

5th Level

Primary (Elementary)
School

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

FREEDOM OF CHOICE AND RESPONSIBILITY.

Activity 1.4: "THE FROGS IN THE CREAM"

Time: 1 h.

PREPARATION

- Student worksheet (see Appendix).
- Photocopy of the story "*The Frogs in the Cream*" for each student (see Appendix).
- Photocopies of questionnaire for each student (see 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 words/phrases: *frog, cream, effort, to miss an opportunity, to try, to be strong, to become weak, to struggle, to fight, to give up*. Explain what students are

	<p>going to do in this session: they will learn that an apparently simple story might mean much more than they thought.</p> <p>Main activity: Each student reads the story "<i>The Frogs in the Cream</i>" (or the class reads the story together). The teacher will address any questions about vocabulary, and will explain what a fable is. The class will discuss how the message in the story could affect them in real life. Once the teacher feels the students understand the meaning of the fable, s/he will hand out the questionnaire and ask the students to fill it out.</p> <p>Closing activity:</p> <ul style="list-style-type: none">- <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>CLOSING</p>	<p>Closing routine:</p> <ul style="list-style-type: none">- <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>

ACTIVITY 1.4: "THE FROGS IN THE CREAM"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Freedom of choice and responsibility.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To evaluate one's own and others' will to improve. • Reflecting on freedom of choice. • Being aware of your own limits. 	<ul style="list-style-type: none"> • Acknowledging freedom of choice. • Being willing and responsible for our own lives. • Being aware of our own limits and the limits we put on ourselves. 	<ul style="list-style-type: none"> • Developing the will to improve. • Being responsible and freely making our own choices.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. • Independence and personal initiative. 		
DESCRIPTION OF ACTIVITIES		
<p>The students read the story "<i>The Frogs in the Cream</i>". The teacher has two versions of it in order to choose the level needed. The story can be read individually, in working groups (each student reads a paragraph), or as a class. Then, groups of 3 or 4 people will present a reflection and an assessment of the story and will answer questions asked by other students. At the end of class, each group can summarize their assessment in order to create an environment of open dialogue and exchange of ideas about the content of the story.</p>		

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
- The story can be read again. In this case, the teacher will read it, with questions at appropriate times and establishing a dialogue when necessary. In this case, the class will create scenarios and, in the end, will give findings individually, in working groups or collectively.			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
MATERIALS		TIME	
- Photocopies of the story " <i>The Frogs in the Cream</i> ". - Photocopies of the questionnaire.		- Approximately one hour.	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- See student self-assessment sheet.	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION		ASSESSMENT

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