

5th Level

Primary (Elementary)
School

Block 3. Life in society

RIGHTS AND LIBERTIES IN THE SPANISH CONSTITUTION. RIGHTS OF
VALENCIAN PEOPLE IN THE STATUTE OF AUTONOMY

Activity 3.17: "OUR RIGHTS AND LIBERTIES"

Time: 1 h

PREPARATION

- The teacher needs to cut out each article of the "Rights-Liberties" sheet, and put them in the shoebox (see Appendix).
- The teacher needs to provide the students with all the necessary elements to draw: paper, crayons, watercolours, etc.
- The students can do the passive sheet for homework (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.*

<p>ACTIVITY</p>	<p>Opening activity: Explain what students are going to do in this lesson: they will create artwork representing the rights and liberties in the Spanish Constitution. Remind the students that they may use the dictionary in order to find out the meaning of the words they don't know. Explain the passive form in English.</p> <p>Main activity: The students will represent the article they picked up from the box by drawing it on a piece of paper, using whatever kind of materials and painting elements they wish to use. Finally, at the end of the class, students will hang up their projects in the hall, so that other students can see how they interpreted the rights and liberties in our Constitution.</p> <p>Closing activity: <i>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.</i></p>
<p>CLOSING</p>	<p>Closing routine: <i>- 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!</i></p>

ACTIVITY 3.17: "OUR RIGHTS AND LIBERTIES"

CONTENT BLOCK 3: Life in society		SECTION: Rights and liberties in the Spanish Constitution. Rights of Valencian people in the Statute of Autonomy
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To think about what the Rights and Liberties in the Spanish Constitution mean for the good of our society. • To express a concept through drawing. 	<ul style="list-style-type: none"> • The rights and liberties in the Spanish Constitution. • Drawing as a way of expression. 	<ul style="list-style-type: none"> • The student is aware of what the Rights and Liberties in the Spanish Constitution mean for the good of our society. • The student is able to express a concept or an idea through different drawing techniques and materials.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Social and civic. • Cultural and artistic. 		
DESCRIPTION OF ACTIVITIES		
<p>Activity A: The teacher puts 25 pieces of paper, each containing one article of our Constitution, from article 14 until article 38, in a shoebox. These articles are in chapter II: Rights and Liberties (see Appendix). Everyone in the class must pick out a piece of paper, and read the article individually. The students can use the dictionary to look for the word they don't understand, or even ask the teacher for explanations. Once everyone has read in silence and understood his or her article, each student reads aloud the article. The teacher can make corrections in pronunciation, a misunderstood interpretation,</p>		

etc. The passive form can be explained in English as well (Ex: *something is prohibited by the law*).

Activity B: Everybody must think about what his or her article means, and try to draw a picture of what it represents on an A3 piece of paper given by the teacher, using any kind of painting techniques, drawing materials, etc. they wish to use.

Activity C: The students then hang up their art work in the school corridor so that their work can be seen by their schoolmates. They can use blue-tag. The teacher can make the title for the work, cutting big letters of coloured cards: "*Rights and Liberties in the Spanish Constitution*", and can hang it out as well, above the students' artwork.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Students can be in groups of 4, and express an article picked from the box with mime. The class then tries to guess which article the group is expressing, using a list given by the teacher to help them. The teacher can use the document provided in the Appendix. 	<ul style="list-style-type: none"> - In order to reinforce the passive form in English, the pupils do the sheet for homework (see Appendix).
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>The Rights and Liberties in Spanish Constitution.</i> - <i>In the eyes of the Law.</i> - <i>Before the Courts.</i> - <i>No discrimination on the grounds of ... can prevail.</i> - <i>Everyone has the right to...</i> - <i>The right to ... is recognized.</i> - <i>Freedom of ... is guaranteed.</i> - <i>Nobody can be ...</i> - <i>The Law shall regulate ...</i> - <i>To be entitled to .../ Not to be entitled to ...</i> 	<p>Vocabulary which appears several times in the articles: <i>right, liberty, freedom, democracy, coexistence, principles, public authorities, government, court, law, community, requirements, self-image, duties, citizen, ground, property, appropriate, (etc.)</i></p> <p>Infinitives: <i>recognize, compel, guarantee, establish, regulate, rule, limit, allow, contribute, protect, serve, ban, (etc.)</i></p>

- <i>The passive form in English: Rights and Liberties are guaranteed by the laws.</i>		
MATERIALS		TIME
<ul style="list-style-type: none"> - 1 shoebox - 25 pieces of paper, containing one of the mentioned articles, each. - 25 A3 pieces of paper. - Drawing materials: pencils, erasers, felt-tip pens, crayons, watercolours, ink pads, etc. - Blue-tack. - Coloured cards. 		<ul style="list-style-type: none"> - Activity A: 15 min. - Activity B: 35 min. - Activity C: 10 min.
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT
- Teacher self-assessment sheet (see Assessment folder).		- Choose one model for the self-assessment (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).