

5th Level

Primary (Elementary)  
School

Block 2. Life in community

PLURALISM AND CIVIC VALUES IN DEMOCRATIC SOCIETIES

Activity 2.5: "DEFINITIONS"

Time: 1 h

PREPARATION

- During the previous lesson, teacher will give work to students for this lesson (to find information on the web and write this information on a small piece of paper).

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: *values, honesty, gratitude, pardon, sensitivity, respect, tolerance, equality, solidarity, kindness, justice, commitment, discipline, etc.* It might be useful to introduce linguistic structures, such as: *find the meaning of..., write its definition, civic, social and moral values.* Explain what the students are going to do in this lesson: they will develop

	<p>ideas starting with the pieces of paper they have brought from home.</p> <p><b>Main activity:</b>  The teacher will talk about the importance of values in social and/or civic duties. As a class, the students will establish one (or more than one) definition for each value. In order to perform the second part of the activity the teacher will prepare the pieces of paper the students have brought from their homes. On each piece of paper the teacher will write one of the values delineated on the handout (see Appendix); the teacher then hands out one of these pieces of paper to each student and they will then search on the web the meaning of each word/value and then write the word on a piece of paper as a title and its definition. Subsequently they will try to find a picture or a drawing that illustrates the meaning of the value.</p> <p><b>Closing activity:</b></p> <ul style="list-style-type: none"> <li>- <i>What is your opinion of ... (the topic)?</i></li> <li>- <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></li> </ul>
<p style="text-align: center;"><b>CLOSING</b></p>	<p><b>Closing routine:</b></p> <ul style="list-style-type: none"> <li>- <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i></li> <li>- <i>Have a great day and I'll see you at the next class!</i></li> </ul>

## ACTIVITY 2.5: "DEFINITIONS"

CONTENT BLOCK 2: Life in community		SECTION: Pluralism and civic values in democratic societies	
GOALS	CONTENTS	ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> <li>• To identify the principal civic, social, and moral values of living together.</li> <li>• To evaluate and accept the importance of values in any given societal structure.</li> <li>• To use those values to coexist more efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• The civic, social, and moral values.</li> <li>• Knowledge, evaluation, and use of values.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and evaluating the principal civic, social, and moral values.</li> </ul>	
BASIC COMPETENCES			
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Treatment of information and digital competence.</li> <li>• Learning to learn.</li> </ul>			
DESCRIPTION OF ACTIVITIES			
<p>The teacher will start the activity by engaging the class in a dialogue about the importance of values in social and/or civic duties. The goal is for the class to establish a definition of all the values introduced on the hand outs. In order to perform the second part of the activity the teacher will prepare the pieces of paper the students have brought from their homes. On each piece of paper the teacher will write one of the values delineated on the handout (see Appendix); the teacher then</p>			

hands out one of these pieces of paper to each student and they will then search on the web the meaning of each word/value and then write the word on a piece of paper as a title and its definition. Subsequently they will try to find a picture or a drawing that illustrates the meaning of the value.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
- If the class does not have internet connection, the students can use the dictionary to define the values given.	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>Find the meaning of....</i></li> <li>- <i>Write its definition.</i></li> <li>- <i>The civic, social and moral values.</i></li> </ul>	<i>values, honesty, gratitude, pardon, sensitivity, respect, tolerance, equality, solidarity, kindness, love, loyalty, prudence, friendship, charity, justice, temperance, discipline, confidence, patience, dignity, truth, tranquillity, prudence, tolerance, tenacity, etc.</i>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- Letter-sized paper.</li> <li>- Teacher sheet.</li> </ul>	- 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).

INTERESTING WEBSITES:

<http://en.wikipedia.org/wiki/Honesty>

[www.1diccionario.com](http://www.1diccionario.com)