

5th Level

Primary (Elementary)
School

Block 2. Life in community

LIVING TOGETHER: FAMILY, SCHOOL, NEIGHBOURHOOD AND CITY

Activity 2.14: "OUR WORLD"

Time: 2 h

PREPARATION

- For this session print for each student: "My World" worksheet, "Values" worksheet, "Circle" worksheet.

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 giving the students the worksheet on values. Discuss the values and define them in different ways to help the students be able to complete the activity well.

	<p>Main activity: Organize the class in a circle and hand out the worksheet. Tell the students that they will have 10 minutes in which to draw the world as they see it. It may help to play quiet background music to avoid talking, as the goal is that they are thinking and reflecting on the project at hand. Explain the next step: they will apply glue to a small part of the left side of the picture world, and attach it to the printed world-environment circle. It will then open like a round card. They should reflect on their own environment: family, school, neighbourhood and city-town and then fill in each compartment with the values that they appreciate and that they feel are necessary. Finally, each child will share their own world-environment with the rest of the class.</p> <p>Closing activity: <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>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 2.14: "OUR WORLD"

CONTENT BLOCK 2: Life in community		SECTION: Living together: family, school, neighbourhood and city
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To know and appreciating their immediate environment. • To reflect on the reality of living together. • To develop connections between values and their own world. 	<ul style="list-style-type: none"> • Development of coexistence in different environments of the student. • Promotion of peaceful coexistence. 	<ul style="list-style-type: none"> • The students are able to appreciate their environment. • The students are able to think and reflect upon living together. • The students are able to make connections between their world and their values.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Learning to learn. • Autonomy and individual initiative. 		
DESCRIPTION OF ACTIVITIES		
<p>This is a two hour lesson. Start the session by giving the students the worksheet on values. The class will discuss the values and define them in different ways to help the students be able to complete the activity well. Give them the worksheet with a circle. Ask them to draw how they see the world in 10 minutes. Play quiet background music to avoid talking as they will be thinking and reflecting on the world. Explain the next step: they will apply glue to a small part of the left side of the picture world, and attach it to the printed world-environment circle. It will then open like a round card. They should reflect on their</p>		

own environment: family, school, neighbourhood and city-town and then fill in each compartment with the values that they appreciate and that they feel are necessary.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
	<p>- Depending on their language skills, the students can choose three values and define in one sentence why they think that those are the most important in their lives using "because" as a connector.</p>
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The values that I have in my ... are ...</i> - <i>The values that I would like to have/work with are ...</i> - <i>The values that would be necessary in our world are ...</i> - <i>The most important values for me are ...</i> 	<p><i>Values: responsibility, participation, humility, sincerity, will power, tolerance, gratitude, kindness, friendship, peace, respect, freedom, equality, solidarity, pluralism, integrity, loyalty.</i></p> <p><i>Our environment: neighbourhood, city/town, school, family.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - <i>"My World"</i> worksheet. - <i>"Values"</i> worksheet. - <i>"Circle"</i> worksheet. 	<p>- Two 1-hour lessons.</p>

TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).	- Complete the student self-assessment sheet.	
STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • To be able to reflect on their environment. • Identify what values they need to work on. • Respect on each others' thoughts. • Motivation in the activity. • Respect the rules given by the teacher. 	<ul style="list-style-type: none"> • Participate actively in the lessons. • Respect others' speaking time. • Listen to other people's opinions 	<ul style="list-style-type: none"> • Share and express different results and reflect on the findings and criticisms of the point of view of others.

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