

5th Level

Primary (Elementary)  
School

Block 3. Life in society

NO DISCRIMINATION ON GROUNDS OF BIRTH, AGE, RACE, SEX, RELIGION  
OR ANY OTHER CONDITION OR PERSONAL OR SOCIAL CIRCUMSTANCE.  
EQUAL RIGHTS IN THE JOB MARKET AND IN SOCIETY

Activity 3.15: "PUT YOURSELF IN THEIR PLACE"

Time: 1 h

PREPARATION

- Print enough copies for all the students. They need one phone card per person (Children cards worksheet).
- Search for a silhouette boy/girl and print as classroom children.
- Big world map.

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:**

Begin by explaining that the lesson will emulate a world stage. The class is going to reflect and act out the roles of girls and boys in almost all parts of the world. These children will all come from

different situations, and will represent a variety of races, sex, religions, opinions, etc., but equal for the simple fact of being children (people) with the same Rights.

**Main activity:**

The teacher will put folded pieces of paper in a box with a different child's situation written on it (see Appendix). Each student will pick one. The teacher will then hand out a cut-out doll to each child, making sure to give a male doll to the girls in the class and a female doll to the boys. The students will colour the doll according to the race indicated on the papers they picked. They will write where the child is from and what the dominant faiths are in its country. The more creative the student can be, the better. The teacher needs to emphasize that, just as the students did not have a choice in which child they are representing, children do not have a choice in where they are born, their appearance, race or gender. However, they do have freedom to choose their religion or what they want to believe in. Note that one of the most important things in the activity is that they need to pretend as best they can that they are the child specified on their paper. Hang up the map in the classroom.

**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.*

**CLOSING**

**Closing routine:**

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

## ACTIVITY 3.15: "PUT YOURSELF IN THEIR PLACE"

CONTENT BLOCK 3: Life in society		SECTION: No discrimination on grounds of birth, race, sex, religion, or any other condition or personal or social circumstance. Equal rights in the job market and in society
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To see the point of view of others by putting yourself in their shoes.</li> <li>• To learn empathy.</li> <li>• To evaluate the respect that all people deserve.</li> <li>• To recognize that we had no option in choosing where we were born, the race we belong to, or our gender.</li> <li>• To know that we have the right to choose our beliefs.</li> <li>• To do for others what we would like them to do for us.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the different races and major religions.</li> <li>• Classify the role children have in different continents: Asia, Africa and Europe.</li> <li>• Promote equal rights amongst people.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are able to know how to place themselves in other people's situations.</li> <li>• The students are able to respect all people.</li> <li>• The students are able to recognize that we have no option to choose where we were born, the race we belong to, or our gender.</li> <li>• The students are able to know that we have the right to choose our beliefs.</li> </ul>

<p><b>BASIC COMPETENCES</b></p>		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Social and civic.</li> <li>• Learning to learn.</li> </ul>		
<p style="text-align: center;"><b>DESCRIPTION OF ACTIVITIES</b></p>		
<p>Begin by explaining that the lesson will emulate a world stage. The class is going to reflect and act out the roles of girls and boys in almost all parts of the world. These children will all come from different situations, and will represent a variety of, races, sex, religions, opinions, etc., but equal for the simple fact of being children (people) with the same Rights. The teacher will put folded pieces of paper in a box with a different child's situation written on it (see Appendix). Each student will pick one. The teacher will then hand out a cut-out doll to each child, making sure to give a male doll to the girls in the class and a female doll to the boys. The students will colour the doll according to the race indicated on the papers they picked. They will write where the child is from and what the dominant faiths are in its country. The more creative the student can be, the better. The teacher needs to emphasize that, just as the students did not have a choice in which child they are representing, the children do not have a choice in where they are born, their appearance, race or gender. However, they do have freedom to choose their religion or what they want to believe in. Note that one of the most important things in the activity is that they need to pretend as best they can that they are the child specified on their paper. Note: one of the most important things in the activity is that they need to play the role of the child specified on their paper.</p>		
<p style="text-align: center;"><b>OTHER OPTIONS</b></p>	<p style="text-align: center;"><b>FEEDBACK &amp; SUGGESTIONS FOR IMPROVEMENT</b></p>	

LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> <li>- I'm (name)</li> <li>- I'm a (gender)</li> <li>- I was born in ...</li> <li>- I'm an African/Asian/ a Caucasian child.</li> <li>- My religion is ...</li> </ul>		<p><i>Race: African, Asian, Caucasian.</i></p> <p><i>Gender: Boy, girl, man, woman.</i></p> <p><i>Religion: Islam, Buddhist, Christian, Hindu, Jewish.</i></p>	
MATERIALS		TIME	
<ul style="list-style-type: none"> <li>- "Children cards" sheet (see Appendix).</li> <li>- "Paper girl/boy" sheet.</li> <li>- Large world map.</li> </ul>		- One hour	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Complete the student self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> <li>• Recognize what kind of values the students need to work on.</li> <li>• Accept different physical features.</li> <li>• Respect each others' thoughts.</li> <li>• Motivation during the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively in the lesson.</li> <li>• Accept one's role and defend it.</li> <li>• Respect speaking time.</li> <li>• Listen to the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept the role the teacher gives.</li> <li>• Ask the students who they are in the activity, and assess the pronunciation, the intonation and the attitude that they have while they are reading.</li> </ul>	

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