

5th Level

Primary (Elementary)  
School

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

RECOGNIZING OTHERS AS THE BASIS FOR HEALTHY COEXISTENCE.  
FRIENDSHIP.

Activity 1.3: "THE POWER OF FIVE"

Time: 1 h.

PREPARATION

- Student worksheet (see Appendix).
- A photograph of each student (passport size).
- A section of the classroom wall on which the cut-outs can be placed together.

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: *ID photo, to stick, positive quality, nice, kind, pleasant, charming, attractive, amusing, funny, enjoyable, witty, calm, quiet, beautiful, supportive,*

	<p><i>graceful, playful.</i> Explain what students are going to do in this session: in a positive way, they will describe one of their classmates, and they will be described by another student.</p> <p><b>Main activity:</b>  The teacher hands out the worksheet and each student sticks his/her photograph on it. The students are broken up into groups (preferably of five) and they exchange their worksheets. Each student writes one adjective in each finger of the paper hand, and then gives it to the next person in the group, so that the worksheet is completed by five different students.</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 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 1.3: "THE POWER OF FIVE"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis for healthy coexistence. Friendship.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To recognize and show respect for the characteristics and differences of the others.</li> <li>• To positively evaluate the personality of others, and accepting ourselves as we are.</li> <li>• To accept and respect criticism and the opinion of others about our personal characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Value and respect others.</li> <li>• Accept others as they are.</li> <li>• Acceptance of the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting and valuing others as they are.</li> <li>• Evaluating and accepting the opinions others have of us.</li> </ul>
BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Competence in linguistic communication.</li> <li>• Learning to learn.</li> <li>• Independence and personal initiative.</li> </ul>		
DESCRIPTION OF ACTIVITIES		
Students have previously been asked to bring in a passport-sized photo of themselves, and so these they will attach (glue) to the worksheet handed out by the teacher. The lesson is more effective if the teacher has photocopied the student		

worksheet on paper of different colours. First, the students cut out the drawing of the hand. On the back, they paste their photo in the circle. Below it, each student writes her/his name. Divide the class into groups (preferably of five) to exchange the cut-outs. Every member of the group will write in each finger of the cut-out, a positive adjective that qualifies the person in the photo. The cut-outs will then be passed around the class so that all students can add decorations to each hand. Each student then gets her/his own cut-out back and reads what has been written. The students staple or glue their hands onto the prepared section of classroom wall, creating a mural of hands.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>- The class as a whole can come up with a title for the mural, such as "This is what we're like!". Adjectives that can be used: <i>nice, quiet, friendly, intelligent, happy, friend, clever, brave, loving, hardworking, fast, and kind...</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher can lead a discussion about the fact that we all have good qualities, but we also have other characteristics that are not so great, and we need to be proactive in order to improve ourselves.</li> </ul>
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>He is ... / She is ... / I am ...</i></li> <li>- <i>I think ... (name) is very ... (adjective)</i></li> <li>- <i>I like ... (name) because he/she is very ... (adjective)</i></li> <li>- <i>I like people who are ... (adjective)</i></li> </ul>	<p><i>ID photo, to stick, to glue, positive quality, nice, kind, pleasant, charming, attractive, amusing, funny, enjoyable, witty, calm, quiet, beautiful, supportive, graceful, playful.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- Student worksheet (see Appendix).</li> <li>- Scissors, glue, staple.</li> </ul>	<ul style="list-style-type: none"> <li>- Approximately 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
<ul style="list-style-type: none"> <li>Recognizing and showing respect for the characteristics and differences of the others.</li> <li>Positively evaluating the personality of others, and accepting ourselves as we are.</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in the lesson.</li> <li>Think seriously of the positive aspects of each classmate.</li> <li>Accept how our classmates feel about us.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the self-assessment sheet.</li> </ul>

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