

5th Level

Primary (Elementary)
School

Block 2. Life in community

RIGHT AND DUTY TO PARTICIPATE. WAYS OF PARTICIPATION

Activity 2.4: "THE SEARCH"

Time: 1 h

PREPARATION

- A concept map needed. One copy per student (see Appendix).
- At the previous session, teacher will give work to students for this lesson (to find information on the web).

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: *union, cultural, environmental, sports, social and volunteer work*. It might be useful to introduce linguistic structures, such as: *the right and duty of citizen participation, search on the web, complete the concept map, answer the questions*. Explain what

	<p>the students are going to do in this lesson: they will fill-in a concept map with the information they bring from home.</p> <p>Main activity: The teacher will talk about the importance of citizen participation in our society. Students will talk about different ways citizens can participate in our society. The teacher will break the students into small groups, and they will answer the necessary questions in order to complete the concept map. After that, the class as a whole will discuss their conclusions and will probably hear similar conclusions or some different ones.</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 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 2.4: "THE SEARCH"

CONTENT BLOCK 2: Life in community		SECTION: Right and duty to participate. Ways of participation
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To know different organizations and their functions. • To know and evaluate ways a citizen can participate. 	<ul style="list-style-type: none"> • Ways a citizen can participate. • Knowledge of organizations as a means of citizen participation. 	<ul style="list-style-type: none"> • Knowing and evaluating different organizations as way of citizen participation.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Treatment of information and digital competence. • Learning to learn. 		
DESCRIPTION OF ACTIVITIES		
<p>At home, the students will research information that will later help them to answer questions the teacher will give them. Later, the answer to these questions will help the students to complete the concept map (see Appendix). The students will discuss the importance of the right and duty of citizen participation and any organizations involved in this country. Then, in small groups, the students will have to answer the questions given to complete the concept map. They will use information found on the web to complete this hand out.</p>		

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
- It's important that the students can choose the organizations that they want to know more about.			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> - <i>The right and duty of citizen participation.</i> - <i>Search on the web.</i> - <i>Complete the concept map.</i> - <i>Answer the questions.</i> 		<i>Trade union organization, social organization, environmental organization, sports organization, volunteer organization, cultural organization.</i>	
MATERIALS		TIME	
- Student worksheet (see Appendix).		- One hour.	
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).