

Teacher Exchange: REEP In-service, September 2008

Please bring your completed form on September 19. You will share your activity with other teachers at your level.

Grouping Strategies: Describe a recent class activity which used one of the grouping types presented at the May in-service. Check out the May in-service page on REEPworld.org (http://www.reepworld.org/staff/content/Training/May_Inservice)

Name of Activity: Rules for Students, Rules for Teacher

Shared by: Barbara Hicks

Used with these REEP levels: 200/250

Relevant Lifeskill Unit: Getting Started

Lesson Objective: Making rules for the class

Technology Integration(if applicable):

Time needed to complete this activity: 30 minutes

Resources and materials needed:

Type of grouping (ex: like-ability or cross ability; small groups or pair work): Cross-ability

Method of getting students into their groups (ex: line-ups, count-offs, proximity, etc.): Mostly proximity, some explicitly teacher-directed

Description:

This exercise has students discussing prospective rules for the class, both for the teacher and students. Students must propose and discuss various rules, and narrow down which are the most important.

Instructions/ Steps in the activity: Students are put into cross-ability pairs and asked to write four rules for the students for the class, and four rules for the teacher. Then pairs get together in a group of four and make a list of only two rules for the students, and 2 for the teacher. Results are discussed as a whole class and a class rule list is made.

Reflection questions

1. Why did you use a grouping strategy for this particular activity?

The discussion involved is key for this activity.

2. In what way(s) did using the grouping strategy enhance the activity's effectiveness/success (as opposed to conducting the activity as a whole group or individually)? Cross-pollination of ideas is very important to germinate rules, and the discussion and negotiation are great practice in students' using English to defend their values.