

School discipline

Topic

School discipline in the UK

Aims

- Students explore a process writing approach in order to write a comment on a website article on the topic of discipline.
- Students focus on vocabulary associated with discipline in schools.
- Students compare discipline in schools in their country with discipline in schools in other countries.

Age group

Teenagers

Level

B1/B2

Time

60-75 minutes

Materials

1. Worksheet 1: Three comments from the school discipline text. You should only need this if you don't have access to the website in class, or the students do not have access to the site from computers or their mobile devices. The original website link is: <http://learnenglishteens.britishcouncil.org/english-skills-practice/life-uk/school-discipline>

Introduction

This lesson uses the school discipline resource from the Life in the UK section of the LearnEnglish Teens website. The lesson is a process writing lesson, which gives learners a lot of support as they write, and follows a typical process writing procedure of four stages:

1. Pre-writing: students generate ideas on the topic
2. Focusing of ideas: in this lesson a 'speed-writing' exercise
3. Evaluating, structuring and editing
4. Writing the final draft

For more information, see the excellent article Approaches to Process Writing:
<http://www.teachingenglish.org.uk/articles/approaches-process-writing>

Procedure

1. Lead in	<ul style="list-style-type: none"> • Ask students in pairs to make a list of things people get into trouble for at school. Conduct whole class feedback and write the list on the board. • Ask students to tell their partners about the last time they or someone they know got into trouble at school.
2. Text comprehension	<ul style="list-style-type: none"> • Ask students to read the text and to identify the differences and similarities between discipline in schools in Scotland and the students' own country. • The text can be accessed and read in a variety of ways: <ul style="list-style-type: none"> ➤ If you have an interactive whiteboard in your classroom, students can read the article online as a whole class by following this link: http://learnenglishteens.britishcouncil.org/english-skills-practice/life-uk/school-discipline ➤ If you have access to a computer room in your school, students can work in pairs and read the article on the LearnEnglish Teens website and do the associated online comprehension exercises. ➤ If you do not have technology available for students to use, please download and print off the text and exercises from the 'Worksheets and downloads' tab at the bottom of the online article.
3. Vocabulary focus: crime and punishment	<ul style="list-style-type: none"> • Ask students to make two columns in their notebooks. At the top of the first column, ask students to write 'Discipline issues'. At the top of the second column, ask students to write 'Punishments'. • Ask students to read the text again and write appropriate vocabulary items in each column. • Possible answers: <i>Discipline issues: step out of line, badly behaved, play truant, smoking, swearing, bullying</i> <i>Punishments: exclusion, suspension, lines, detention</i> • Conduct whole-class feedback without the text to check that students understand the meanings of the different vocabulary items.
4. Website features	<ul style="list-style-type: none"> • Elicit from students that we often see comments below an online article from readers. • Ask them to predict the answers to the following questions: Who can comment on the LearnEnglish Teens website? (<i>anyone who is registered</i>) Which is more important, no mistakes or communicating your message? (<i>the latter</i>) Are the comments formal or informal? (<i>less formal, conversational</i>) • If you are using an IWB in the classroom or students have access to a computer in the school, show students the comments beneath the online article. • If you do not have in class access to the original online content with your students, show them the comments in worksheet 1.
5. Process writing: pre-writing	<ul style="list-style-type: none"> • Students work in groups to brainstorm relevant vocabulary and ideas about the topic in the discussion question below the article: 'How does your school deal with discipline problems? Have you ever been punished at school?'

6. Process writing: thinking time	<ul style="list-style-type: none"> • Set up a two-minute thinking activity by explaining that students are going to do a five-minute 'fast writing' activity based on the discussion question. • Give students two minutes to look at the words and ideas they brainstormed in their groups and think quietly about what they want to write.
7. Process writing: fast writing	<ul style="list-style-type: none"> • Ask students to work alone and write for five minutes. They should use the vocabulary and ideas from the brainstorming task as well as their thinking time to answer the discussion question: 'How does your school deal with discipline problems? Have you ever been punished at school?' Stress the importance of speed, and that if they don't know a word, they leave a space or write the word in L1. Try http://stopwatch.onlineclock.net/ for timing!
8. Process writing: evaluating, structuring and editing	<ul style="list-style-type: none"> • Students do a peer correction activity in which they swap their texts with a partner. They should: <ul style="list-style-type: none"> ➤ Find three positive things about the text and write these on the paper. ➤ Make three corrections in a different coloured pen. ➤ Swap back their writing and make a final draft.
9. Process writing: final draft and publishing	<ul style="list-style-type: none"> • Ask students to register on the website (http://learnenglishteens.britishcouncil.org/) and add their comment to the article. • This activity can be done for homework.

Contributed by

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