

5th Level

Primary (Elementary)  
School

Block 3. Life in society

CIVIC HABITS. PUBLIC PLACES, CIVIL PROTECTION, AND THE ENVIRONMENT. THE NATIONAL DEFENCE AS A CIVIL COMMITMENT

Activity 3.13: "THE BIG BLUE MARBLE"

Time: 1 h

PREPARATION

- Print the Planet Information and the Vocabulary Flashcards (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:**

Start the lesson by asking the students the following questions: *Who recycles? Please raise your hand; Who take showers instead of baths? Please raise your hand; Who takes their own bags to market instead of plastic bags? Please raise your hand.*

	<p><b>Main activity:</b> Read the <i>"Planet information card"</i> to the students. Then play different flashcards games to learn the vocabulary: place the flashcards upside down on the blackboard. Put numbers on the back of the cards and turn over the numbers that the child asks for. Put all the cards around the class. They must locate and look for the word the teacher says. Ask students to discuss what they do at home or in their neighbourhood.</p> <p><b>Closing activity:</b> - <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>CLOSING</p>	<p><b>Closing routine:</b> - <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 3.13: "THE BIG BLUE MARBLE"

CONTENT BLOCK 3: Life in society		SECTION: Civic habits. Public places, civil protection, and the environment. The national defence as a civil commitment
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To encourage students to see the need of changing habits in order to respect our environment.</li> <li>• To know that we can change the world with good habits.</li> <li>• To develop responsible behaviour toward the resources we have available.</li> <li>• To be aware that every individual must do his or her part.</li> <li>• To recognize that we have rights, but also the duty to care for our planet.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what kind of personal habits are healthy for our planet.</li> <li>• Develop positive attitudes toward helping our environment and informing our students about the things that they can do to care for it.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to recognize the need to change personal habits in order to respect our environment.</li> <li>• The students are able to be aware that each person needs to be part of the process.</li> <li>• The students are able to realize that we need to be responsible by saving and recycling.</li> </ul>

BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Social and civic.</li> <li>• Cultural and artistic.</li> <li>• Learning to learn.</li> </ul>		
DESCRIPTION OF ACTIVITIES		
<p>Ask students the following questions: <i>Who recycles? Please raise your hand; Who take showers instead of baths? Please raise your hand; Who takes their own bags to market instead of plastic bags? Please raise your hand.</i> Read the "Planet Information" card. Play with vocabulary games (flashcards). Here are some examples: stick the flashcards upside down on the blackboard. Put numbers on the back of the cards and turn over the numbers that the child asks for. Then they will read the word. Put all the cards around the class. They must locate and look at the word the teacher says. Later, ask students to discuss what they do at home or in their neighbourhood. Finally they can express with simple sentences their own views on the subject.</p>		
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> <li>- <i>In my house/neighbourhood we ...</i></li> <li>- <i>In my house/neighbourhood we don't ...</i></li> <li>- <i>I always ...</i></li> </ul>	<i>Recycle, energy, clean, reuse, water, dirty, conserve, plastic, pollution, save, planet, litter.</i>	

<ul style="list-style-type: none"> <li>- <i>I need to ...</i></li> <li>- <i>I think it's important to...</i></li> <li>- <i>I think it's not important to...</i></li> </ul>		
<b>MATERIALS</b>		<b>TIME</b>
<ul style="list-style-type: none"> <li>- Vocabulary flashcards.</li> <li>- Planet Information card.</li> </ul>		- One hour.
<b>TEACHER SELF-ASSESSMENT</b>		<b>STUDENT SELF-ASSESSMENT</b>
- Teacher self-assessment sheet (see Assessment folder).		- Complete the student self-assessment sheet (see Assessment folder).
<b>STUDENT ASSESSMENT</b>		
<b>INTEREST</b>	<b>PARTICIPATION</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Recognize what kind of habits they need to change or improve. Understand that they need to make an effort to save the planet.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the activity.</li> <li>• Respect speaking time.</li> <li>• Try to speak in English.</li> <li>• Listen to the opinion of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess if the students can use the new vocabulary when expressing their opinions on the subject.</li> </ul>

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