

5th Level

Primary (Elementary)
School

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

ANTONOMY, WILL AND SELF-ESTEEM.

Activity 1.14: "LET'S GO TO SCHOOL!"

Time: 2 h.

PREPARATION

- Student worksheet (see Appendix).
- A set of domino cut-outs for groups of students (see Appendix). Teacher decides beforehand how many groups will be formed and how many students are appropriate in each group.
- A worksheet for each student with Acrostic activity (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:

Review the messages the children learned in lesson 1.12 ("I know my friends' rights"). Explain the

meaning of following terms: *School subjects: Maths, Geography, History, Art, Music, Sports/PE, Languages /Literature/Spanish, Education, learn, work, reading, writing, school skills.* It might be useful to introduce some linguistic structures, such as *If ..., I will ..., I have no time/ I don't have time, I think that ..., I agree/disagree with ...* Explain what the students are going to do in this lesson: they will reflect on the importance of their education, and education as a right for any child around the world, to progress and to have a better life.

Main activity:

1st lesson:

Distribute the motivational activity sheet to each student. Explain that the activity will be about school and education and about the child's right to an education. First, they look at the pictures in the hand out and try to write the name of the subjects represented. For lower tier learners, the students will answer questions with simple vocabulary; for higher tier students, they will write a short paragraph. Finally, the drawing activity. They should draw an image which symbolises the importance of school and education, in a picture that will be later mounted on the classroom board.

2nd lesson:

Activity 1. The class is divided into groups determined by the teacher. The teacher then hands out sets of the domino game to each group and the students cut them out (or the teacher can do this beforehand). The students work together to match the sentences of the domino games, looking up unknown words in the dictionary if necessary. After matching all the sentences, the students do the following two activities: they write the sentences in a notebook, and then the teacher will lead the class in a discussion about the message given by the sentences.

Activity 2. Acrostic. From the two words, 'school' and 'learn' the students come up with any words

	<p>related to education. It is not necessary to have the first letter begin with the starting words. In other words, the word just needs to match one of the letters of the starting words in some fashion. In this way, the students will be more motivated to be creative.</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 1.14: "LET'S GO TO SCHOOL!"

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 develop and reflect on who they are as a person with education. • To develop a positive image of education and opportunities it offers. • To develop affective relationships with others not in a similar situation. • To be familiar with words related to education. 	<ul style="list-style-type: none"> • Development of independence 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 with education. • The student develops a positive image of education and the opportunities it offers. • The student develops affective relationships with others not in a similar situation. • The student becomes familiar with words related to education.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Social and civil. • Learn how to learn. • Linguistic communication. 		

DESCRIPTION OF ACTIVITIES

1st lesson:

Distribute the motivational activity sheet to each student. Explain that the activity will be about school and education and about the child's right to education. First, they look at the pictures on the hand out and try to write the name the subjects represented. For lower tier learners, the students will answer questions with simple vocabulary; for higher tier students, they will write a short paragraph. Finally, the drawing activity. They should draw an image which symbolises the importance of school and education, in a picture that will be later mounted on the classroom board.

2nd lesson:

Activity 1. The class is divided into groups determined by the teacher. The teacher then hands out sets of the domino game to each group and the students cut them out (or the teacher can do this beforehand). The students work together to match the sentences of the domino games, looking up unknown words in the dictionary if necessary. After matching all the sentences, the students do the following two activities: they write the sentences in a notebook, and then the teacher will lead the class in a discussion about the message given by the sentences.

Activity 2. Acrostic. From the two words, 'school' and 'learn' the students come up with any words related to education. It is not necessary to have the first letter begin with the starting words. In other words, the word just needs to match one of the letters of the starting words in some fashion. In this way, the students will be more motivated to be creative.

OTHER OPTIONS

- The teacher can do these activities in just one session adapting the questions or the procedures to the level of language motivation of the students.

FEEDBACK & SUGGESTIONS FOR IMPROVEMENT

LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> - <i>How do you say ... in English?</i> - <i>If ..., I will ...</i> - <i>I have no time/I don't have time</i> - <i>I think that ...</i> - <i>I agree/disagree with ...</i> 		<i>School subjects: Maths, Geography, History, Art, Music, Sport/PE, Languages/Literature/Valencian/Spanish, English, French ...; Education, learn, work, reading, writing, school skills; Modal verbs: can, should, must, mustn't; Rights.</i>	
MATERIALS		TIME	
<ul style="list-style-type: none"> - Worksheet with motivational activities and Activities 1 and 2 (see Appendix). - English-Spanish/English-Valencian dictionary. 		-Two sessions of 45-55 minutes	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment).		- Complete the self-assessment sheet.	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> • To be able to realize the importance of education and the possibilities it gives them. • Respect each other's thoughts and feelings. • Motivation in performing 	<ul style="list-style-type: none"> • Participate actively in the activities. • Respect speaking time. • Bring the requested material to class. • Understand the others point of 	<ul style="list-style-type: none"> • Understanding the importance of education as a child right and the life possibilities it brings them about. • Giving possible examples of children/people with no right to 	

<p>activities.</p> <ul style="list-style-type: none">• Respect the rules for carrying out the activities correctly.	<p>view.</p>	<p>education, of the consequence of not having had that right when being a child.</p>
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ASSESSING ACCORDING TO CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).