

School rules

Topic

School, rules

Learning outcomes

- Use vocabulary related to the topic of school
- Use modal verbs *should/must* or imperatives to describe rules (in speaking and writing)
- Explain why we have rules at school (in English or first language)
- Collaborate with others to create a school rules poster and give a presentation

Age and level

9–12 (A2)

Time

70–85 minutes (or two shorter lessons)

Materials

- Materials for making a poster: chart paper, coloured markers/crayons

Introduction

In this lesson, learners explore the topic of school rules. They begin with a listening activity in which they listen to some rules, take notes, then reconstruct them. They focus on language used to describe rules (*should/must* or imperatives), then discuss why school rules are important. Finally, they create and present an illustrated poster with rules for a regular or fun school environment.

Procedure

Listening: Introduction to school rules (10–15 minutes)	<ul style="list-style-type: none"> • Explain that you are going to read out some sentences. Learners should just listen. • Read out the following sentences clearly and at a reasonably normal speed: <ul style="list-style-type: none"> ○ <i>We should speak kindly to our teacher and classmates.</i> ○ <i>We shouldn't bring food or drink into the classroom.</i> ○ <i>We must arrive at school on time.</i> ○ <i>We mustn't run in the corridors.</i> • Ask learners to say what the sentences are about (school rules). If they're not sure, read them out again and tell learners to listen for key words. • Tell them that you will read the sentences again. This time, they can note down any words they hear. • Read the sentences again at a reasonably normal speed. If your learners are finding this challenging, read again at a slower speed. • Put learners into pairs or groups of three. In their pairs/groups, learners share their ideas and try to write the four sentences. The sentences don't need to be exactly the same as the ones you read out – they just need to convey the ideas. • Write the original four sentences on the board – or ask learners to write them. They should compare their sentences with the ones on the board. <p>Note: If you prefer, you could read out sentences based on your own school rules. The sentences above focus on modal verbs. You could adapt the lesson to focus on imperatives:</p> <ul style="list-style-type: none"> ○ <i>Speak kindly to your teacher and classmates.</i> ○ <i>Don't bring food or drink into the classroom.</i> ○ <i>Arrive at school on time.</i> ○ <i>Don't run in the corridors.</i>
Grammar focus (10–15 minutes)	<ul style="list-style-type: none"> • Write the four sentences on the board if they're not there already. Underline the modal verbs (or imperative verbs if that is your focus). <ul style="list-style-type: none"> ○ <i>We <u>should</u> speak kindly to our teacher and classmates.</i> ○ <i>We <u>shouldn't</u> bring food or drink into the classroom.</i> ○ <i>We <u>must</u> arrive at school on time.</i>

	<ul style="list-style-type: none"> ○ <i>We <u>mustn't</u> run in the corridors.</i> ● Explain that we use the underlined verbs to talk about rules. They say what people can and can't do. <i>Must</i> is stronger than <i>should</i>. Explain that we use infinitive verbs after <i>must/mustn't</i> and <i>should/shouldn't</i>, e.g. <i>speak, bring, arrive, run</i>. (If your focus is on imperatives, explain that we can use them to say what people can/can't do.) ● Ask learners to say some other school rules using <i>must/mustn't</i> and <i>should/shouldn't</i> (or imperatives). Alternatively, give them time to write up to three rules in pairs, then ask for some examples. ● Write learners' suggestions on the board. Help with vocabulary and correct mistakes. Examples: <ul style="list-style-type: none"> ○ <i>We should throw our rubbish in the bin.</i> ○ <i>We shouldn't speak when the teacher is talking.</i> ○ <i>We must wear a school uniform.</i> ○ <i>We mustn't bully.</i> ● Have learners read the sentences on the board aloud (all together or in groups), and check pronunciation.
<p>Discussion: Why are rules important? (10–15 minutes)</p>	<ul style="list-style-type: none"> ● Choose one of the rules on the board (e.g. <i>We should speak kindly to our teacher and classmates</i>) and ask learners to say why it's important (it's important to respect everyone in the classroom, it makes the environment more positive for learning). ● Learners may use their first language to discuss this – or, depending on the level of your class, you could help them to express themselves in simple English, e.g. <i>We should respect everyone. It's better for learning.</i> ● Repeat with one or two more rules. ● Then put learners into pairs/groups of three. In their pairs/groups they choose some rules and discuss why they are important. This may be in L1 or English depending on the learners. ● Ask pairs/groups to say why the rules are important. Ideas can include safety (don't run in the corridors / follow safety instructions); developing responsibility (e.g. arrive on time / bring pens, books, etc.); respecting the environment (e.g. throw rubbish in the bin / don't bring food into the classroom); including other people (e.g. don't bully / help new students).

	<p>If you are using this plan over two lessons, Lesson 1 can end here.</p>
<p>Groupwork: Creating a school rules poster (25 minutes)</p>	<ul style="list-style-type: none"> • Explain that learners will work together to create some rules. The rules should be for a school environment. • Ask learners to suggest some school environments and give ideas. Encourage them to use their imaginations, e.g. the school playground/sports field/dining room; their ideal school; a school for wizards/superheroes/pirates; a school for pets/dinosaurs; a school at the zoo; a school from the past/future; a school for adults/teachers; a school on a different planet; space school, etc. • Give instructions to the class. They will work in groups to: <ul style="list-style-type: none"> ○ decide the kind of school they're creating rules for ○ think of some rules – they should use the structures they've seen in the lesson so far (i.e. <i>should/must</i> or imperatives) ○ think of how they could illustrate the rules. • Put learners into small groups. Give groups ten minutes to think of ideas and make notes/sketches. • When they're ready, hand out materials for making a poster. Now give them a time limit (e.g. 15 minutes) to create a poster for their school environment. The poster should have written and illustrated rules. • Walk around and help groups as they work where necessary. Check the use of modals or imperatives. • Explain that groups must be prepared to present their poster. <p>Tip: It may be a good idea for learners to assign roles in their groups, e.g. a leader, a writer, an artist, etc.</p>
<p>Presentations and feedback (15 minutes)</p>	<ul style="list-style-type: none"> • When the posters are ready, groups can present them. If you have a smaller class, each group can present their poster to the whole class. If you have a larger class, put groups together to present their posters to each other. Then choose one or two groups to present to the whole class at the end. • After each presentation, ask learners to note/say three things they liked about it, e.g. the rules were funny; the presenters spoke clearly; the pictures were good. Ask some to give feedback.

	<ul style="list-style-type: none">• If it's appropriate, learners could comment on the importance of the rules on the posters, i.e. do they encourage respect, safety, responsibility – or not?!• You could also use this as an opportunity to give feedback to learners regarding language and presentation skills. Say what learners did well and see if they can correct some examples of language mistakes.
Follow-up/ Homework	<ul style="list-style-type: none">• Learners write some of their real school rules using <i>should/shouldn't</i> or <i>must/mustn't</i> or imperatives.

Contributed by

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