



ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Skills for Problem Solving

Pre-Intermediate – Be A Good Classmate

A. Josh and Anna are your friends. You like them, but they don't work in class. They talk to you when the teacher is talking and they don't listen to the teacher.

What can you do to change things?

B. You've got a great teacher. She's really nice, but the classroom is very noisy. You and the other students in the class can't hear the teacher. You sometimes don't understand the activities.

What can you do to change things?

C. In pair work, you always work with the same partner, but she doesn't speak to you. She doesn't know how to do the exercises.

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Reflection Point

If you're a good classmate, you respect the teacher and other students. When you're a good classmate, all the students in the class, including yourself, can learn.



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Aim: to make students aware of appropriate and inappropriate behaviour in class and to encourage students to respect the teacher and their classmates

Lead-in: Put students into pairs. Write the following on the board and ask students to tick the things they are doing now or have done in class today:

- *be noisy*
- *be quiet*
- *be nice*
- *help classmates*
- *listen to the teacher*
- *talk*
- *throw rubbish in the bin*
- *use a phone*

Ask students to put the words into two groups of things it's good to do in class and it's bad to do in class. Ask if any activities can be both good and bad.

Answers: good: *be quiet, be nice, talk (in a speaking activity or to your partner), help classmates, listen to the teacher, throw rubbish in the bin*; bad: *be noisy, talk (when the teacher is talking), use a phone*

Ask students which of the things in the bad list they do, and elicit possible solutions to help them stop their bad habits (e.g., *be noisy: be quiet when the teacher is talking, don't talk to other students*). Encourage students to think of ways that they can be a good classmate.

Choose A Scenario: Ask students to work in pairs and choose one of the three scenarios (A–C). Ask them to read through their scenario and check understanding.

Write on the board: *What are the challenges my scenario presents?*

Encourage pairs to identify and list the possible problems in the scenario they got (e.g., in scenario A, Josh and Anna don't work. They talk when the teacher is talking, and they don't listen to the teacher). Ask pairs to write some ideas of solutions for each of the problems they identified in their scenario. Ask, *how can you be a good classmate? What can you do to change things?* Monitor and help with language where necessary. Encourage students to look at the *Reflection Point* and take it into account while doing the task.

Reflection Point: Explain to students that a good classmate respects the teacher and the other students. We can only learn when everyone respects each other. **Class discussion:** Ask each pair to work with another pair who chose the same scenario, and to compare their problems and the solutions they suggested. Encourage them to identify differences and similarities in their solutions to their scenarios. Write the questions below on the board. Allow groups time to discuss their answers before holding a whole-class discussion. To help with the problem ...

- *what can you do?*
- *what can the teacher do?*
- *what can your classmates do?*

Work alone: Ask students to work alone and choose a second scenario from A–C and follow the same steps to identify the problem and think of possible solutions. Once they have finished, invite volunteers to present their scenario to the class and explain what their possible solutions are.

Extension: Ask students to think of how they can be a good friend. Ask them to write three good things and three bad things friends do. Encourage them to think of ways they can change bad things they do and be a good friend.