



# Using songs: a lesson plan for 'Please Be Quiet'

## Lesson overview

This lesson teaches students to be considerate of others, particularly around the issue of noise. This is very important for them to learn and your students' parents will be delighted that they learned this in their English class! It will also give you some useful classroom management language for times when the volume in class rises a little too high.

## Target language

*Please be quiet!*

*OK. I'm sorry.*

*Thanks.*

## Materials

- ✓ Some noisy items. These could be simple musical instruments (nothing fragile or valuable) or noise-making items made out of recycled materials, such as dried beans in a plastic bottle. You can make a 'drum' by tapping a pencil on a can. Kitchen utensils can also be very noisy!
- ✓ The song 'Please Be Quiet'
- ✓ The 'Please Be Quiet' song sheet

## Stages

### A. Warm up

When the students have all arrived, pick up one of the 'instruments' and start making a lot of noise. This is your chance to be the noisy one in the class, so really go for it! Students will be curious and may want to join in when they see the other instruments you have brought to class. Give them each an item to play. Soon, the classroom will be full of noise. After a little while, gesture to the students and say, *Please be quiet!* You may have to repeat the phrase a number of times! When the students are all quiet, collect the items and put them on your desk again.

### B. Vocabulary presentation

- i) Ask 3 of your more confident students to come to the front of the class.
- ii) Give them an 'instrument' each and encourage them to make lots of noise.
- iii) Say *Please be quiet!* The students will stop. Repeat, but this time ask the other students in the class to tell the noisy 3 to be quiet.
- iv) Now you take an instrument and play it yourself. Encourage students to tell you to be quiet. When they do so, this time say *OK. I'm sorry.*
- v) Now repeat this with the 3 volunteer students, encouraging them to say *OK. I'm sorry.* Finally, say *Thanks.*



### C. Practice activity

- i) Ask the students to make groups of even numbers of students.
- ii) Give half the students an 'instrument' and encourage them to play it.
- iii) The opposite half of the group should say *Please be quiet*. They should stop playing their instruments and say *OK. I'm sorry*. The first group should then say *Thanks*.
- iv) They should take it in turns being the noisy students.

### D. Values talk time

Spend some time at this point in the lesson talking about noise. Ask them about times when they are noisy and asked to be quiet. Who asks them to be quiet and why? Discuss why it is sometimes important to be quiet. Talk about some quiet places and why people are quiet in those places. Ask your students if there are times that they wish others would be quieter and if they know any particularly noisy people in their family who they have to ask to be quiet sometimes – or often! This discussion can be held in the students' first language.

### E. Song

- i) Look together at the art that accompanies the song lyrics. Talk about the pictures using any English that the students know.
- ii) Read the song lyrics with the students. By now they should be familiar with the target language.
- iii) Teach the students some gestures to go with the song. This could be a 'Shhh!' sign the first time round, putting your hands over your ears the second time and pleading with fists together in front of your face for the third time.
- iv) Divide the students into 2 groups with one half of the class being the noisy half. You can give them 'instruments'. When they say *OK. I'm sorry* they can pass the 'instruments' to a student in the other half of the class to use for the second part of song.
- v) Play the song and sing together, doing the movements, swapping the instruments for the second part of the song.

### F. Game

- i) Put the students in groups of 6–10.
- ii) Make circles and give each group one 'instrument'.
- iii) Play the song. During the song, the students pass the 'instrument' around the circle, making a noise all the time and singing the song.
- iv) Every so often, at random, stop the music. The student holding the 'instrument' at that time is out and must sit down.
- v) The last student left standing in each group is the winner.



### **G. Follow-up at home**

Challenge your students to be 'Noise Reporters' at home. Ask them to observe and identify the noisiest people, things and places – both in their homes and the wider world around them. Tell them that next week they will have to tell you where they have observed noise issues. Also ask them to notice times when they themselves are noisy or asked to be quiet. Challenge them to use the new expressions they have learned when they are at home.