

## School rules: secondary school

### Topic

School, rules

### Aims

- Use vocabulary related to the topic of school
- Read some example school rules and identify similarities to/ differences from own school rules
- Use a range of verbs to talk about school rules (e.g. *must, should, be expected/allowed to*)
- Explain why rules are created and (optionally) express opinions about school rules
- Collaborate with others to create some school rules and give a presentation

### Age group and level

13–17 (B1+)

### Time

70–90 minutes

### Materials

- Reading text (alternatives are provided to deliver the lesson without copies)

### Introduction

In this lesson, learners explore the topic of school rules. They begin with a short role play to introduce the topic, then read some example school rules. Learners then discuss why the rules were created and give their opinions about them. Next, learners work together to write school rules using target language. This can be for their own or an imaginary school. Finally, they present their rules.

### Procedure

#### 1. Lead-in: role play

- Tell learners to imagine that they have a younger brother, sister or cousin who is going to start secondary school. They want to know what the rules are at the school.

	<ul style="list-style-type: none"> <li>• Give learners a few minutes to discuss what the school rules are at their secondary school. They can do this in pairs or as a whole class. If learners discuss in pairs, ask some to share their ideas with the whole class when the time is up. If necessary, note any new vocabulary on the board, e.g. <i>locker</i>.</li> <li>• Put learners into pairs. Student A plays the role of the younger sibling/cousin; Student B plays the role of the older sibling/cousin.</li> <li>• If your learners enjoy role play and are confident at speaking English, encourage Student A to ask about/make comments on the rules, e.g. <i>Why do we have to do that? That's so unfair!</i> If learners do this, ask a few pairs for feedback about the questions/comments after the role play.</li> <li>• There is no need to discuss the rules further at this stage as this will be the focus of the lesson.</li> </ul>
<b>2. Reading: school rules (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>Option 1 (displaying / using reading text as a handout):</b> Display or hand out the <b>reading text</b>. Ask learners to read the rules and to underline any which are similar to rules they have at school. They can do this individually, or in pairs.</li> <li>• As they read, they can consult dictionaries if necessary. You can also walk around and help with vocabulary or write new vocabulary on the board with meanings.</li> <li>• When most learners have read the rules, tell everyone to stop. Ask some learners to say which rules are similar to/different from their school rules.</li> <li>• If necessary, review unfamiliar vocabulary. Explain/elicite meanings and check pronunciation.</li> <li>• <b>Option 2 (without displaying / handing out reading text):</b> Tell learners that you are going to read out some school rules. (You don't need to read them all. Rules 1, 3, 5, 7, 8 cover all of the different structures used to talk about rules. You could also simplify them, depending on the level of your learners.)</li> <li>• Read out the school rules one by one. Read more than once if necessary and explain any vocabulary which is preventing understanding.</li> <li>• After reading each rule, give learners some time to discuss if the rule is similar to/different from their school rules in pairs. Then ask some pairs to feed back.</li> <li>• Write new vocabulary on the board. Check meanings and pronunciation.</li> </ul> <p><b>Alternative activity:</b> Try a dictogloss! Choose some of the rules (rules 1, 3, 5, 7, 8 cover all of the different structures used to talk about rules). Read the chosen rules aloud at a normal pace and tell learners to listen. Read them out again at a</p>

	<p>normal pace. This time, learners note down words they hear. Repeat if necessary. Then put learners into pairs/small groups. They try to reconstruct the rules. Ask pairs/ groups to read out their rules. Then ask them to say which of the rules are similar to/ different from the rules at their school.</p>
<p><b>3. Grammar focus: verbs to talk about rules (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• <b>Option 1 (displaying/using reading text as a handout):</b> Ask learners to look at the reading text again. This time, they should circle verbs used to talk about rules. They can do this individually or in pairs.</li> <li>• <b>Option 2 (without displaying/handing out reading text):</b> Read out the rules that you read before again. This time, learners note verbs used to talk about rules.</li> <li>• <b>Options 1 &amp; 2:</b> Elicit the verbs from the learners and write them on the board: <i>should/should not, must/must not, may not, be expected to, be not allowed to.</i></li> <li>• Explain or elicit that we use infinitive verbs after these, e.g. <i>bring, wear, etc.</i></li> <li>• Put learners into pairs or groups of three. In pairs/small groups, learners use the structures to write their own school rules using the verb patterns on the board. They should try not to use the same pattern twice!</li> <li>• As pairs/groups work, walk around and help where necessary.</li> <li>• After some time, tell learners to stop writing. Ask some pairs/groups to read out a rule they've written. Correct any issues with using the verb patterns.</li> </ul>
<p><b>3.Discussion: (10–20 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Choose one of the rules from the <b>reading text</b>. Display it, refer learners to it, or write it on the board (e.g. Students are expected to be on time to school and to all lessons).</li> <li>• Ask the class to say why they think the school created this rule (e.g. to help students develop responsibility, to create a positive learning environment – if students arrive late, then there are distractions, they have less time to learn, etc).</li> <li>• Next, depending on the context of your teaching situation, ask learners to say if they think this rule is a good one or not. They should give reasons for their opinions (e.g. <i>I think this rule is good because it teaches responsibility. / In my opinion, this rule is too strict. Sometimes we're late for lessons because we need to get a drink. We don't have enough time.</i>)</li> <li>• <b>Option 1 (displaying/using Reading text as a handout):</b> Now put learners into groups of three or four. Assign two or three different rules to each group</li> </ul>

	<p>(it doesn't matter if some groups look at the same rules, but try to cover all the rules).</p> <ul style="list-style-type: none"> <li>In their groups, learners say why they think the school created the rules. If it's appropriate for your teaching context, learners also say what they think about the rules. If you plan to include this kind of discussion in the lesson, you could provide learners with useful phrases to express an opinion, e.g. <i>I (really/strongly) think/believe/feel...; In my opinion...; I would say...</i></li> <li>When they're ready, ask some groups to share their ideas about why the school created the rules. <b>Ideas can include:</b> <i>to help students develop discipline and responsibility (e.g. rule 1/2/3/10); to promote learning (e.g. rule 2/6); to promote equality (e.g. rule 3); to create a better learning environment (e.g. rule 4); to respect the environment (e.g. rule 7); for safety reasons (e.g. rules 8/9). Some may even be for legal reasons (e.g. rule 5).</i></li> <li>If your learners have discussed what they think about them, ask some groups to share their opinions with the class. Learners at this age may have a strong sense of what's 'fair' and what isn't; whether a rule makes sense or not. This discussion could be extended if your class has a lot to say about the topic.</li> </ul>
<p><b>4. Groupwork: creating school rules and presentations (25– 30 minutes)</b></p>	<ul style="list-style-type: none"> <li>In this stage of the lesson, learners will work together to create some school rules. Choose one of the options below.</li> <li><b>Option 1:</b> In pairs/small groups, learners choose rules from their secondary school which they don't like. They change/rewrite the rules to make them better. They'll need to prepare to present the rewritten rules, and say why they wanted to change them and how the new rules are better.</li> <li><b>Option 2:</b> As a whole class, learners discuss problems they see at school. In pairs/small groups, they choose a problem/some problems and create some new rules to help solve the problems. They'll need to present their new rules and say how they think they will help to make things better.</li> <li><b>Option 3:</b> If options 1 and 2 are not appropriate for your teaching context, learners can write rules in pairs/small groups for an imaginary school. This could be an ideal school, or they can get creative and write schools for a school for wizards/adults etc. In this scenario, encourage them to use their imaginations as much as possible! They'll need to present their ideas.</li> </ul>

- **All options:** As learners work, walk around and help where necessary. Remind them to use the verb patterns that they practised earlier in the lesson.
- After 10–15 minutes, pairs/groups present their rules. If you have a smaller group, they can present to the whole class. With a larger class, put pairs/groups together to make larger groups, and they present to each other. In this case, choose a couple of groups to present to the whole class at the end.
- After each presentation, ask learners to give feedback, e.g.
  - Option 1:** Learners vote to say if the rules are fairer/better.
  - Option 2:** Learners say if they think the rules will help to solve the problems and why/why not.
  - Option 3:** Learners say two things that they liked about the presentation and two things they would change.
- Give overall feedback, saying what learners did well. Give feedback on any mistakes made with verb patterns practised in this lesson.

**Contributed by**

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