

How I like to do homework

Level: All

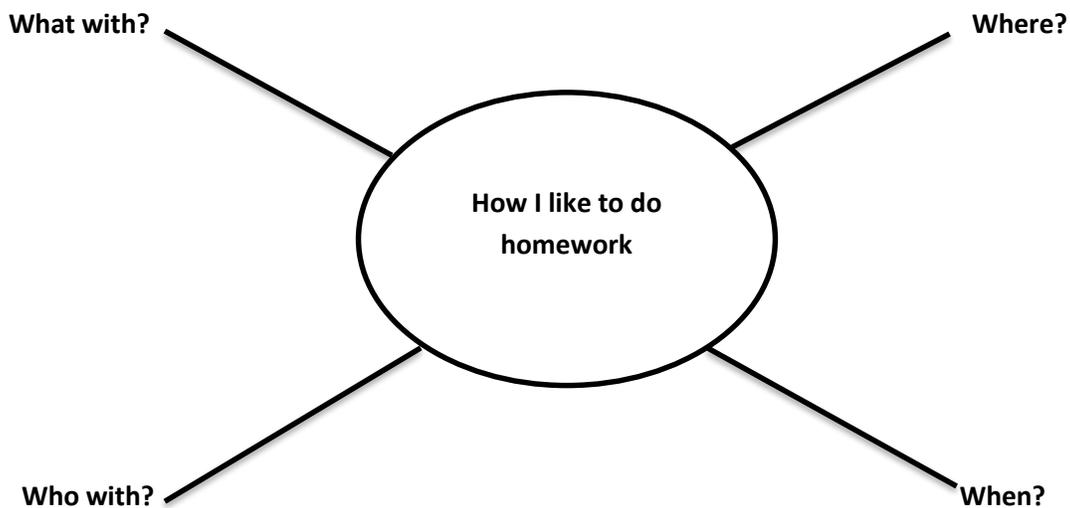
Age: 10-12

Organization: individual, whole class

Aims: To reflect on the conditions in which you personally work and learn best; to recognize the value of your own personal effort in learning a foreign language.

Language focus: likes/dislikes, preferences, prepositions of place and time, home, family, activities.

Materials: Essential: none / Optional: mind map to complete (one for each child)



Procedure

This activity is only suitable for older children who are expected to do homework as a regular part of the course.

1. Ask the children why they think doing homework is important and listen to their ideas.
2. Explain that in order for them to do their homework as well as possible and also have time for other things, it is worthwhile organizing and planning when and how they do their homework.
3. Draw the beginning of a mind map on the board (see above). Elicit possible answers to each question, e.g. *Where? In my bedroom/ the kitchen/ the dining room/ the garden.*
When? Immediately I get home./ After a snack./ After watching TV. / After my piano lesson. / Before dinner. / Before I go to bed.

Who with? On my own. /With my dog/cat/mum/dad/brother/sister/friend.

What with? A glass of water/a snack /loud music/soft music/total silence.

4. Ask the children to complete the mind map with their own personal preferences for how they do their homework. If you like, children can also illustrate their mind maps.
5. When they are ready, ask the children to report back, e.g. *I like doing my homework in the kitchen. / I prefer doing my homework after a snack. / I don't like listening to music.*
6. At the end, you may like to suggest that the children stick their homework mind maps in their bedrooms at home, for example, and, as far as possible, try and always do their homework in the conditions they prefer.

Comments and suggestions

- The approach towards homework varies in different contexts. Small pieces of homework on a regular basis can reinforce school learning and help children to learn how to concentrate, work independently and manage their time. Homework can also include enjoyable projects and strengthen connections between home and school. However, it should never be onerous for children.
- Being encouraged to think about when and how they do their homework best helps the children to organize their time and take homework in their stride. It also prepares them for moving up to secondary school, where the amount of homework is likely to increase.