

5th Level

Primary (Elementary)
School

Block 1. The individual, and interpersonal and social relationships.

AUTONOMY, WILL AND SELF-ESTEEM.

Activity 1.1: "I WANT, I CAN, I KNOW"

Time: 1 h.

PREPARATION

- Students worksheet (see Appendix).
- Prepare a handout for each student which includes specific vocabulary about positive personal characteristics.

INTRODUCTION

Welcome routine:

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

ACTIVITY

Opening activity:

Explain the meaning of the following terms: *skillful, sleepyhead, strong, happy, fast, nice, funny, imaginative...* Explain what students are going to do in this session: they will learn about the

positive characteristics and capabilities that we all have, and their diversity.

Main activity:

The students break up into pairs (or the teacher assigns pairs). Each student in the pair will list from 1 to 10 (1 being the most important) the skills they have, each item expressed positively. Each student in the pair will list from 1 to 10 (1 being the most important) the skills her/his partner has, each item expressed positively. Then the pair will combine their lists, ending with one for each student.

Closing activity:

- *What is your opinion of ... (the topic)?*
- *Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.*

CLOSING

Closing routine:

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

ACTIVITY 1.1: "I WANT, I CAN, I KNOW"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Autonomy, will and self-esteem.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To think, evaluate, and classify one's own capabilities and skills. • To improve one's concept about oneself. 	<ul style="list-style-type: none"> • Knowledge of one's own capabilities and skills. • Evaluating oneself. 	<ul style="list-style-type: none"> • Showing a real knowledge of one's own capabilities and skills.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. • Independence and personal initiative. 		
DESCRIPTION OF ACTIVITIES		
<p>The students break up into pairs. The teacher hands out a list of activities and skills to each pair (see Appendix). The students then classify each item according to their ability to do each one, 1 representing what they are most capable of accomplishing and 10 being the least. The pairs will then share with the rest of the class what they consider are the items which they can accomplish with the most and the least ease, sharing the differences they have found between the two students in the group.</p>		

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Instead of working in pairs, the students can have a discussion as a class and the teacher can order the skills for them on the blackboard. There may never be a consensus, but this will promote an active discussion. - After making a list in pairs, the students can classify the skills by what they consider their partner is capable of accomplishing, and share that with the class. This promotes appreciation and recognition of the other students. 	<ul style="list-style-type: none"> - Acknowledging there are many skills they have not yet tried, but feeling confident that they would be able to do them if given the opportunity. - Being aware that not everybody can do the same things, and that each person's capacity for a skill is different.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>I am good at...</i> - <i>I am suitable for...</i> - <i>I like to... / I don't like to...</i> - <i>I am capable of doing ... (sth.)</i> - <i>I am competent in ... (sth.)</i> 	<p><i>Vocabulary related to activities a child might do, such as: painting, drawing, writing, reading, running, jumping, singing, playing any sport, mathematics, solving puzzles, dancing, playing music, swimming, climbing trees, playing computer games, etc.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Student worksheet (see Appendix). 	<ul style="list-style-type: none"> - Approximately one hour.
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
<ul style="list-style-type: none"> - Teacher self-assessment sheet (see Assessment folder). 	<ul style="list-style-type: none"> - Student self-assessment sheet (see Assessment folder).

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • Knowing all those skills or activities they enjoy. • Being aware about activities they are not familiar with, but that other classmates are. • Respecting the fact that there are things they like but that other people do not. • Identifying the activities they are capable of, even if they have not yet tried them. 	<ul style="list-style-type: none"> • Students will participate actively in the lesson. • They will listen respectfully to comments by other students, and on activities and skills they might not like, or have not included on their lists. 	<ul style="list-style-type: none"> • Complete the self-assessment sheet.

ASSESSING ACCORDING TO CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).