

5th Level

Primary (Elementary)
School

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

AUTONOMY, WILL AND SELF-ESTEEM.

Activity 1.2: "THE BOX OF COMPLIMENTS"

Time: 1 h.

PREPARATION

- Student's worksheet (see Appendix).
- Pieces of paper of about four centimetres wide and fifteen long.
- One cardboard box.

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 the following terms: *kind, aim, objective, to try, work, smile, happiness, effort, good, hard, easy, friend, proud, to cheer up, to encourage, friend, trust, nervous, sad,*

	<p><i>selfish, nice, hesitant.</i> Explain what students are going to do in this session: they will fill a box with small pieces of paper on which they have written sentences they like to hear when they feel bad or they need emotional support.</p> <p>Main activity: The teacher gives each student small pieces of papers on which they will write sentences they like to hear when they feel bad, or words which make them feel safe and self-confident. Then the students read their sentences or group of words, and explain why they are important to them. At the end of the class, the students put all of their pieces of paper inside the "box of compliments", which will stay in the class, available to all the students, and the students can pick out a slip of paper whenever they feel bad or need "to hear" nice things.</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 session for today. Please clear your desks and put away your materials.</i> - <i>Have a great day and I'll see you at next lesson!</i></p>

ACTIVITY 1.2: "THE BOX OF COMPLIMENTS"

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 develop, support and improve one's concept of oneself. 	<ul style="list-style-type: none"> Knowledge and a positive evaluation of oneself. 		<ul style="list-style-type: none"> Developing and evaluating one's self-esteem.
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic communication. Learning to learn. Independence and personal initiative. 			
DESCRIPTION OF ACTIVITIES			
<p>This activity creates an educational learning tool (a box of compliments) that can remain in the classroom throughout the school year, and can be used whenever necessary. For example, when a problem arises, a student can go to the box and pick out an inspirational message that will help that student feel better and be more able to resolve the problem. This will help to develop, improve or maintain positive self-esteem in the students. The activity begins by introducing positive comments, then by creating a group of words and/or phrases that address the positive aspects of our personalities (see examples in Appendix). The teacher hands out the prepared pieces of paper (see Materials) and instructs the students to write a word or phrase they like to be told when they have done something well, or when someone has complimented them about a positive aspect of their personality.</p>			

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - The phrases can be developed all together and each student can copy what they want from the list. 	<ul style="list-style-type: none"> - Students will write things they like to hear when they have done something well, but they also could write things that they say: <ul style="list-style-type: none"> ✓ When somebody they know has done something well. ✓ When somebody they know feels bad and needs cheering up.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>Well done!</i> - <i>You are such a kind person.</i> - <i>You are very good in ...</i> - <i>I am proud of how you ...</i> - <i>You have done it really well.</i> - <i>Good for you!</i> 	<p><i>Kind, aim, objective, to try, work, smile, happiness, effort, good, hard, easy, friend, proud, to cheer up, to encourage, friend, trust, nervous, sad, selfish, nice, hesitant.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Pieces of paper of approximately four centimetres wide and fifteen centimetres long. - One cardboard box. 	<ul style="list-style-type: none"> - Approximately 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
<ul style="list-style-type: none"> • Knowing how to encourage others. • Acknowledging how we like to be encouraged by other people when we need it. 	<ul style="list-style-type: none"> • Participate actively in the lesson. • Respect speaking time. • Say sincerely what we like to hear when we need a boost. • Reflect on how we talk to others when they need us. 	<ul style="list-style-type: none"> • Complete the self-assessment sheet.

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