

5th Level

Primary (Elementary)
School

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

AUTONOMY, WILL AND SELF-ESTEEM.

Activity 1.11: "SPECIAL AND UNIQUE FEATURES"

Time: 2 h.

PREPARATION

- For this lesson, print for each student: Worksheet 1 &2 (see Appendix); Box sample.
- Children need to bring: student photos; coloured paper; markers; English-Spanish dictionary.
- In the 2nd session the children need to bring the small decorated box that was given to them by the teacher in the previous lesson. They will have attached their favourite photo of themselves to the box.

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

1st LESSON:

Opening activity:

Distribute Worksheet 1 to each student (see Appendix).

Main activity:

Explain the activity will be about clarifying each person's characteristics. The teacher asks them to draw their own face in the circle, with an emphasis on the facial features that make them special and unique in the world. They need to be honest and draw both what they like about themselves and what they don't like. When they've finished, the teacher will hand out the personalities worksheet (see Appendix), which has vocabulary to help them describe themselves. The teacher then leads a discussion about the features they've drawn. Show the students that the red colour that they use for the positive aspects, stands out more than the one used for the negative. The teacher encourages them to really focus on these positive aspects of their faces. They should be aware of their strengths and work to shine as individuals, and by also accepting what they think are the negative features, they become stronger.

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.*

2nd LESSON:

Opening activity:

Review the last lesson and how they examined their own physical features and its positive and negative aspects. They will have their decorated box with them.

	<p>Main activity:</p> <p>Have them present their boxes to the class and the teacher comments on how each one is different and special. Ask them to cut the personality forms (worksheet 2) into horizontal strips and put the names of each of their classmates on the strip (see Appendix). They will think about how they see their classmates and write a word from the vocabulary list about how they see them. Then, they fold the strips of paper and put them in the box of each appropriate classmate. Finally, they need to fill in the worksheet with the words with which others have defined them: blue for positive and grey negative. The teacher should emphasize the importance of the activity: The more honest they are, the more meaningful the activity will be.</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 style="text-align: center;">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 1.11: "SPECIAL AND UNIQUE FEATURES"

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 reflect on who they are as an individual. • To develop a positive self-image and increase their self-esteem • To develop affective relationships with others. • To be familiar with words that describe a person in a foreign language . 	<ul style="list-style-type: none"> • Development of autonomy and self-esteem. • Appreciation of personal identity, self-knowledge, their emotions, personal well-being and that of others. 	<ul style="list-style-type: none"> • The student reflects on who they are as a person. • The student develops a positive self-image and self-esteem. • The student develops affective relationships with others. • The student becomes familiar with words that describe a person in a foreign language .
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Social and civil competence • Learning to learn • Linguistic competence in communication. • Autonomy and individual initiative. 		

DESCRIPTION OF ACTIVITIES

1st LESSON:

Distribute Worksheet 1 to each student (see Appendix). Explain that the lesson will be about examining their own physical characteristics. They should draw their own face in the circle. Emphasize the facial features that make them special and unique in the world. They must be critical and draw both what they like about themselves and what they don't like. Students need two markers: one red and one blue: with the red one, they will colour the positive physical features that identify them; with the blue one, they will colour their negative features. Hand out the personalities worksheet in which vocabulary is listed in order to help them define themselves. When they finish, comment about their personal features. Show the students that the red colour that they use for the positive aspects, stands out more than the one used for the negative. The teacher encourages them to really focus on these positive aspects. They should be aware of their strengths and work to shine as individuals, and by also accepting what they think are the negative features, they become stronger.

2nd LESSON:

In this session the children will bring the small decorated box that we provided them with in the previous one. They must have attached their favourite photo of themselves to the box. Make them see that every box is different and that each one has his or her own way of doing things. Ask them to cut the personality forms (worksheet 2) into horizontal strips. They must think about how they see their classmates, write a word which describes him or her and then, after folding each strip of paper, they put it inside the box of the appropriate classmate and close the box again. In the end, each child will have a strip of paper from each of their classmates of how they are seen by them. Finally, they need to fill in the paper with the words that their classmates have used to define them: blue for positive and grey negative. The teacher should emphasize the importance of the activity: The more honest they are, the more meaningful the activity will be.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - If the teacher does not want to undertake the activity in two lessons, it can be reduced by simply doing the box activity. 	<ul style="list-style-type: none"> - To improve and establish the concepts that define them, they can try to find all the synonyms of all the words that they have written, and what their classmates have written, on worksheet 1.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>How do you say ... in English?</i> - <i>I am ...</i> - <i>My classmates think that I am ...</i> - <i>Distinguish between the modal verbs 'can' and 'may':</i> - <i>May I say something?</i> - <i>I think ...</i> - <i>I disagree with ...</i> 	<p><i>Autonomy, will and self-esteem, sensitive, nervous, nice, expressive, creative, trusting, confident, insecure, grumpy, affectionate, sympathetic, independent, reliable, selfish, sociable, unsociable, understanding, incomprehensible, shy, aggressive, doubtful, conformist, introverted, committed, friendly.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Worksheet 1 & 2 - A box - Students' photos - Coloured paper - Markers - English-Spanish/English-Valencian dictionary 	<ul style="list-style-type: none"> - Two 1-hour lessons.

TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Complete the "How do I feel about..." self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> • Seeing both sides of one's personality. • Recognize how one's classmates see you. • Respecting each other's thoughts and feelings. • Motivation in performing activities. • Respecting the rules for completing the activity conscientiously. 	<ul style="list-style-type: none"> • Participate actively in the activities. • Respect speaking time and turns. • Bring the requested material to class. • Understand point of view of others 	<ul style="list-style-type: none"> • Share and express the different results and reflect on the comments and criticisms of one's classmates . 	

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