

5th Level

Primary (Elementary)
School

Block 2. Life in community

LIVING TOGETHER: FAMILY, SCHOOL, NEIGHBOURHOOD AND CITY

Activity 2.10: "NO HASSLE!"

Time: 1 h

PREPARATION

- Student's worksheet (see Appendix).

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 following terms: *discuss, discussion, argue, argument, quarrel, get on well with somebody*. It might be useful to introduce some linguistic structures, such as: "*when do you usually....?*" "*who do you (easily) argue with?*". Explain what the students are going to do in this lesson: they will work with words associated with conflict, how they feel when they get involved in

	<p>a conflict, and what they think about common problems that occur in school.</p> <p>Main activity: The students will work with the hand-out. The motivation activity is a warm-up vocabulary activity to tackle the most common conflicts and their meaning. The second activity in the hand-out is about their feelings; so they get familiar with adjectives describing their mood in different situations. The goal is to reflect on the consequences of conflicts. Finally, they do the third activity in the hand-out to get familiar with the vocabulary and expressions to refer to problems and situations in the school environment, and the feelings associated.</p> <p>Closing activity: - <i>What is your opinion of ... (the topic)?</i> - <i>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.</i></p>
<p>CLOSING</p>	<p>Closing routine: - <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i> - <i>Have a great day and I'll see you at the next class!</i></p>

ACTIVITY 2.10: "NO HASSLE!"

CONTENT BLOCK 2: Life in community		SECTION: Living together: family, school, neighbourhood and city
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To reflect on everyday conflicts in family, school, neighbourhood, city. • To reflect on the different levels of conflict they may come across in everyday routine. • To become familiar with words related with conflict at school, in the family, with friends. 	<ul style="list-style-type: none"> • Development of conscience of belonging to a community. • Appreciation of one's feelings regarding social relationships, and the feelings of others regarding those relationships. 	<ul style="list-style-type: none"> • The student reflects on everyday conflicts in family, school, neighbourhood, city. • The student reflects on the different levels of conflict they may come across in everyday routine. • The student becomes familiar with words related with conflict at school, in the family, with friends.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Learning to learn. • Autonomy and individual initiative. 		

DESCRIPTION OF ACTIVITIES	
<p>The first activity is a motivation activity to get familiar with the words referring to conflict. After they have associated the words with one of the pictures, it might be helpful to have them translate the words to make sure they have understood the different nuances. The next activity is a description. The students reflect on the case presented and go through the list of adjectives of feelings to do the activity. Finally, the last activity is also an activity about feelings and description, but concentrating on more specific cases they must recognize with the help of a dictionary.</p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<p>- We can choose part of the activities taking into account the level of our students.</p>	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<p>- <i>How do you say ... in English?</i> - <i>I feel ... when ...</i> - <i>I don't feel ... when ...</i></p>	<p><i>Discuss - discussion, Argue - argument, Quarrel - quarrel</i> <i>Get on well with somebody.</i> <i>Adjectives for feelings: sad, happy, satisfied, disappointed, worried, relaxed, nervous, anxious, lonely, foolish, unfriendly, fascinating, quarrelsome.</i> <i>School actions: talk in class, chew gum, copy, make noise, litter, pay attention, call names, quarrel, steal, do homework.</i></p>
MATERIALS	TIME
<p>- Worksheet with activities. - Dictionary.</p>	<p>- One hour.</p>

TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).	- Complete the self-assessment sheet.	
STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> To be able to realize the importance of giving a solution to everyday problems and situations, and the importance of thinking of others. Respect each others' thoughts and feelings. 	<ul style="list-style-type: none"> Participate actively in the lesson. Respect speaking turns. Bring the requested material to class. Understand the point of view of others. 	<ul style="list-style-type: none"> Understanding the importance of getting on well with the people they are around every day. Giving possible examples of children/people with different kinds of problems or situations explained in the activity.

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