

The Pack

**Produced quarterly by Learn Hot English
Help your students learn the English they need!**

**Level: Upper intermediate, B2. September to
December 2019**



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Welcome to *The Pack!*

This material from *Learn Hot English* will provide you with ready-to-go lessons so your students can learn lots of useful English!

Teaching ideas

Here are a few quick ideas on how to use the material in this pack in class. The practical lessons will get your students using lots of useful language and all the essential skills: speaking, listening, reading and writing. A lot of these activities come with listening material. You can download the audio files from www.learnhotenglish.com/teachers and then load it onto your smartphone, tablet computer, etc. Please e-mail us with any other ideas you may have, or any comments in general: andy@learnhotenglish.com

Remember, as part of the Learn Hot English method, we recommend three rounds of listening / viewing:

1. Listen once **without stopping** for a general understanding (listening for gist).
2. Listen again (as many times as necessary) to answer comprehension questions, this time pausing if/when necessary.
3. Listen a final time, but this time reading the script at the same time.

Also, remind students that any discussion questions are simply a means to get them speaking. Students are free to invent information if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary.

Finally, although the articles are graded, you can easily use them for other levels. For example, you could use material from the Upper Intermediate Pack with Advance-level students; or material from the Pre-Intermediate Pack with Intermediate-level students, etc. In some cases, you may need to adjust how students work on the material (such as providing more or less support depending on the level), but these adjustments are easy to make.

Good luck!

PS! Please mention to students that these lessons are from Hot English! Thanks! We appreciate any help you can give us in this respect.

Dangerous Twitter messages! [track 01]

Lesson summary: This is an article about some Twitter messages that got people into trouble. This topic is great for getting your students speaking.

Warm-up

Funny Twitter messages

Students read over the Twitter messages from below and choose the one they like the best. Then, they get into pairs and exchange notes and decide which one they both like the most. Finally, in pairs or individually, students write a Twitter message like the ones below, as an observation or comment on life. They should write this on a slip of paper. When they're ready, collect in all the messages and read them out. Students vote on the best one/s.







Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises.

Remember, for the first listening you should play the recording once without stopping so students get the gist of it.

For the second listening, if your students' listening level is low, stop the recording after each paragraph and check their understanding.

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

Famous Tweets

In pairs or small groups, students find the Twitter page for a famous person (someone that other students will know). Then, they take turns reading out Tweets by that person. Other students (or other teams) have to say who has Tweeted the messages. The person, group or team who guesses first wins.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone from one of the stories in this article. The reporter should ask open-ended questions to find out as much information as possible: *what, when, where, who, why, how...* Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to read or act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones, or ask and answer questions.

Discussion: social media

Discuss these questions in pairs.

- What social media platforms do you use? Which one/s do you use the most? Why?
- What sort of things do you post on your social media pages?
- Have you ever posted a photo? What was it of? How many likes did it get?
- How many followers or friends have you got?
- On average, how many likes do you get when you post things?
- Which of your posts has had the most likes?
- Who do you follow on social media? Why do you follow them? What do you like about the things they post?
- Which social media platforms do you like the most? Why?
- Do you have a Twitter account? Why? Why not? What do you like about it? What do you post on it?
- Do you have a Facebook or Instagram account? Why? Why not? What do you like about it? What do you post on it?

Objective To improve your reading and listening skills.

Think about it Have you ever sent an e-mail or message, etc. and then regretted it? What was it? Who were you writing to? Where did you send the message from? Do you think it's fair that people can get convicted for the things they write on Twitter or other social media sites? Why? Why not? What's the strangest message you've ever received?

Exams This listening activity will help prepare you for English exams such as PET and TOEFL.

TRACK 15: ENGLISHMAN & ENGLISHWOMAN

Dangerous Twitter messages!



With over a billion registered users and over 300 million active users, Twitter is one of the world's most popular social networks. It's fast and easy to use, with a limit of just 140 characters per message. But you have to be careful what you write, or you could end up in trouble.

The cyclist

Emma Way was driving along a road when she turned a corner and knocked a cyclist off his bike. However, instead of stopping to help, she **drove off**. And once home, she **tweeted** this message:



"definitely knocked a cyclist off his bike earlier. I have **right of way** - he doesn't even pay **road tax**!"

Thanks to the **tweet**, Ms Way was located and **taken to court**. She was eventually **fined** £300, had to pay £337 in costs and had 7 **points** added to her licence. Asked by **defence counsel** to rate the stupidity of her tweet on a scale of 1-10, Miss Way replied, "I'd score it at 11". She added that her tweet was "the biggest **regret**" of her life. The cyclist, Toby Hockley, suffered **bruising** and minor damage to his bike.

The celebrities

Talk show host Jimmy Kimmel asked guests on his show to read out some of the **mean** things people tweet about them. The idea was to get the authors of the messages to **reflect** on their actions. Some of the messages included:



@kemotherapy7
There are people who think Julia Roberts is hot!? Her gigantic

mouth looks like it will devour an elephant in one bite.



@julianaxelrod
Ethan Hawke seems like a guy who wasn't supposed to be a movie star but he **slipped through** the tracks and everyone was just like "Ok".

The party guy

Before leaving the UK for the trip of a lifetime in the USA, Leigh Van Bryan tweeted this message to his friends:



"Free this week, for quick gossip/**prep** before I go and destroy America?"

Unfortunately for him, the message was **picked up** by America's **Homeland Security**, and Van Bryan and his travelling companion, Emily Bunting, were detained after landing at Los Angeles International Airport. **Handcuffed**, Van Bryan, 26, was kept under armed guard in a **cell** with drug dealers for 12 hours. They tried to explain that "to destroy" means "to party hard" and not "to bomb". However, officials weren't impressed and put the pair on a plane back to Paris the next morning.

The rioter

During a summit in Pittsburgh in September 2009 of the 20 richest nations, there were several anti-capitalist protests. During the **rioting**, Elliot Madison, a 41-year-old New Yorker, sent Twitter updates of the police force locations and movements to help protesters avoid arrest. Madison was arrested and charged with using a social networking site to help

demonstrators **evade** the police. 🍌

VIDEO

YouTube

Watch a news report about the woman who knocked over the cyclist. Search YouTube for "Girl Brags About Knocking Cyclist Off Bike on Twitter".

GLOSSARY

a character *n*
a letter or punctuation mark: *, ?, r, 6...
in trouble *exp*
if you're "in trouble", you have done something bad and you're going to have problems
to drive off *phr vb*
if you "drive off", you leave a place in your car
to tweet *vb*
to send a message via Twitter
right of way *n*
if you have "right of way" on a road, you can drive on that road and other cars have to stop
road tax *n*
"road tax" was once a tax motorists paid for using the road but it was abolished in 1937. It's been replaced with Vehicle Excise Duty, which is a tax on your car. Many people are confused by this and think that motorists pay "road tax"
a tweet *n*
a message via the social network Twitter
take to court *exp*
if someone is "taken to court", legal action is taken against them
to fine *vb*
if someone is "fined", they must pay a sum of money because they've broken a law or done something wrong
points *n*
you get "points" every time you do something illegal on the road. Once you have 12 points (in the UK), you can lose your driving licence
a defence counsel *n*
the person or people who defend you in court
a regret *n*
if you have a "regret", you feel sad or bad about something you did in the past
bruising *n*
if you suffer from "bruising" after an accident, you have purple marks on your body
mean *adj*
not nice, horrible, nasty
to reflect *vb*
if you "reflect" on your actions, you think about them and their consequences
to slip through *phr vb*
if someone "slips through", they enter a place secretly and without others noticing
gossip *n*
informal conversation, often about other people's private lives
prep *n informal abbr*
preparation
to pick up *phr vb*
if a message is "picked up", it's received, detected or noticed
Homeland Security *n*
an organisation in the US that protects the country from terrorism, etc.
to handcuff *vb*
to put "handcuffs" (metal objects) around someone's wrists (the joint between their hands and their arms)
a cell *n*
a small room where the police put a prisoner
rioting *n*
when there's "rioting", people are in the streets acting violently
to evade *vb*
if you "evade" someone, you hide in an area so they can't see or find you

Answers on page 44

1 Pre-reading

The following people wrote twitter messages and got into trouble. What do you think they wrote? Make notes: **a driver, movie fans, someone who was about to travel to the United States, someone who was monitoring the riots in Pittsburgh**

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, answer the questions.

1. How much did Emma Way have to pay in total?
2. What injuries did Toby Hockley suffer?
3. What part of Julia Roberts' body did one Tweeter insult?
4. What did Leigh mean when he said he was going to "destroy America"?
5. How long was he held for at Los Angeles International Airport?
6. Who was Elliot trying to help with his Twitter messages?

When a wedding goes wrong! [track 02]

Lesson summary: This is an article about some things that have happened at weddings. It's a great topic for getting your students speaking.

Warm-up

Wedding vocabulary

First, brainstorm a list of wedding words and write these on the board. Then, add in any of the words or expressions from below that your students hadn't thought of. Make sure they know the meanings of the words or expressions. Then, play a game. One person describes one of the words, terms or expressions. Other students have to guess what it is. The first person to guess correctly gets a point for their team.

Teacher: The name for a man who is getting married in a wedding ceremony. =

Student: The groom!

Etc.



Guest, bouquet, wedding, food, drink, ceremony, marriage, wedding dress, registry office, suit and tie, honeymoon, church, priest, bride, groom, cake, tie the knot, a stag party, a hen party, a marriage made in heaven, a slice of the cake, a father/mother in law, the big day, the bride to be, the bridesmaids, a marriage of convenience, a shotgun wedding, wedding ring, engagement ring, the best man, the best man's speech, till death us do part, wedding planner, bridal shower...

Other?

Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises.

Important: for the first listening, play the recording once through without stopping so students get the gist of it.

For the second listening, if your students' listening level is low, stop the recording after each paragraph, section or question to check their understanding.

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

News report

Students write a news report based on one of the stories from the article in this lesson. The news report should include information that answers the following questions: *who*, *what*, *when*, *where*, *why*, *how*. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. They should also present it as if they were reporters in a news studio, sitting at a desk looking into the camera. Other students listen then ask questions, or the person presenting the news could ask them questions. Alternatively, students could film their news report on a smartphone then show it to the class.

Dialogue

In pairs, students write up notes for a dialogue between two or three people at a wedding (the groom and the mother-in-law, the bride and the priest, the groom and the wedding planner...). Tell your students to make the dialogue as funny, silly or serious as they like. They could think about something that goes wrong, such as the groom losing the ring. When they're ready, ask for volunteers to read or act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones, or ask and answer questions.

Discussion: weddings

Discuss these questions in pairs.

- When was the last time you went to a wedding? Whose wedding was it? Did anything funny or unusual happen? What?
- What happens in a typical wedding in your country?
- Have you ever been to a wedding in another country? What was it like? Whose wedding was it? Where was it? How was it different from weddings in your country?
- Have you seen any stories in the news of incidents that took place in a wedding? What happened?
- What do you think of marriage? What are the pros and cons of getting married?
- What's your idea of the perfect wedding?
- Where would you like to go on your honeymoon? What would your ideal honeymoon be? Or, where did you go if you've already had one? What was it like?

Objective To improve your reading and listening skills.

Think about it When was the last time you went to a wedding? Where was it? What was it like? How would you describe it? Did anything go wrong? What? Have you heard any other stories of wedding disasters? What did they involve?

Exams This listening activity will help prepare you for English exams such as PET and TOEFL.

© TRACK 15: ENGLISHMAN & US MAN

ARE YOU
ENJOYING
THE
WEDDING?



When a wedding goes wrong!

Answers on page 44

1 Pre-reading

What could go wrong at a wedding? Use the words below to think of as many ideas as you can.

- the guests
- the bouquet
- the drinks
- the food
- the ceremony
- the party
- clothes
- the wedding dress
- transport
- the weather
- the hotel
- the honeymoon
- the church...

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading task.

3 Reading II

Read the article again. Then, answer the questions.

1. Why did the bride from Connecticut get angry?
2. What did the elderly guest throw instead of rice?
3. Why did the man from Liverpool cause a bomb scare?
4. What's the name of the place and the state where the wedding guests fell into the lake?
5. What were the wedding guests fighting over in what was described as a "large fight"?
6. What happened to the pilot of the plane that crashed?

Preparing for a wedding can be stressful. There's so much to think about and a lot can go wrong... as these wedding disasters clearly show.

Wedding arrest

A young **bride** from Connecticut (USA) was arrested at her wedding after getting drunk and throwing cake and glasses at her new husband. **Witnesses** said she "flipped out" when the bar at the **reception** stopped serving drinks for the night.

Rice attack

Instead of throwing a **handful** of rice at the **happy couple** as they came out of the church, an 88-year-old wedding guest accidentally threw her glass of wine at them, including the actual glass. The glass missed the bride, but **struck** the **groom** in the eye. He was rushed to hospital, where he was treated for **minor trauma**.

Bomb scare

A young man from Liverpool was arrested after causing a **bomb scare**. The unfortunate man had forgotten to book the **registry office** for the wedding, but **didn't have the heart** to tell his fiancée. So, he called them up and said that a bomb had been left inside

the building. He's now facing a jail sentence after admitting to the hoax call.

Wedding fall

Almost a whole wedding party fell into a **lake** after the **jetty** they were standing on collapsed. The group, who were in a wedding in Crosslake, Minnesota, were waiting for a photo to be taken when the wooden structure broke under their weight.

Wedding fight

A couple's wedding celebrations were interrupted by a **brawl** over a **pork pie**. Police were called to deal with what was later described as a "large fight" in which one woman had her ear bitten. Apparently, the fight broke out after one guest **reached for** the last pork pie but it was **grabbed** by another guest at the last minute.

Bouquet crash

A couple **hired** a small plane to fly past their guests and drop the bride's **bouquet** to a line of women standing below. But as the plane flew over the crowd the flowers were **sucked back** into the engine, causing it to catch fire and explode. Fortunately, the pilot only suffered minor injuries. ✨

VIDEO

YouTube

Watch the wedding party fall in the lake. Search YouTube for "Wedding Party Falls into Lake".

GLOSSARY

- a **bride** *n* the woman who is going to get married in a wedding
- a **witness** *n* someone who sees an event or crime
- to **flip out** *exp informal* to become extremely angry
- a **reception** *n* a party that takes place after a wedding
- a **handful** *n* a "handful" of rice (for example) is an amount that you can hold in your hand
- the **happy couple** *n* the two people who are going to get married
- to **strike** (past: **struck**) *vb* to hit
- the **groom** *n* the man who is going to get married in a wedding
- minor trauma** *n* an injury (a cut on your body, for example) that isn't very serious
- a **bomb scare** *n* if there's a "bomb scare", there's a report of a bomb in a building
- the **registry office** *n* an official, state-run office where you can get married
- not have the heart to do something** *exp* if you "don't have the heart to do something", you can't do it because you know it'll make someone sad
- a **lake** *n* an area of water surrounded by land
- a **jetty** *n* a wooden platform on a lake where boats stop to let people get on or off
- a **brawl** *n* a fight
- a **pork pie** *n* a type of pie with meat in it
- to **reach for** *exp* if you "reach for" something, you try to take it with your hands
- to **grab** *vb* to take something suddenly and with force
- to **hire** *vb* if you "hire" something, you pay to use it for a limited time
- a **bouquet** *n* a bunch of flowers that are tied together and that look nice
- to **suck back** *exp* if an object is "sucked back" into an engine (for example), it's pulled there by the force of the engine

Ridiculous health and safety rules!

[track 03]

Lesson summary: This is an article about some ridiculous health and safety rules, which are supposedly designed to protect people from injury at work, school, etc. This is a great topic for getting your students speaking.

Warm-up

Safety at school

Print off or write up the following health and safety rules for schools across the country. In pairs or small groups, students try to answer these questions: *Why do you think these rules were created? Which ones are the most reasonable? Which ones are the most ridiculous? In what way are the rules designed to protect pupils or staff? What could be done to reduce the potential dangers involved?*

Students discuss this. Then, bring the whole class together to hear their opinions.

For example: *Students were probably banned bringing in cakes because other pupils may have allergies. / Students probably aren't allowed to sing Happy Birthday because of copyright issues.*

Students aren't allowed to...

- ...wear Santa hats.
- ...bring hot drinks to class.
- ...dance in the playground.
- ...watch a solar eclipse.
- ...use knitting needles in class.
- ...sing Happy Birthday in class.
- ...play with yo-yos in the playground.
- ...wear hairbands around their wrists.
- ...play football in the playground.
- ...bring any Harry Potter books to school.
- ...bring cakes from home to share in class.
- ...play games such as "cops and robbers" and "hide-and-seek" in the playground.
- ...throw their mortar boards in the air during graduation ceremonies.
- ...bring in mangoes, kiwis, chocolate or nuts as snacks.
- ...wear Halloween costumes to school, or bring accessories such as brooms and devil's tridents.

Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises.



Remember, for the first listening you should play the recording once without stopping so students get the gist of it.

For the second listening, if your students' listening level is low, stop the recording after each paragraph and check their understanding.

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

New rules!

In pairs or small groups, students come up with a list of 4 new health and safety rules for their office or place of work, or school-college-university. They should include descriptions of these new rules and reasons for them. Tell your students to make the rules as silly or serious as they like. When they're ready, ask for volunteers to present their new rules. Other students listen and ask questions, then vote on the best or most ridiculous rules.

E-mail

Individually or in pairs, students write an e-mail to a manager in an office or head teacher complaining about some health and safety hazards at work or school. These could include any of the following (or anything else): dangerous cables, slippery floors, poor lighting, sharp furniture, spillages, a lack of handrails, wobbly furniture, a lack of fire extinguishers, plugs and switches in poor repair, blocked fire exits, locked doors, a lack of fire evacuation procedures, poor ventilation, heating or lighting...

When they're ready, students exchange e-mails and either respond to them in writing, or orally, acting out a little scene (see next task). After they've done this, ask for volunteers to either read out their e-mails or act out their dialogues.

Dialogue

In pairs, students write up notes for a dialogue between a health and safety inspector and a manager in an office or a head teacher in a school. The health and safety inspector could make comments on potentially dangerous things in the school or office. This could be based on the e-mail task from the previous activity. The teacher or employee should try to defend his/her position. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Discussion: health and safety

Discuss these questions in pairs.

- What health and safety rules are there at your office, place of work or school-university with regard to any of the following areas: food, drink, seating, lighting, electricity, movement, light, space, furniture, technology...?
- What health and safety rules should there be at your office, place of work or school-university with regard to any of the following areas: food, drink, seating, lighting, electricity, movement, light, space, furniture, technology...?
- Have you heard of any ridiculous health and safety rules from your country? What are they? What do you think of them?
- Have you heard any stories of people being injured in an office or school-university? What happened? What could have been done to prevent the injury?
- How important are health and safety rules?
- What's the primary objective of health and safety rules?
- In what way do you think modern health and safety rules have changed society?
- To what extent could health and safety rules make people less likely to do things they might have done previously?
- Has a health and safety rule ever prevented you from doing something? What was it? What was the rule?



Objective To improve your reading and listening skills.

Think about it What rules or regulations are there where you work or study? Do you think schools in your country are safe for children? How could they become safer? Have you heard any examples of ridiculous health and safety rules? What were they? Do you think toy guns should be banned? Why? Why not? What other toys should be banned?

Exams This reading and listening activity will help prepare you for English exams such as PET and TOEFL.

🎧 **TRACK 12: ENGLISHMAN & ENGLISHWOMAN**

THIS IS
RIDICULOUS.

RIDICULOUS HEALTH AND SAFETY RULES!

VIDEO

YouTube

Watch this news report on some health and safety rules. Search YouTube for “**Health and Safety law review, let school children have fun**”.

GLOSSARY

a fatal injury *n*
if someone has a “fatal injury”, they’ve been hurt in an accident and it will kill them

the Health and Safety Executive *n*
a UK organisation that makes sure the workplace is safe and that rules are followed

to draw up *phr vb*
if someone “draws up” a law, they write that law

to ban *vb*
to prohibit; if you “ban” something, you say that people can’t do it

to bake *vb*
to cook food in an oven (a machine in the kitchen)

a food and hygiene certificate *n*
a formal document that says that you have permission to cook food for the public

bonkers *adj informal*
crazy, ridiculous, insane, mad, stupid

to go mad *exp*
if you say that something has “gone mad”, you’re saying that it’s stupid or ridiculous

a trident *n*
a long object (that looks like a big fork) with three sharp points at the end

a broomstick *n*
an object for cleaning the floor. It has a long stick with thin sticks at the end

a prop *n*
an object an actor uses when acting in a theatre play: a toy gun, a mobile, etc.

to wrap someone up in cotton wool *exp*
to protect someone. Literally, “cotton wool” is a soft mass of cotton

joy *n*
happiness. The “joy” of childhood refers to the nice things during your childhood that made you happy

the playground *n*
an outside area in a school where children can play and run around

cops and robbers *n*
a game that children play: the cops (the police officers) have to catch the robbers

to discourage *vb*
if you “discourage” someone from doing something, you try to stop them doing it

outrage *n*
anger

over the top *adj*
if you describe something as “over the top”, you’re saying that it’s exaggerated and too much

pretend *adj*
a “pretend” game is one in which children “pretend” (act) as if they are a certain person (a soldier in this case)

a huge overreaction *exp*
if you describe something as a “huge overreaction”, you’re saying that it’s too much and not appropriate

Answers on page 44

1 Pre-reading

What rules should exist to ensure that children are safe at school? Think about the following: food, parties, the playground, games, the science laboratory, uniforms, excursions, travel to and from school, clothing, the weather... other?

2 Reading I

Read or listen to the article once. Which rule is the most ridiculous? Why?

3 Reading II

Read the article again. Then, answer the questions.

1. What do parents in the school in Sheffield need in order to sell cakes at the Christmas fair?
2. What word did one dad at the school use to describe this new rule?
3. Where was the school that prohibited “dangerous” Halloween props at parties?
4. What game has a school in London banned?
5. Why have they banned it?
6. What words did one parent use to describe this new rule?

How safe is it where you work? Since the introduction of the Health and Safety Act in the UK in 1974, **fatal injuries** to employees have fallen dramatically. And the **Health and Safety Executive** (HSE) works hard to enforce any existing rules, as well as **drawing up** new ones. However, at times, it seems that some of these regulations are just ridiculous. Here are a few related to schools.

Cakes

A primary school in Sheffield has **banned** parents from **baking** cakes to sell at a Christmas fair unless mum or dad is a qualified food operator. Headteacher of Sheffield’s Gleadless Primary School, Valerie Fowles, wrote, “Due to new regulations we can only accept donations of homemade cakes and buns from people who have a **food and hygiene certificate**.” One dad, who was collecting his seven-year-old son, said, “It’s absolutely **bonkers**, it’s another classic example of health and safety **gone mad**.”

Broomsticks

A school in North Wales has prohibited plastic devil’s **tridents** and witches’ **broomsticks** from school

Halloween parties for health and safety reasons. The **props** were banned because of fears that youngsters could injure themselves. One angry parent said, “Anything and everything could be classified as dangerous. Are we going to **wrap them in cotton wool** or let them live their lives? Are we protecting our children? Or simply killing the **joys** of childhood?”

Cops and robbers

A primary school in London has put a ban on **playground** games such as **cops and robbers** because of the “harmful effects of imaginary weapons on young minds”. In an interview with the press, the headteacher said, “We **discourage** children from playing violent games. Some children can be easily frightened by violent play which is often influenced by computer games.” However, parents at the 470-pupil school have reacted with **outrage**. “This is just completely **over the top**. We all grew up playing cops and robbers and my son loves playing **pretend** army games – all kids do. This just seems like a **huge overreaction**.”

Is it right to protect children from every possible danger? 🌱