



Student and Teacher Roles

Age: Primary

Level: A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters ideas about power relations.

Learning Outcome: P.D1.S7.LO1 Identify the roles of the student and the teacher

Standard for Global Skill: P.D3.S4.LO4 Show reflective thinking in the carrying out of a task

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

Tell students that they are going to think about school rules: what part of the school they are for, why we have them, who makes them, and who they are for. Ask students *What are our school rules?* and invite them to give examples. Give prompts for the rules, e.g., *We have to ... We must ... We can't ... We aren't allowed to ... We mustn't ...*

A. Read the school rules 1–4 aloud as a class. Ask students if all of these rules are for the classroom and elicit that there are different rules for different parts of the school and some rules for all parts of the school. Ask students to look at the school map and identify the different places: schoolyard, library, hallway, bathroom.

Give students a few minutes to match the rules to the places by writing the numbers on the map.

Answer Key: 1. schoolyard 2. bathroom 3. library 4. hallway

B. Draw students' attention to how the school rules are written. Some use the infinitive *Play, Take care, wash your hands*. Point out the example with *No running* and ask them if they could express this rule in another way, e.g., *Don't run / You mustn't run*.

Pair students to think of one more rule for each part of the school in the building plan in A. Allow a few minutes for this before inviting students to share their ideas.

Answer Key: Possible answers

Schoolyard: Line up quickly. **Library:** No talking.

Hallway: Don't touch the walls. **Bathroom:** Put paper towels in the trash.

C. Have a class discussion about the questions. Invite as many children as possible to share their ideas, give reasons for why they think rules are important, and explore what they think would happen if there were no rules at school. If you have already completed the worksheet *A Fair World* and learned about the Rights of the Child, ask students if they can remember any rights that apply to school, e.g., the right to education, the right to meet other children and join groups, the right to be safe, the right to relax and play, the right to say what I think. Make a list and ask students *How can students and teachers help make sure everyone has these rights?*

Part 2 (15 mins)

A. Tell students that they are going to look at the different responsibilities and roles in school for students and for teachers. Draw students' attention to the two lists of Student and Teacher Responsibilities. Read the first line from the Student list and invite students to suggest what word is missing. If students struggle to come up with suggestions, encourage them by giving them the first idea.

Students work in pairs to complete the Student and Teacher Responsibilities. Monitor students as they work, supporting them with vocabulary as needed. Allow them to produce different answers.

Answer Key: Possible answers

Student Responsibilities: Always do my best.

Follow the classroom rules.

Do all my homework.

Listen to my teacher and classmates.

Keep my desk/the class/the school clean.

Respect school property.

Ask for help when I need it.

Participate in class.

Students' own answers

Teacher Responsibilities: Help students to learn/study/succeed.

Prepare fun/interesting lessons.

Always be nice/kind/fair to students.

Treat all students fairly.

Be a good example.

Don't have favorites.

Listen to students.

Give everyone/all students a turn.

Students' own answers



Primary | Teacher's Notes

- B.** Pair students with another pair to compare their ideas. Invite them to note each other's answers where they were different. When they have finished, talk to students about the Student and Teacher Responsibilities. Do they agree with them? Can they think of any more responsibilities?

Part 3 (20 mins)

Tell students that they will each be given a text to read about some school responsibilities at schools in other countries. Divide the class into Student As and Student Bs and ask Student As to read text A and Student Bs to read text B. They should cover the other text.

Pre-teach any new vocabulary, e.g., *chores, serve, role model, teamwork, nutrition, set (a table), clear (a table), chef, good manners.*

- A.** Allow at least five minutes for students to read their texts. Then ask them to reflect on their texts, and think of five interesting facts that they learned about schools in Japan or France. Tell students to write five sentences about them, using their own words. They will use these sentences in step B, so don't invite them to share their ideas yet.
- B.** Pair students and ask them to share information about their texts with each other. Encourage them to look at their own sentences, but not the texts.

Answer Key: Possible answers

Japanese children clean their school. They clean classrooms, bathrooms, hallways, doors, and windows. Every week, teachers give them different chores. They work with older children who are role models. They learn to respect the school.

French children learn all about food, healthy eating, and good manners. They eat in a school restaurant. They try many different foods. They have to try everything on their plates. They all eat the same food at the same time.

Open the discussion up to the whole class. Ask students to say what responsibilities the children in Japan and France have, and what they learn from these responsibilities, and whether they are a good or bad idea. Finally, ask students whether they would like to have these responsibilities in their school. Why? Why not?

Extension

- A.** Ask students what it means to be a good classmate and a good teacher. Elicit some qualities a good classmate and a good teacher has. Give an example to complete each sentence stem, pointing out the grammar if needed, or ask students for examples.

A good classmate / teacher is + adjective

A good classmate / teacher does not (doesn't) + verb

A good classmate / teacher says + phrase/active speech

Then have students work in groups to complete the sentences with their own ideas. Monitor them as they do this, helping with language where necessary. When students have completed their sentences, invite them to read some examples aloud.

- B.** Tell students to write complete paragraphs using the sentences they wrote in A. Have them display or present their paragraphs and allow other students to read what other people have written. Encourage students to commit to being good classmates all year!