

5th Level

Primary (Elementary)
School

Block 2. Life in community

COEXISTENCE, DIALOGUE AND CONFLICT

Activity 2.2: "THE AGREEMENT"

Time: 1 h

PREPARATION

- Student's worksheet (see Appendix 1).
- Teacher's worksheet (see Appendix 2).
- A copy of "The Agreement" (see Appendix 3).

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: *agreement, spider, mosquito, flower, withered flower, butterfly, bee, ant, ladybug, grasshopper, drop, days of the week*. It might be useful to introduce

	<p>linguistic structures, such as: <i>in box 1 please draw the following image, look at the pictures and write a story, use the conversation as a way of understanding.</i> Explain what the students are going to do in this lesson: they will write a story having to do with the drawings of the Activity.</p> <p>Main activity. Give each student a copy of Activity 1 (see Appendix 1). Students will draw in each box of Activity 1 according to teacher's explanation (see Appendix 2). At the back of the sheet, students will write a story explaining their drawing. After 10 minutes (or when the teacher judges that the students have finished) the students will begin reading their compositions to the rest of classmates. After some students have read their stories, the teacher will read the "real" story (see Appendix 3). Conclusions about the activity will be taken at the end of the lesson.</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 style="text-align: center;">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 2.2: "THE AGREEMENT"

CONTENT BLOCK 2: Life in community		SECTION: Coexistence, dialogue and conflict	
GOALS	CONTENTS	ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> To develop communicative skills to help coexistence and to avoid conflicts. To know how to accept and to practise rules of living together. 	<ul style="list-style-type: none"> Importance of using conversation to avoid conflict. 	<ul style="list-style-type: none"> Accepting and practising rules of living together. Using conversation as a way of understanding. 	
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic communication. Learning to learn. Autonomy and individual initiative. 			
DESCRIPTION OF ACTIVITIES			
<p>The teacher (using Appendix 2) will instruct the students what to draw in the individual boxes on the blank Activity 1 sheets that have already been passed out (see Appendix 1). Students then draw the appropriate image after which they will turn the sheet over and, on the back, they'll use their imagination to create a story having to do with the drawings. They will have between 8 and 10 minutes to write the story. The teacher gives periodic reminders of the time that has lapsed while they are finishing their drawings. After this time students may volunteer to read their stories in front of the others. At the end of class, the teacher will read the original story and together the class will try to extract the appropriate conclusions.</p>			

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Divide the class into groups; one group will be the "A" and know the story, and the other, the group "B" will not. This is where members of group "A" will give the instructions to group "B", and members of group "B" will make the pictures. After that, the class as a whole or the students individually will create the story. The whole class has a dialogue with the goal of coming to final conclusions about the story. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>Draw the indicated image in the box...</i> - <i>Use the drawings to write a story.</i> - <i>Use the conversation as way of the understanding.</i> 	<p><i>Agreement, flower, bee, ladybug, spider, butterfly, ant, grasshopper, mosquito, days of the week, drop, withered flowers.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Student worksheet (see Appendix 1). - Teacher worksheet (see Appendix 2). - Original story (see Appendix 3). 	<ul style="list-style-type: none"> - One hour.
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
<ul style="list-style-type: none"> - Teacher self-assessment sheet (see Assessment folder). 	<ul style="list-style-type: none"> - 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).