

5th Level

Primary (Elementary)
SchoolBlock 1. The individual, and interpersonal
and social relationships.

AUTONOMY, WILL AND SELF-ESTEEM.

Activity 1.17: "THIS IS ME"

Time: 1 h.

PREPARATION

- The teacher needs to provide the students with post-its of three different colours (yellow, pink, and green), and 1,6 meters-long piece of continuous paper to do the activity.

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:

Brain-storming: physical and personal characteristics, and interests a person may have. It might be useful to introduce some linguistic structures, such us: *I am .../ I am: not... (I'm .../ I'm not...); I like -ing .../ I don't like -ing ...; On the one hand.../On the other hand...; My ... is/are ...; I have*

	<p><i>.../ I don't have ...</i> Explain what students are going to do in this lesson: they will describe themselves not only physically, but also their personality, and will tell their classmates about their interests and hobbies.</p> <p>Main activity: The teacher will pass out the coloured post-it notes and ask students to write words that describe their personality. In pairs, one student will draw the other's silhouette on a piece of continuous paper. After the silhouette is completed, the student drawn will then fill in the silhouette with the post-its containing the characteristics and interests that best describe his/her personality. The student will then orally describe his/herself to the student who drew him/her on the paper. Finally, each student will do the same activity as before, but the person who drew will now be drawn.</p> <p>Closing activity:</p> <ul style="list-style-type: none"> - <i>What is your opinion of ... (the topic)?</i> - <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>
<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 1.17: "THIS IS ME"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Autonomy, Will and self-esteem.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To go deeply into the knowledge of oneself in order to develop self-esteem. • To develop emotional, communicative and social skills. 	<ul style="list-style-type: none"> • Self-knowledge. • The value of the interpersonal and intercultural differences. • Interpersonal communication 	<ul style="list-style-type: none"> • The pupil can describe himself, physically and personally. • The pupil is able to listen to his classmates during their conversation. • The pupil respects and values the differences with his classmates.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Autonomy and personal initiative. 		
DESCRIPTION OF ACTIVITIES		
<p>Activity A: The teacher hands out post-its of three different colours to each student and begins brain-storming about physical characteristics that a person may have, writing on the left side of the blackboard what they say: Ex.: blond, tall, thin, athletic, etc. At the same time the students write down these physical characteristics on the yellow post-it, one word per post-it. Next, they discuss characteristics of their personality. Ex.: happy, hard-working, lazy, naughty. The teacher writes down the ideas in the centre of the blackboard. Meanwhile, the students write these down on the green post-its. Thirdly, the teacher asks for suggestions about interests a person may have, hobbies, extracurricular activities, etc. Ex.: skating, going to the cinema or playing with the play-station, etc. The teacher writes down all the suggestions on the right side of the blackboard, while the students write them down on the pink post-it.</p>		

Activity B: The teacher divides the classroom in pairs and gives each pair two pieces of 1,6 meters-long continuous paper and a marker. The task consists of one of the two students lying down on the piece of continuous paper and one of the students drawing the other student's silhouette with the marker, then writing the name of the student above the silhouette. When this is completed, they change places and the student that was being drawn now draws the other student's silhouette.

Activity C: Now, the students fill their own silhouettes with the post-it notes that they feel correspond to their physical characteristics, personality and interests.

Activity D: When this is completed, the students work in pairs (the same pairs as in Activity B) and each student gives the other a verbal description of her/himself, describe his/her personality, and hobbies. When the first student finishes the other student begins.

Activity E: When the teacher considers that they are done, he claps his hands, following a regular beat. The pupils must walk following the rhythm along all the class until the teacher stops clapping. Then, the pupils must stop in the place they are, and approaching themselves to the nearer classmate they have, they will do the same previous activity. This can be repeated several times, changing the couple members, so that the linguistic structures are repeated until they are internalized.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<p>- The teacher distributes to each student a piece of card the size to cover the names of the students written above their silhouettes. Afterwards, the teacher picks a drawing and reads the post-it notes the student had put there, describing him/herself. The students try to guess who the teacher is speaking about. The described person must remain in silence.</p>	

<ul style="list-style-type: none"> - This can be done as well, instead of by the teacher, by a volunteer pupil. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>I am .../ I am not ... (I'm .../ I'm not ...)</i> - <i>I like -ing.../ I don't like -ing...</i> - <i>On the one hand.../ On the other hand ...</i> - <i>My ... is/are ...</i> - <i>I have .../ I don't have ...</i> 	<ul style="list-style-type: none"> - Appearance: <i>blonde, dark-haired, red-haired, tall, short, thin, thick, athletic, big, small, brown, blue, green, long, eyes, ears, nose, mouth, eyebrows, eyelashes, teeth, face, hair, hands, arms, legs, fingers, fingernails, neck, head, body, arms, feet...</i> - Personality: <i>happy, cheerful, sad, serious, shy, friendly, unfriendly, lazy, hard-working, polite, rude, kind, tolerant, intolerant, restless, laid-back, annoying, helpful, unhelpful...</i> - Interests/Hobbies: <i>skating, playing football, swimming, painting, playing guitar, climbing, collecting picture cards, going to the cinema, listening to music, reading books/comics, watching T.V., etc.</i>
MATERIALS	TIME
<ul style="list-style-type: none"> - Three blocks of post-it, one of each colour: Yellow, green and pink. - 1,6 meters-long continuous paper. - Markers. 	<ul style="list-style-type: none"> - Activity A: 10 min. - Activity B: 10 min. - Activity C: 10 min. - Activity D: 10 min. - Activity E: 20 min.

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

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