

5th Level

Primary (Elementary)  
School

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

FREEDOM OF CHOICE AND RESPONSIBILITY.

Activity 1.16: "ME AND OTHERS, ME WITH OTHERS"

Time: 1 h.

PREPARATION

- Student's worksheet (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:**

Explain the meaning of following terms: *get upset, be influenced by, find hard/difficult/easy..., be afraid, be worried, be loyal/friendly/...* It might be useful to introduce some linguistic structures, such as: *"I get/am ... when ...," "What do you do to help others?" "What do you enjoy doing for others?"* Explain what students are going to do in this lesson: they will reflect on the

	<p>importance of education in society.</p> <p><b>Main activity:</b> Distribute the activity worksheet to each student. Explain the procedure; first, individually they will think about the topics and the vocabulary and expressions used; then, they will write questions, and finally, they will interview other students.</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><b>CLOSING</b></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 1.16: "ME AND OTHERS, ME WITH OTHERS"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Freedom of choice and responsibility.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To develop and reflect on who they are as a person with education.</li> <li>• To develop a positive image of social rules and social behaviour.</li> <li>• To develop affective relationships with others not in a similar situation.</li> <li>• To be familiar with words related with good citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of social intelligence and the sense of belonging to a group.</li> <li>• Appreciation of social patterns and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• The student reflects on how they act and react as a person in a social context.</li> <li>• The student develops a positive image on social rules and social behaviour.</li> <li>• The student develops affective relationships with others not in such situation.</li> <li>• The student becomes familiar with words related with good citizenship.</li> </ul>
BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Social and civil.</li> <li>• Learn how to learn</li> <li>• Linguistic communication.</li> <li>• Autonomy and individual initiative.</li> </ul>		

DESCRIPTION OF ACTIVITIES	
Distribute the activity worksheet to each student. Explain the procedure; first, individually they will think about the topics and the vocabulary and expressions used; then, they will write questions, and finally, they will interview other students in the group.	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>How do you say ... in English?</i></li> <li>- <i>I get/am ... when ...</i></li> <li>- <i>What do you do to help others?</i></li> <li>- <i>What do you enjoy doing for others?</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Means of transport</i></li> <li>- <i>Feelings: get upset, be influenced, find hard/difficult/easy..., be afraid, be worried, be loyal/friendly/...</i></li> <li>- <i>Verbs expressing likes and dislikes.</i></li> </ul>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- Worksheet with activity.</li> <li>- English-Spanish/English-Valencian dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>- One session of 45-55 minutes</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 self-assessment sheet (see Assessment folder).</li> </ul>

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT
<ul style="list-style-type: none"> <li>• To be able to realize the importance of social respect and educating people to be good citizens, and how much they are responsible for modelling the behaviour of an ideal citizen.</li> <li>• Respect each other's thoughts and feelings.</li> <li>• Motivation in performing activities.</li> <li>• Respect the rules for completing the activities appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively in the lessons.</li> <li>• Respect speaking time.</li> <li>• Bring the requested material to class.</li> <li>• Understand the point of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the importance of respecting other people as part of their education as good citizens.</li> </ul>

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