

5th Level

Primary (Elementary)  
School

Block 2. Life in community

RIGHT AND DUTY TO PARTICIPATE. WAYS OF PARTICIPATION

Activity 2.16: "ELECTION TIME!"

Time: 2 h

PREPARATION

- 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

**1<sup>st</sup> lesson:**

**Opening activity:**

Explain what students are going to do in this lesson.

**Main activity:**

The teacher begins by asking the students if they can name any Presidents in any country. Then

the class will talk about electing Presidents in a democratic system, and about democracy in general.

**Elections:** one person, one vote. People can choose the candidate they prefer.

**Democracy:** all citizens of a country have the right to vote and (depending on the position and the laws of the country) to be given the opportunity to run for a government office. The right to vote and to keep ballots secret; A government in which people choose their leaders.

**Vote:** to make a choice in an election.

**Ballot:** a form used in voting.

Tell them that we are going to hold elections for the class President. Hang up the 'President Profile' sheet and reflect as a class on the ideal candidate for the class representation. Candidates may be proposed by other students or they can propose themselves. The candidates will choose and distribute their campaign promises.

**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.*

**2<sup>nd</sup> lesson:**

After a few days of reflection, in this lesson the class will hold elections. The teacher will review the vocabulary for elections, and talk about the history of **universal suffrage**. In the early days of Democracy in the United States, only rich white men could vote. After the abolition of slavery, all men could vote. Women were the last people to obtain the right to vote. In Spain women started to vote in 1933 thanks to Clara Campoamor. Nowadays in Spain, everyone age 18 and older can vote. Each student will write the name of the candidate of his or her choice on the ballot and

	<p>place it in the official ballot box (see Appendix). One child, one vote. Once all the children have cast their vote, the nominated electoral committee will count the votes and proclaim the Class President. The new president will make his or her inaugural speech and promise or swear to keep the Constitution, the supreme Law of Spain.</p> <p><b>Closing activity:</b></p> <ul style="list-style-type: none"><li>- <i>What is your opinion of ... (the topic)?</i></li><li>- <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></li></ul>
<p>CLOSING</p>	<p><b>Closing routine:</b></p> <ul style="list-style-type: none"><li>- <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i></li><li>- <i>Have a great day and I'll see you at the next class!</i></li></ul>

## ACTIVITY 2.16: "ELECTION TIME!"

CONTENT BLOCK 2: Life in community		SECTION: Right and duty to participate. Ways of participation
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To know about their Right and duty to participate.</li> <li>• To reflect upon the importance of having the choice to vote.</li> <li>• To know that in the past in Spain, not everybody had this privilege.</li> <li>• To know that today there are still countries without this privilege.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in an Election process.</li> <li>• Learn basic historic points about past Rights related with participation in the society.</li> </ul>	<ul style="list-style-type: none"> <li>• The student has to know about the election process.</li> <li>• The student has to reflect on the importance of having the right to vote.</li> </ul>
BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Social and civic.</li> <li>• Learning to learn.</li> <li>• Autonomy and individual initiative.</li> </ul>		

## DESCRIPTION OF ACTIVITIES

### 1<sup>st</sup> lesson:

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### 2<sup>nd</sup> lesson:

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OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>I will ...</i></li> <li>- <i>I will not ... (I won't)</i></li> <li>- <i>I promise ...</i></li> <li>- <i>I'm going to vote ...</i></li> <li>- <i>I prefer ... as a candidate.</i></li> </ul>	<p><i>Elections, democracy, liberty, president, constitution, equality, candidate, men and women, justice, ballot, slavery, understand, respect, care, honesty, fair, help, communicate, listen, lie, steal, abandon.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- President profile poster.</li> <li>- President candidate paper.</li> <li>- Ballot and President speech paper.</li> <li>- Spanish Constitution 1978.</li> </ul>	<ul style="list-style-type: none"> <li>- Two 1-hour lessons.</li> </ul>
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
<ul style="list-style-type: none"> <li>- Teacher self-assessment sheet (see Assessment folder).</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the student self-assessment sheet (see Assessment folder).</li> </ul>

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> <li>• To be able to reflect on the ideal candidate.</li> <li>• Identify what kind of values they need in the class.</li> <li>• Respect for the candidates.</li> <li>• Motivation in the activity.</li> <li>• Respect the rules given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the Election activity.</li> <li>• Respect speaking time, the candidates and secrecy in voting.</li> <li>• Listen to the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the activity of the class respecting others, following the rules of the election, using non-discrimination as an essential element in evaluating all the candidates.</li> <li>• Assess the reaction of the students, reinforcing the necessity to accept the democratic process and so the elected President, and to respect him/her as the class representative.</li> </ul>

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