

5th Level

Primary (Elementary)
School

Block 2. Life in community

PLURALISM AND CIVIC VALUES IN DEMOCRATIC SOCIETIES

Activity 2.17: "DECORATING OUR CLASS WITH VALUES"

Time: 1 h

PREPARATION

- Prepare the posters and cut the sentences.
- Internet symbols can be searched for examples of Justice, Liberty and Equality (the scales of justice, the Statue of Liberty, the symbol =, that means equality, with equal rights).

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:

Start the activity hanging the three basic concepts posters of a democratic society (justice, liberty and equality) in a strategic place.

	<p>Main activity: Briefly define the three concepts: Justice (Be fair with everybody), Liberty (it is your choice), Equality (we all have the same value). Then give the children three minutes to think about when they are fair. Do the same with the other two concepts. Conduct a brainstorming session. Then hand out the sentence cards and classify each sentence under the corresponding value (Justice, Liberty or Equality) and ask the students to read the sentences. Ask them: <i>Where can we classify this sentence? Does this go with Justice? Does this go with Liberty? Does this go with Equality?</i></p> <p>Closing activity:</p> <ul style="list-style-type: none">- <i>Did you understand the activity?</i>- <i>Did you like it?</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 2.17: "DECORATING OUR CLASS WITH VALUES"

CONTENT BLOCK 2: Life in community		SECTION: Pluralism and civic values in democratic societies	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To know the 3 basic values of a democratic society. • To understand a democratic society. • To reflect on the importance of decorating ourselves with values. • To reflect on the values needed inside and outside the classroom. 	<ul style="list-style-type: none"> • Development of justice, liberty and equality as essential democratic values. • Promote values in our closest environment. 		<ul style="list-style-type: none"> • The students are able to reflect on the democratic values. • The students are able to consider values as a need. • The students are able to value the base of a democratic society.
BASIC COMPETENCES			
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Learning to learn. • Autonomy and individual initiative. 			

DESCRIPTION OF ACTIVITIES	
<p>Hang the three basic concepts posters of a democratic society (justice, liberty and equality) in a strategic place. Briefly define the three concepts: Justice (Be fair with everybody), Liberty (It is your choice), Equality (we all have the same value). Internet symbols can be searched for examples of the three concepts (the scales of justice, the Statue of Liberty, the symbol =, that means equality, with equal rights). Then give the children three minutes to think about when they are fair. Do the same with the other two concepts. Conduct a brainstorming session. Then hand out the sentence cards and classify each sentence under the corresponding value (Justice, Liberty or Equality) and ask the students to read the sentences. Ask them: <i>Where can we classify this sentence? Does this go with Justice? Does this go with Liberty? Does this go with Equality?</i></p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Depending on the language level of the students, perform the brainstorming activity in the foreign language or bilingually. 	<ul style="list-style-type: none"> - Depending on their language skills, the students can define Justice, Liberty and Equality in other words.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The essential democratic values are ...</i> - <i>I think that ...</i> - <i>I feel (value) in my house/school/country.</i> 	<p><i>Justice, liberty, equality, fair.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Posters. - Sentence cards. 	<ul style="list-style-type: none"> - One hour.

TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Student self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	

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