

5th Level

Primary (Elementary)
School

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

RECOGNITION OF OTHERS AS A BASIS FOR HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.12: "I KNOW MY FRIENDS' RIGHTS"

Time: 1 h.

PREPARATION

- For this lesson print for each student: "*The Declaration of the Rights of the Child*" and "*The Convention on the Rights of the Child*" (see Appendix); Children's Rights cards (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 two extremely important documents in the history of humanity: "*The Declaration of the Rights of the Child*" and "*The Convention on the Rights of the Child*" (see Appendix).

	<p>Main activity: Hand out "The Declaration" and "The Convention" to the students. As a class, read through both documents slowly, giving a brief explanation of each item. Ask the children to sign "The Declaration" if they agree that all the rights are valid and necessary for all the children in the world. Talk about the responsibility they acquire in signing. Next, the children cut out the "Children's Rights" cards and play "Concentration" in pairs: Using two sets, they place all their cards face down. Each student takes a turn and turn over two cards. If they turn over the same Right, they win the pair. The object is to win the most pairs of Rights.</p> <p>Closing activity: - <i>What is your opinion of ... (the topic)?</i> - <i>Do you thing that rights are important?</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 1.12: "I KNOW MY FRIENDS' RIGHTS"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis of healthy coexistence. Friendship.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To know the need of people rights for a healthy coexistence. • To know that all children have all the stated rights, without exception. • To learn about "The Declaration of the Rights of the Child" and "The Convention on the Rights of the Child". 	<ul style="list-style-type: none"> • Recognition of people rights as a basis for coexistence. • Recognition of the universality of these rights for all men and women, without discriminating. 	<ul style="list-style-type: none"> • The students will know Children's Rights. • The students will distinguish between "The Declaration of the Rights of the Child" and "The Convention on the Rights of the Child".
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Social and civil. • Learning to learn. • Linguistic communication. 		
DESCRIPTION OF ACTIVITIES		
<p>Explain two of the most important documents in human history: "<i>The Declaration of the Rights of the Child</i>" and "<i>The Convention on the Rights of the Child</i>" (see Appendix). Hand out "<i>The Declaration</i>" and "<i>The Convention</i>". As a class, read through both documents slowly, clarifying each item. The teacher will ask the children to sign "<i>The Declaration</i>" if they</p>		

agree that all the rights are valid and necessary for all the children in the world. Talk about the responsibility they acquire in signing. To learn and memorize the Rights, the children play "Concentration" with the "Children's Rights" card. They cut out the "Children's Rights" cards and divide up into pairs. Then, using both sets for each pair, they place all the cards face down and in turns, turn over two cards each time. If a student turns over the same Right, that student wins the pair. The goal is to win the most pairs of Rights. The teacher needs to provide vocabulary and phrases so that the students can play the game in English. The teacher can end the lesson by asking the children to read The Rights that they have won during the game and those that their partner won, but explaining that they all have *all* the Rights simply because they are children.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - View a map of the world and point to all the countries that have signed the "Convention" and those who have not. The class will see that Europe stands out. 	<ul style="list-style-type: none"> - Reflect and comment that unfortunately not all countries respect children's rights and in these country children are forced to work, forced to marry, abused and mistreated, among other abuses. - Encourage the pupils to decide and consider their priorities in terms of the rights they see in the documents.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>"Concentration" game vocabulary:</i> - <i>It's my/your turn.</i> - <i>Don't cheat!</i> - <i>Teacher, how do you say ... in English?</i> - <i>I have got a pair!</i> - <i>I have got this right!</i> - <i>I'm the winner/loser!</i> - <i>I consider that ...</i> 	<p><i>Rights, responsibilities, tolerance, justice, universal, freedom, respect, article, equality, law</i></p>

- <i>I have the right of ...</i>		
MATERIALS		TIME
- <i>"The Declaration of the Rights of the Child"</i> and <i>"The Convention on the Rights of the Child"</i> (see Appendix). - Children's Rights cards (see Appendix).		- 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.
STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • Interest in people rights for coexistence. • Respects the Rights of others in the class. 	<ul style="list-style-type: none"> • Participate actively in the activities. • Respect speaking time. 	<ul style="list-style-type: none"> • The evaluation of this activity should be continuous during the lesson. The teacher will assess the students, listening to the linguistic structures used, and the pronunciation of the vocabulary learned. • Ask the students for The Children's Rights card-pair they have acquired and the ones that they do not have.

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