School discipline

Topic

School discipline, punishments, bad behaviour

Aims

- To learn and practise vocabulary related to discipline and punishments
- To practise speaking skills
- To practise reading skills
- To participate in a discussion on school discipline

Age group

11 - 17

Level

B1 / B2

Time

60 –90 minutes

Materials

1. School discipline Student worksheet
2. Internet links: http://www.theguardian.com/education - The Guardian education pages, with many articles on all education issues
   https://www.kidscape.org.uk/ - Charity working on tackling bullying, including teaching resources
   http://www.bbc.co.uk/news/education/ BBC's Education page
   http://www.antibullyingweek.co.uk/ - UK anti-bullying week campaign website
   http://learnenglishteens.britishcouncil.org/uk-now/read-uk/school-discipline - Link to online exercises for this lesson

Introduction

Introduce this topic with a brainstorm around the title. What words can they think of to do with discipline? If you can get a picture of a discipline procedure in a school from the past (caning, getting the ruler), you could have a more dramatic introduction. At some point in this lesson you can explain that corporal punishment was a thing used in the past but it is now against the law. Draw as much as you can on your own school experience. What were the rules? Did you ever misbehave? What was considered bad in your school days? If you have a tale to tell it can liven up the topic

Procedure

1. Task 1 – Bad Behaviour – before your read	This list helps cover the vocabulary for the whole lesson. Go through the different behaviours and check and explain any new vocabulary. Can your students think of any more examples? Work through the first 3 and then put the class into pairs or small groups to classify the behaviour. You will notice cultural differences coming out here. Note that cheating in exams is not nearly as terrible in Italy, for example, and most pupils will admit that they have copied or considered copying at some point. Class feedback should bring out their attitudes towards behaviour. Is there a violence problem in their country? Be wary of digressing although the issue of guns and weapons in schools is relevant in the light of US High School killings. In the UK it is not such a danger. Truancy and bullying are the key problems. Do students know why people might play truant? How can it be stopped? Try to be as brief as possible here but encourage contributions and involvement in the topic, writing up any new vocabulary on the board.
2. Task 2 – Punishments	Firstly,you could brainstorm typical school punishments. Add examples of your own: being sent to the headmaster, having to sit in the corner. Do pupils have a strong sense of justice? Is a punishment fair? This will help anticípate the content of the case study based on Freya's sense of unfairness.
3. Task 3 – Read and find out	Check that the students understand the questions then ask them t oread the text. Let them compare their answers together before telling them if they are correct or not.
4. Task 4 – School Rules	This task is supposed to be a fun look at rules. get students to work in pairs and perhaps you could even make it competitive by awarding points for the best invented school rules for teachers.
5. Task 5 – Group decision making – Make the punishment fit the crime.	Refer students back to the 'crimes' in Exercise 1. Put students into groups for this activity and appoint a secretary to make notes of what kinds of punishments they choose. Also appoint a chairperson to make sure that everyone's opinions are taken into account and that consensus is reached. At the end of the activity you can get all of the groups to compare their punishments and decide which was the best. If you have less time, or if interest is waning, you could choose 5 or 6 of the 'crimes' to discuss.
6. Task 6 – Detention: What do you think?	Get students to work in pairs for this activity. Let them read the opinions, then get them to read and decide which one they most agree / disagree with.

Contributed by

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