

5th Level

Primary (Elementary)
School

Block 3. Life in society

THE ROLE OF THE TOWN HALL, THE AUTONOMOUS COMMUNITIES, AND
THE CENTRAL GOVERNMENT IN THE POLITICAL SPANISH ORGANIZATION

Activity 3.11: "PRESIDENT'S STUFF!"

Time: 1 h

PREPARATION

- For this session you will need a world map.
- President worksheet (see Appendix).
- The teacher will have asked the students to bring in images of different democratic presidents.

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:

Begin the session by explaining that the students are going to focus on the Spanish Political Institutions.

	<p>Main activity: Explain that the Mayor of the town is the closest political figure to them. Ask them if they know the Mayor of their town. Talk about the function of the Town Hall. Ask the students if they know who the President of the Autonomous Community is, and explain the areas in which the Autonomous Communities and the Town Hall collaborate. Finally talk about the Central Government and the National Government and President. Ask them if they know who the President is. To end the session, complete the President worksheet (see Appendix) and locate the countries of each president on the world map poster. Hang the images of the presidents on the classroom wall.</p> <p>Closing activity:</p> <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>CLOSING</p>	<p>Closing routine:</p> <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>

ACTIVITY 3.11: "PRESIDENT'S STUFF!"

CONTENT BLOCK 3: Life in society		SECTION: The role of the town hall, the autonomous communities, and the central government in the political Spanish organization
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To understand the differences between the three Spanish Political Institutions: Central Government, Autonomous Regions, and Town Halls. • To identify what they represent for a Spanish citizen. • To value the power our vote has to change things that we do not like. 	<ul style="list-style-type: none"> • Know the Spanish Political Institutions: Central Government, Autonomous Regions, and Town Halls. • Learn about some famous democratic Presidents. 	<ul style="list-style-type: none"> • The students are able to identify the differences between the Spanish Political Institutions. • The students are able to identify some democratic Presidents around the world.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Cultural and artistic. • Learning to learn. 		

DESCRIPTION OF ACTIVITIES	
<p>Explain that the Mayor of the Town Hall is their closest political figure. Ask them: <i>Do you know who the Mayor of our town is?</i> Talk about the function of the Town Hall: The Town Hall is in charge of city planning (parks, markets, living areas, etc.) Then, ask the students if they know who the President of the Autonomous Community is. The areas of work of the Autonomous Communities in collaboration with the Town Hall are: mainly schools, hospitals, Natural Parks... Finally talk about the Central Government and the National Government and President. Ask them if they know who the President is and explain the areas in which the Autonomous Communities and the Town Hall collaborate. The Central Government makes the national laws and collaborates with the Autonomous Communities and Town Hall, mainly with financial assistance. It is also important to mention that the National Police and the Coast Guards are part of the jurisdiction of the Central Government. To end the lesson, complete the President worksheet (see Appendix) and locate these Presidents on the world map.</p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Visit the Town Hall and the Mayor's office. 	<ul style="list-style-type: none"> - The students ask their parents the name of the Mayor of their town.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The president of my country is ...</i> - <i>The president of (country) is ...</i> - <i>The President in the Valencian Autonomous Community is ...</i> - <i>The Mayor of my town is ...</i> 	<p><i>Spanish Political Institutions: Central Government, Autonomous Regions, and Town Hall.</i></p> <p><i>President, Autonomous Community President, Town Hall.</i></p> <p><i>Country, Community, City, Town.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - World map. - President worksheet (see Appendix). - Presidents images (brought by students). 	<ul style="list-style-type: none"> - One hour.

TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).	- Choose one model of student self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • Respect each other's thoughts. • Motivation in the activity. 	<ul style="list-style-type: none"> • Allow other students' participation. • Respect speaking time. 	<ul style="list-style-type: none"> • The differences between political offices and responsibilities. • Assess sentence construction emphasizing correct pronunciation and intonation.

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