

5th Level	Primary (Elementary) School
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Block 2. Life in community	COEXISTENCE, DIALOGUE AND CONFLICT
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Activity 2.11: "DON'T GET PUZZLED!"

Time: 1 h

PREPARATION	- Student worksheet (see Appendix): one for each group of students.
INTRODUCTION	<p>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.</p> <ul style="list-style-type: none"> - 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	<p>Opening activity: Explain the meaning of the following terms: <i>jigsaw puzzle, be/get puzzled, feelings, give your version, point of view, suggest, agree, disagree, avoid, apologize, criticism</i>. It might be useful to introduce some linguistic structures, such as: "I feel ... when ...", "I don't feel ... when ...", "I feel ... because I think I am not ... and you are ...", "We can be friends if ...". Explain what students are</p>

going to do in this session: they will work with words associated with conflict and their differences; how they feel when they get involved in a conflict; what they think about usual problems that happen in the school.

Main activity:

The teacher will divide the students up into groups and will distribute one jigsaw puzzle per group (see Appendix) which they will cut out and shuffle. They will think about the progress of a conflict in the school and how they can solve or agree on a solution. The students need to make a logical sequence of the progress by putting all the pieces of the jigsaw puzzle together. Later they copy the sequence in their notebook. After that, they do the role playing activity (page two of Appendix). They imagine a situation to solve using the same pattern they have agreed on with the puzzle.

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 2.11: "DON'T GET PUZZLED"

CONTENT BLOCK 2: Life in community		SECTION: Coexistence, dialogue, and conflict	
GOALS	CONTENTS	ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> • To reflect on everyday conflicts in family, school, neighbourhood, city. • To reflect on different types of conflict students may come across in everyday life. • To become familiar with words related to 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 others' feelings regarding those relationships. 	<ul style="list-style-type: none"> • The student has to reflect on everyday conflicts in family, school, neighbourhood, and city. • The student has to reflect on different types of conflict the students may come across in everyday routine. • The student has to become familiar with words related to 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 jigsaw puzzle which presents a way to solve a conflict. The teacher has handed out one puzzle per group and they cut out the puzzle, shuffle it, and then put it in an order that makes sense to them. After that, they copy that process they have agreed on to solve a conflict in their notebooks.</p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - The teacher can choose only parts of each activity, 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>I feel ... when ...</i> - <i>I don't feel ... when ...</i> - <i>I feel ... because I think I am not ... and you are ...</i> - <i>We can be friends if ...</i> - <i>saxon genitive: other person's point of view.</i> 	<p><i>Feelings, give your version, point of view, suggest, agree with..., disagree with..., avoid + -ing, apologize, criticism</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"> 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 other's thoughts and feelings. 	<ul style="list-style-type: none"> Participate actively in the lessons. Respect speaking time. 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 all the people the students are around every day. Giving possible examples of children/people with any type of problem or situation explained in the activity.

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