

5th Level

Primary (Elementary)  
School

Block 2. Life in community

COEXISTENCE, DIALOGUE AND CONFLICT

Activity 2.3: "THE COMMITMENT"

Time: 1 h

PREPARATION

- Continuation of Activity 2.1.
- Students will bring photographs or graphic material related to the topic of the session.
- Class material, such as scissors, crayons, markers, etc.
- A large piece of paper for a class mural.

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: *calmness, friendly, school procedures, living together,*

*conversation, conflict.* It might be useful to introduce some linguistic structures, such as: *be calm, listen to others, respect their turn to speak, try to use non-threatening language, use words that will be understood by other people.* Explain to the students what they are going to do in this lesson: they will create a mini-book about the family rules they have at home.

**Main activity:**

Remind the students what they did in lesson 2.1. Touch upon the importance of dialogue as a way to solve a conflict. Each student will take paper and write the family rules they have at home. Each rule could be written in a different sheet so students can fill it up with photographs (from magazines, papers...) or draws. Students can talk about the rules they have written with other students, in order to have new ideas. The mini-book will be finished at home, where they can talk with their parents and other members of their family about family rules. Explain to the students that they need to finish this activity at home, and present it the following day. The requirements are: a mini-book with their family's rules, one rule per sheet, and decorated with pictures, draws, etc. Afterwards, a class mural will be created showing some standard rules (see Appendix), and the students will decorate it with pictures from magazines.

**Closing activity:**

- *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.*

**CLOSING**

**Closing routine:**

- *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!*

## ACTIVITY 2.3: "THE COMMITMENT"

CONTENT BLOCK 2: Life in community		SECTION: Coexistence, dialogue and conflict	
<b>GOALS</b>	<b>CONTENTS</b>	<b>ASSESSMENT CRITERIA</b>	
<ul style="list-style-type: none"> <li>• To create a guideline of resolution for school conflicts.</li> <li>• To develop communicative skills in order to coexist and to avoid conflicts.</li> <li>• To know, accept, and practise rules of living together.</li> </ul>	<ul style="list-style-type: none"> <li>• Living together in the school conversation and conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborating, accepting and practising school procedure for coexistence.</li> <li>• Using conversation as a way of understanding.</li> </ul>	
<b>BASIC COMPETENCES</b>			
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Cultural and artistic.</li> <li>• Learning to learn.</li> </ul>			
<b>DESCRIPTION OF ACTIVITIES</b>			
<p>This activity is a continuation of lesson 2.1. First, you can remind the students about the story "<i>The Agreement</i>" and with it, the importance of the dialogue as conflict resolution and rule of understanding. On the blackboard the key standards will be written, established as a means of communication to potential conflicts. Then the class mural will be created showing where</p>			

standards rules are (see Appendix), and the students will decorate it with pictures from magazines in which people are talking in different situations.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>- The teacher can distribute the work to groups of students: one of them can make a cut-out, others can write the rules, others can decorate the class mural, etc.</li> </ul>	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>Be calm.</i></li> <li>- <i>Listen to others.</i></li> <li>- <i>Respect their turn to speak.</i></li> <li>- <i>Try to use non-threatening language.</i></li> <li>- <i>Use that others can understand.</i></li> <li>- <i>Ask an adult for help.</i></li> <li>- <i>Leave the place if necessary.</i></li> </ul>	<p><i>Calmness, friendly, school procedures, living together, conversation, conflict, commitment.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- Magazines and class material (scissors, glue, crayons, markers, etc.)</li> <li>- A large piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>- One hour.</li> </ul>

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