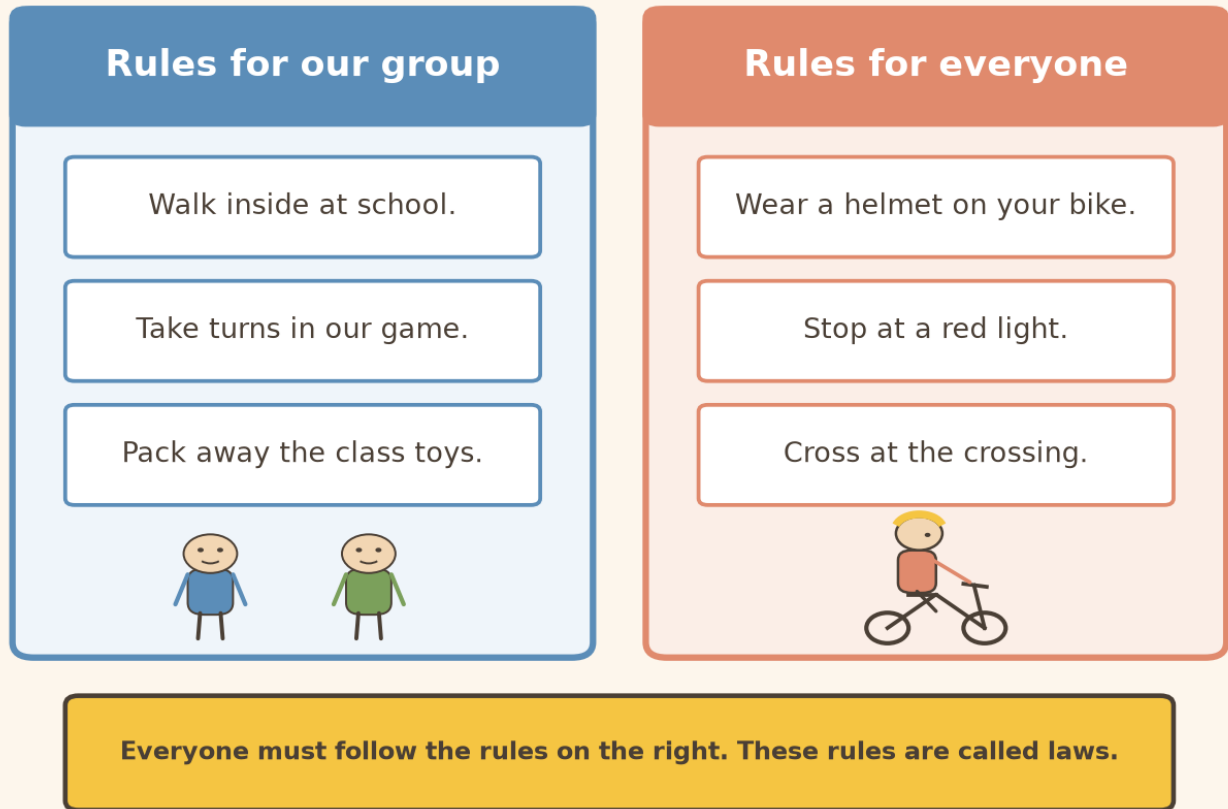
How we make our class rules



A flow chart with four numbered steps for making class rules together: share our ideas, listen to each other, talk until we can all say yes, and then we all agreed.

We make our class rules together. First, we share our ideas. Next, we listen to each other. Then, we talk until we can all say yes. Last, we all agreed! These are our class rules.

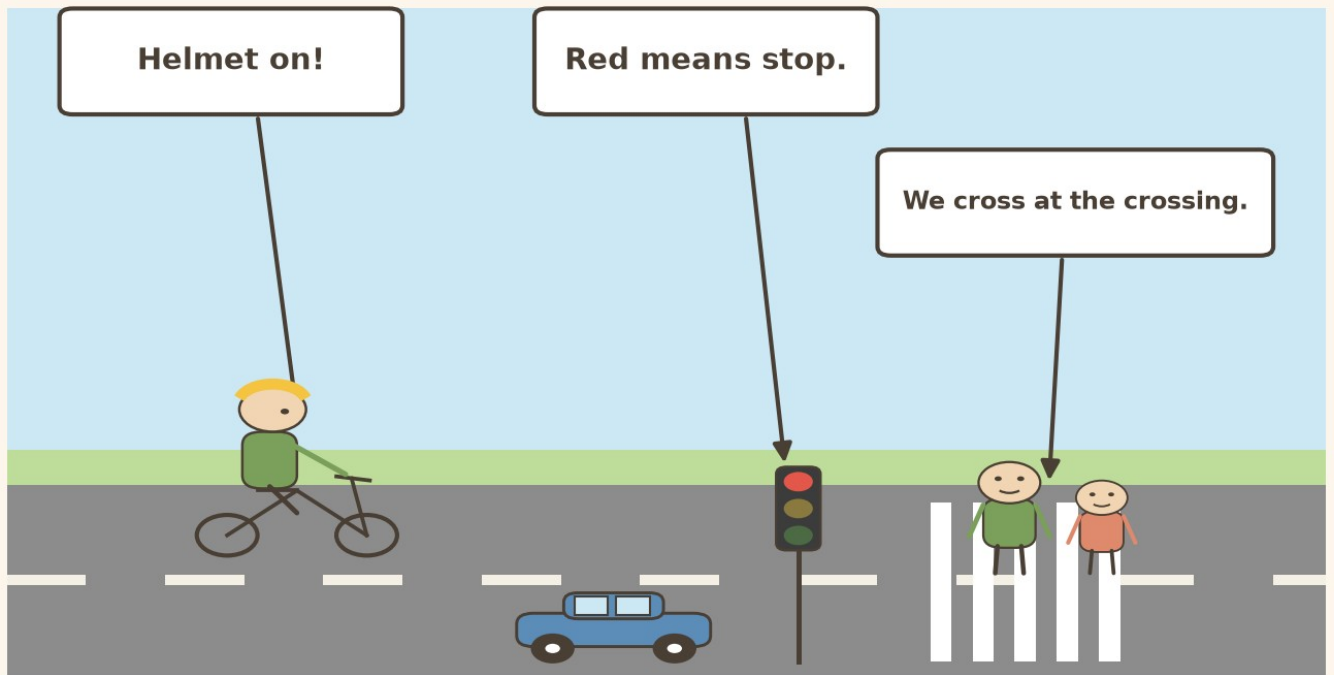
Two kinds of rules



A picture with two boxes. The left box lists rules for our group and the right box lists rules for everyone. The last part says the rules on the right are called laws.

Some rules are for our group, like our class. Some rules are for everyone. A rule for everyone is called a law. Everyone must follow laws.

Rules for everyone keep us safe



A picture of a road. A child rides a bike wearing a helmet, a car stops at a red light, and children cross at a crossing. The words say what each person does.

Look at the road. Wear a helmet on your bike. Stop at a red light. Cross at the crossing. These laws are for everyone. They keep people safe. When the same rules are for everyone, people get treated the same.

We all agreed!

Everyone had a say. We decided together.



A group of smiling children standing around a class rules chart with their arms up. The big words say we all agreed, and the small words say everyone had a say and we decided together.

Everyone had a say. We decided together. We can all say: We all agreed!

See how it works

1 — Room 2 makes its class rules.

Our Class Rules	
Room 2	
We use kind words.	☒
We take turns.	☒
We listen when others speak.	☒
We walk inside.	☒
Rules for our group	

A class rules chart for Room 2 with four rules and a tick box next to each rule. The last part says the chart shows rules for our group.

Room 2 made its rules together. Everyone shared ideas. Everyone listened. They talked until everyone could say yes. Then they all agreed! Look at the chart. The rules are: We use kind words. We take turns. We listen when others speak. We walk inside. These rules are for our group.

Sort the cards: rule for our group, or rule for everyone?

Go to bed on time.

Wear a helmet on
your bike.

Raise your hand to
speak.

Stop at a red light.

Pack away the class
toys.

Cross at the
crossing.

Rules for our group

Rules for everyone (laws)

Six word cards to sort into two boxes. One box says rules for our group and the other box says rules for everyone, laws.

Take the card “Wear a helmet on your bike.” Who must follow it? Everyone — not just our class. So it is a rule for everyone. It is a law. Now take the card “Raise your hand to speak.” Who must follow it? Our class. So it is a rule for our group. It is not a law.

Have a go

Q1. Look at the Room 2 chart. Write one more rule for Room 2. Start with “We”.

Q2. Sort these rules. Write each one under “Rules for our group” or “Rules for everyone (laws)”.

- Go to bed on time.
- Stop at a red light.
- Pack away the class toys.
- Cross at the crossing.

Q3. Finish the sentence: A law is a rule for _____.

Q4. Put a tick next to the laws.

- Wear a helmet on your bike.
- Raise your hand to speak.
- Stop at a red light.

Together out loud

S1. Make one new class rule together. Use the four steps from the picture. When everyone can say yes, say it together: We all agreed!

S2. Talk with a partner. Look at the road picture. Why do laws keep us safe? Use the words helmet, red light and crossing.

Answers

Q1. Answers will be different. A good rule starts with “We” and tells us what to do.

Q2. Rules for our group: Go to bed on time. Pack away the class toys. Rules for everyone (laws): Stop at a red light. Cross at the crossing.

Q3. everyone

Q4. Ticks: Wear a helmet on your bike. Stop at a red light. No tick: Raise your hand to speak. That rule is for our class, not for everyone.

S1. Answers will be different.

S2. Answers will be different. Laws like “wear a helmet on your bike” and “stop at a red light” keep people safe.

For the teacher

This block is teacher-facing and is not part of the student-checked text.

Curriculum traceability (codes from the Victorian Curriculum Version 2.0 3–4 band file). This section sets up (D1) and does not yet own:

- **VC2HC4K04** (Knowledge and Understanding, Laws and citizens)
 - **VC2HC4K04.E01** — family and friend rules that are not laws (*grounded: Part 1, Part 4, Q2*)
 - **VC2HC4K04.E02** — laws are for everyone, while rules can be for just one group (*grounded: Part 4, worked example 2, Q2, Q4*)
 - **VC2HC4K04.E03** — looking at class and school rules and asking whether any of them are laws (*grounded: worked example 1 vs worked example 2, Q2*)
 - **VC2HC4K04.E04** — everyday laws that everyone keeps, and why keeping them matters (*grounded: Part 5, S2*)
- **VC2HC4K02** (Knowledge and Understanding, Government and democracy)
 - **VC2HC4K02.E01** — one person making class rules compared with the whole class deciding together (*seeded: Part 3, worked example 1, S1 — the whole class contributes*)
 - **VC2HC4K02.E02** — how a family decides compared with how a school decides (*seeded: Part 1 home/school panels*)

Scale discipline (D8). The word *law* appears to students only as “a rule for everyone”. No enforcement machinery (police, courts, fines, parliament) is named or pictured anywhere in the student-facing text. The rule/law distinction is seeded here for the consensus work in 3D (VC2HC4S04.E02).

Shared consensus language (chapter note, links to 3D). “We all agreed!” is the book’s one shared way of saying consensus. Keep this exact phrase when teaching 3D’s consensus-building (VC2HC4S04).

Sources (teacher-facing only; student text makes no sourced claims beyond “rules/laws keep us safe”). - Road Safety Road Rules 2017 (Vic): r 256 (a person riding a bicycle must wear an approved bicycle helmet), r 56 (stopping at a red traffic light), r 230 (crossing at a pedestrian crossing). Legislation as published on the Victorian legislation register; retrieved 2026-08-26. - Victoria was the first Australian state to make bicycle helmets compulsory for all riders (1990) — a world-first statewide law. Retrieved 2026-08-26 (Wikipedia, bicycle helmet law history; primary register retrieval blocked on the day, so the student-facing text does not claim “first”). - The worked examples use these laws only as everyday instances (“wear a helmet on your bike”, “stop at a red light”, “cross at the crossing”); rule numbers are deliberately kept out of the student-facing text at this level.

Contested terms (house policy). *Fair/fairness* carries an operational classroom definition at first use: “we treat everyone the same; everyone gets a turn.” This sits with the everyday-lives use of fairness in VC2HC4K01.E03 without asserting a single authoritative definition.

Assessment (D3). All checks in this section are formative: the sort, the sentence finish and the ticks are comprehension checks only. Level 2 carries no achievement-standard assessment.

Vocabulary (D4). Student-facing text (including figure text and alt text) is audited by `src/gate_1c.py` against the house word ladder with a Yr2 ceiling. D4 exemptions used: curriculum words from the 3–4 band file (rule/rules, law/laws, fairness), subject terms defined at first use on the word cards (rule, fair, decide, law, agree) plus the mandated consensus forms agree/agreed shared with 3D, and proper nouns (Room 2).