

5th Level

Primary (Elementary)
SchoolBlock 1. The individual, and interpersonal
and social relationships.RECOGNIZING OTHERS AS THE BASIS OF HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.15: "EACH ONE IN HIS/HER PLACE"

Time: 1 h.

PREPARATION

- Student's worksheet (see Appendix).
- Ability for students to connect to the Internet.

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 the meaning of following terms: *Household chores, do the washing, do the ironing, do the washing up, dust, mop, sweep, make the beds, clean the house, tidy up, allowance, pocket money, verbs expressing likes and dislikes, adverbs of frequency: always, usually, often, sometimes, hardly ever, rarely, never*; It might be useful to introduce some linguistic structures such as: *What do you do to help at home? What do you enjoy doing at home?* Explain what students are

going to do in this lesson: they will make a mural with as much information as they can gather about different public services.

Main activity:

Distribute the activity worksheet to each student. Explain the procedure: first, as a warm-up, the activity starts with a general question about what they really do to help at home. The teacher will write the answers on the blackboard, and then continue. The class will connect to the internet and go to the link given, and do the indicated activity online. There is a self checking option. Then, there is another activity online. It is a video explaining household chores. In the video, the actors speak slowly and language is clear. The goal is to get the students to form sentences in present continuous referring to household chores. They can stop the video, rewind it and play it again as many times as they need, because the follow-up is to write the sentences from the video in their notebooks. Finally, and as round-up activity, they try to remember or directly copy the household chores from the list which appears in the activity they have just completed, and complete the chart. The goal is to think about themselves and each member of their families. There is no need to do as many questions as suggested in the activity. It depends on the level of the students and the time left after doing the rest of the unit.

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 1.15: "EACH ONE IN HIS/HER PLACE"

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 develop a sense of equality by checking everyday activities. • To develop a positive image of daily tasks. • To develop affective relationships with others not in a similar situation. • To be familiar with words related to household chores. 	<ul style="list-style-type: none"> • Development of social intelligence and sense of belonging to a group. • Appreciation of social patterns and behaviour. 	<ul style="list-style-type: none"> • The student should develop a sense of equality between men and women. • The student should reflect on how they act and react as a person in a social context when dealing with this topic. • The student should develop a positive image of daily tasks. • The student should develop affective relationships with others not in a similar situation. • The student should become familiar with words related to household chores.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Social and civil. • Learn how to learn • Linguistic communication. • Autonomy and individual initiative 		
DESCRIPTION OF ACTIVITIES		
Distribute the activity worksheet to each student. Explain the procedure: first, as a warm-up, the activity starts with a general question about what they really do to help at home. The teacher will write the answers on the blackboard, and then		

continue. The class will connect to the internet and go to the link given, and do the indicated activity online. There is a self checking option. Then, there is another activity online. It is a video explaining household chores. In the video, the actors speak slowly and language is clear. The goal is to get the students to form sentences in present continuous referring to household chores. They can stop the video, rewind it and play it again as many times as they need, because the follow-up is to write the sentences from the video in their notebooks. Finally, and as round-up activity, they try to remember or directly copy the household chores from the list which appears in the activity they have just completed, and complete the chart. The goal is to think about themselves and each member of their families. There is no need to do as many questions as suggested in the activity. It depends on the level of the students and the time left after doing the rest of the unit.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>How do you say ... in English?</i> - <i>I get/am ... when ...</i> - <i>What do you do to help at home?</i> - <i>What do you enjoy doing at home?</i> - <i>present simple for routines</i> 	<ul style="list-style-type: none"> - <i>Household chores: do the washing, do the ironing, do the washing up, dust, mop, sweep, make the beds, clean the house, tidy up, allowance, pocket money</i> - <i>Adverbs of frequency: always, usually, often, sometimes, hardly ever, rarely, never</i> - <i>Verbs expressing likes and dislikes</i>
MATERIALS	TIME
<ul style="list-style-type: none"> - Worksheet with activity. - English-Spanish/Valencian dictionary. 	<ul style="list-style-type: none"> - One session of 45-55 minutes.

TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).	- Complete the self-assessment sheet.	
STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> • To be able to realize the importance of sharing tasks at home, and the meaning of equality between men and women, not only in the micro-society of the family's home, but as a model of society itself. • Respect each other's thoughts and feelings. • Motivation in performing the required activities. • Respect the rules for completing the activities correctly. 	<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 view. 	<ul style="list-style-type: none"> • Understanding the importance of respecting other people as part of their education as good citizens.

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