

5th Level

Primary (Elementary)  
School

Block 3. Life in society

LIFE IN SOCIETY. THE NEED OF RULES IN COEXISTENCE. COEXISTENCE PRINCIPLES IN THE SPANISH CONSTITUTION AND IN THE VALENCIAN STATUTE OF AUTONOMY

Activity 3.3: "PAIRS"

Time: 1 h

PREPARATION

- Teacher will cut out the questions and answers included in the Appendix.

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: *Constitution, law, legislature, elections, democracy, political system, referendum, rules, code, constitution articles, penal code, civil code, traffic code, national flag, minister.* It might be useful to introduce some linguistic structures, such as: a

	<p><i>constitution contains articles, the President of Government is ..., the Government is formed by ministries, our country has a royal family, you must respect the law.</i> Explain what students are going to do in this lesson: the teacher will hand out the pieces of the Activity sheet cut out. Some of these pieces of paper will contain questions, and others will contain answers to those questions.</p> <p><b>Main activity:</b> The teacher will break the students into two groups: Group A and Group B. The students in Group A will receive the papers slips with the questions and the students in Group B will receive the paper slips with the answers. Group A will read a question, and will clarify it if necessary. Then, group B, among themselves, will decide on the best choice for an answer and will present it to the rest of the class. The activity will end when all the questions have been asked and answered.</p> <p><b>Closing activity:</b> - <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><b>CLOSING</b></p>	<p><b>Closing routine:</b> - <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 3.3: "PAIRS"

CONTENT BLOCK 3: Life in society		SECTION: Life in society. The need of rules in coexistence. Coexistence principles in the Spanish Constitution and in the Valencian Statute of Autonomy
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To know, think and evaluate the importance of laws and rules in order to coexist.</li> <li>• To be aware of the existence of the Spanish Constitution as a form of guiding principles for peaceful and fair coexistence.</li> <li>• To learn the basic concepts of the Constitution, history and organization.</li> <li>• To become knowledgeable about the political organization of the State.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the existence of the Spanish Constitution: organization, history.</li> <li>• The Spanish Constitution as form of guiding principles for peaceful and fair coexistence.</li> <li>• The Spanish State: a democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• To become knowledgeable about the existence of the Spanish Constitution as form of guiding principles toward civil coexistence, its organization and history.</li> </ul>

<p><b>BASIC COMPETENCES</b></p>		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Social and civic.</li> <li>• Learning to learn.</li> </ul>		
<p style="text-align: center;"><b>DESCRIPTION OF ACTIVITIES</b></p>		
<p>This activity consists of gathering information to answer questions. The teacher will break the students into two groups: Group A and Group B. The students in Group A will receive the papers slips with the questions and the students in Group B will receive the paper slips with the answers. Note: To facilitate the activity, the questions can be printed on paper of one colour and the answers on another colour. Group A will read a question, and will clarify it if necessary. Then Group B, among themselves, will decide on the best choice for an answer and will then present it to the rest of the class. The activity will end when all the questions have been asked and answered.</p>		
<p style="text-align: center;"><b>OTHER OPTIONS</b></p>	<p style="text-align: center;"><b>FEEDBACK &amp; SUGGESTIONS FOR IMPROVEMENT</b></p>	
<p>- At the end of class, or in another lesson, the students can write a summary on the topic.</p>	<ul style="list-style-type: none"> <li>- Reflecting on the fact that laws are part of their daily lives, and they respect them even when they haven't studied them.</li> <li>- Developing some "laws" they will establish for their class.</li> <li>- Debating whether there should be a punishment for those who do not respect the law.</li> </ul>	
<p style="text-align: center;"><b>LINGUISTIC STRUCTURES</b></p>	<p style="text-align: center;"><b>SPECIFIC VOCABULARY</b></p>	
<ul style="list-style-type: none"> <li>- <i>A constitution contains ...</i></li> <li>- <i>The President of Government is who ...</i></li> <li>- <i>The Government is formed by ...</i></li> </ul>	<p><i>Constitution, law, legislature, elections, democracy, political system, referendum, rules, code, constitution articles, penal code, civil code, traffic code, national flag, minister.</i></p>	

<ul style="list-style-type: none"> <li>- <i>The function of the Constitution is ...</i></li> <li>- <i>A code is ...</i></li> <li>- <i>You must respect the law.</i></li> </ul>		
<b>MATERIALS</b>		<b>TIME</b>
<ul style="list-style-type: none"> <li>- Worksheet (see Appendix).</li> <li>- Teacher worksheet (see Appendix).</li> <li>- Colour sheets.</li> </ul>		- One hour.
<b>TEACHER SELF-ASSESSMENT</b>		<b>STUDENT SELF-ASSESSMENT</b>
- Teacher self-assessment sheet (see Assessment folder).		- Student self-assessment sheet (see Assessment folder).
<b>STUDENT ASSESSMENT</b>		
<b>INTEREST</b>	<b>PARTICIPATION</b>	<b>ASSESSMENT</b>

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