

## Helping at Home

**Level:** All

**Age:** 9-12

**Organization:** Individual, group, whole class

**Aims:** To reflect on ways in which you help at home; to ask and say ways in which you help at home; to complete a questionnaire in groups; to be aware of gender differences in ways boys and girls help at home.

**Language focus:** *In the example:* present simple questions with *ever*, adverbs of frequency, jobs at home

*Alternatives:* activities and sports, food

**Materials:** *Essential:* non / *Optional:* photocopies of the questionnaire (one for each child)

Do you ever ...	always	often	sometimes	never
... make your bed?				
... tidy your room?				
... lay the table?				
... clear the table?				
... put things in the dishwasher?				
... take the rubbish out?				
... water the plants?				

## Procedure

1. Elicit ways in which it is possible to help at home, e.g. *make your bed, tidy your room*.
2. Write a questionnaire on the board (see example) and ask children to copy it into their notebooks, or give them each a photocopy.
3. Ask the children to complete the questionnaire for themselves by writing ticks in the appropriate boxes.
4. Divide the class into groups of four.
5. Explain and demonstrate that children should take turns to ask and answer the questions in their groups and write the initials of their friends in the appropriate boxes in the table, e.g. T: *Do you ever make your bed?* P: *Yes often*. T: *Do you ever take the rubbish out?* P: *No, never*.
6. At the end, ask children in different groups to report back to the rest of the class, e.g. *Juan often lays the table. Pedro never lays the table. Ana and I sometimes lay the table*.
7. Ask the children to think about ways in which they could perhaps help more at home and listen to their ideas.

## Comments and Suggestions

- Before preparing the questionnaire, find out questions that are likely to be most relevant to the children, for example, if they don't have dishwashers at home, then it will be more appropriate to ask about washing the dishes or doing the drying up.
- The number of questions in the questionnaire, dictates the length of the activity. It is usually best to restrict the number of questions to no more than 6-8 so that the activity is not too long.
- You may find it advisable to structure the activity so that children take turns to ask questions to each member of the group in turn.
- If you wish to make the activity easier, you can omit the adverbs of frequency and children simply answers *Yes I do, / No I don't*.
- With older, higher level children, it may be appropriate to discuss whether there is a difference in the way boys and girls help at home and the possible reasons for this.
- Activities based on simple questionnaire can also be used for other areas of personal habits, eg getting exercise (*Do you ever play a sport / walk to the shops?*) or eating healthy (*Do you ever eat fruit / drink milk?*) This can also be linked to the content-based learning.
- Older children can also use computers to produce charts to show the results of questionnaires.

