

5th Level

Primary (Elementary)
School

Block 3. Life in society

RIGHTS AND LIBERTIES IN THE SPANISH CONSTITUTION. RIGHTS OF
VALENCIAN PEOPLE IN THE STATUTE OF AUTONOMY

Activity 3.10: "WE ARE THE WORLD"

Time: 1 h

PREPARATION

- Student 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 the following terms: *law, rule, accomplish, parliament, government, democracy, judges, court*. It might be useful to introduce some linguistic structures, such as *They do ... in ...; They are ... and their tasks are to ...* Explain what students are going to do in this lesson: they will be asked to reflect on the importance of democracy, of popular sovereignty and

	<p>of popular decision through elections.</p> <p>Main activity: Hand out the worksheet. The first activity is to get to know some concepts about democracy. It is a fill-in-the-blanks in which the student links the word or expression with its definition. The follow-up activity is to establish the basic ideas worked on in the first section of the worksheet. The students complete the pictures with the elements of the previous activity in order to have a visual reference of the main concepts to be learnt in this unit.</p> <p>Closing activity: <ul style="list-style-type: none"> - <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 style="text-align: center;">CLOSING</p>	<p>Closing routine: <ul style="list-style-type: none"> - <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 3.10: "WE ARE THE WORLD"

CONTENT BLOCK 3: Life in society		SECTION: Rights and liberties in the Spanish Constitution. Rights of Valencian people in the Statute of Autonomy
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To reflect on the importance of all the institutions that represent democracy. • To become familiar with words related to the government, to democracy, and to popular sovereignty. 	<ul style="list-style-type: none"> • Development of consciousness of belonging to a community. • Acknowledgement of social rules to organize society: the different branches of popular sovereignty in a democratic society: parliament, government, and courts. 	<ul style="list-style-type: none"> • The student reflects on the importance of all the institutions that represent democracy. • The student becomes familiar with words related to government, to democracy, and to popular sovereignty.
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 teacher hands out the worksheet. The first activity is to get to know some concepts about democracy. It is a fill-in-the-blanks in which the student links the word or expression with its definition. Then it's a follow-up activity to establish the basic ideas worked on in the first section of the worksheet. The students complete the pictures with the elements of the previous activity in order to have a visual reference of the main concepts to be learnt in this unit.</p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - The teacher can choose a part of the activities taking into account the level of the students. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>How do you say ... in English?</i> - <i>They are ... and their task are to ...</i> - <i>They do ... in ...</i> 	<p><i>Law, rules, to rule, watch, accomplish laws and rules, judge, court, democracy.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Worksheet with activities. - Dictionary. 	<ul style="list-style-type: none"> - 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"> - Complete the self-assessment sheet (see Assessment folder).

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • Reflecting on the importance of democracy • Becoming to government, to democracy, and to popular sovereignty. 	<ul style="list-style-type: none"> • Participate actively in the lesson. • Respect speaking time. • Bring the requested material to class. • Understand the point of view of others. 	<ul style="list-style-type: none"> • Understanding the division in branches of a popular sovereignty. • Giving possible examples of the use of these branches by a popular sovereignty.

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