

5th Level

Primary (Elementary)
School

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

RECOGNIZING OTHERS AS THE BASIS OF HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.18: "A GOOD FRIEND"

Time: 1 h.

PREPARATION

- 25 small pieces of paper and a shoebox.
- Copies of the "Friendship" poem, and the *Evaluating rap* sheet (see Appendix).
- Before starting this lesson, the teacher needs to review mnemonic rules.

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:

The teacher asks the students to think about what a good friendship means. It might be useful to introduce some linguistic structures, such as: *A good friend is one who... (verb+ s); I agree*

	<p><i>with ... because .../ I don't agree with ... because ...</i> Explain what students are going to do in this lesson: they will think about what a good friendship is and will be able to express this in different ways.</p> <p>Main activity: The class debates what a good friendship is, respecting basic decorum for all-class discussions. In small groups, the students will reconstruct a poem about friendship with the words that are missing (see Appendix). Each group must create a rap with the lyrics of the poem, fitting the rhythm to the words. Finally, students perform the rap in front of their classmates, and the other students will assess their performance (see Appendix).</p> <p>Closing activity: - <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>
<p>CLOSING</p>	<p>Closing routine: - <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></p>

ACTIVITY 1.18: "A GOOD FRIEND"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis of healthy coexistence. Friendship.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To think about the meaning of friendship. • To practice the rules for taking part in discussions (to ask for permission to speak, not to interrupt, and to respect the classmates' opinions, etc.) • To internalize some mnemonic rules in order to help develop memory. • To feel the poetic rhythm in a creative way. 	<ul style="list-style-type: none"> • Friendship. • The rules to take part in discussions. • Learning to learn: mnemonic rules. • Rhythm in literature: the poem. 	<ul style="list-style-type: none"> • The student has to be able to distinguish what characterizes a good friendship. • The student respects the basic rules to take part in a discussion. • The student knows and put into practice mnemonic rules for memorizing the poem. • The student takes part actively and enthusiastically in group activities.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. 		

DESCRIPTION OF ACTIVITIES

Activity A: The teacher hands out a piece of paper containing the beginning of a phrase: *A good friend is one who...* The goal is to have the students think individually about the meaning of being or having a good friend, before this idea is discussed as a class. Each student ends the sentence with the idea s/he considers essential. No names are mentioned in this activity. The students can use a dictionary if they don't know the word.

Activity B: Once every student has finished the sentence, the paper is folded and introduced in a box that the teacher provides. Then the teacher reminds the class of the basic rules in taking part in a discussion: to ask for permission to speak, not to interrupt, respect the others' opinions, etc. Then a paper is pulled from the box and read out loud. The students will indicate if they agree with what the paper says, and why or why not, etc. The teacher can take out as many papers as is considered appropriate, depending on how long the discussion is intended to last. The teacher facilitates the discussion, but the students are the ones who share their ideas.

Activity C: Then the class is divided into groups of three or four. Each group receives the lyrics of the *"Friendship"* poem (see Appendix 18.2). Some words are missing inside the poem and the students are given the opportunity to find the missing word from the listed words below. The members of each group work together to reconstruct the poem deciding which word fits better in every blank. The teacher can give some clues, like making them notice the rhyme, the length of the words, etc. The student can use the dictionary to find out the meaning of the unknown words. Once they have filled in all the blanks, they memorize the poem. The teacher teaches them some mnemonic rules that helps them memorizing the poem, for this the following link can be used: <http://www.psicopedagogia.com/tecnicas-de-estudio/reglas-mnemotecnicas>

Activity D: In the same groups, the students create a name for themselves and perform a "rap" using the lyrics of the poem. They can repeat words of the poem if they consider that it fits better rhythmically", they can establish "dialogues" between one member and the rest of the group using the lyrics of the poem, and they can accompany the song with different noises made with mouth, hands, feet, legs, etc.

Activity E: The different groups play the "rap" for their classmates. Afterwards, the other students evaluate the performance (see Appendix 18.1).

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Activity D: Students can use other sound resources like plastic bottles, plastic bags, pencils, papers, or even musical instruments like maracas, tambourines, rattles, etc. to enhance their rap performances - Activity E: Students can perform the rap for other classes in the school, or even their families at a special even such as Parents Day. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>A good friend is one who...(verb + s)</i> - <i>I agree with...because.../I don't agree with...because...</i> 	<ul style="list-style-type: none"> - <i>Actions that a good friend may do: help, listen, value, support, encourage, advise, wait, worry, lend, protect, and understand.</i> - <i>Poem: miracle, friendship, dwells, happen, even, lift, realize, and gift.</i> - <i>Evaluating Rap: performance, scale, rhythm, clarity, and spontaneity.</i>
MATERIALS	TIME
<ul style="list-style-type: none"> - 25 pieces of paper (10x15). - A shoebox. - English dictionary. - "Friendship" poem (see Appendix). - 5 or 6 copies of the "Evaluating Rap" sheet (see Appendix). 	<ul style="list-style-type: none"> - Activity A: 5 min. - Activity B: 10 min. - Activity C: 15 min. - Activity D: 15 min. - Activity E: 15 min.

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