

5th Level

Primary (Elementary)
School

Block 2. Life in community

LIVING TOGETHER: FAMILY, SCHOOL, NEIGHBOURHOOD AND CITY

Activity 2.6: "RESPONSIBILITY"

Time: 1 h

PREPARATION

- Student worksheet (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 following terms: *wastebaskets, to throw away things appropriately, to tidy up, to knock on the door before entering, rules of living together.* It might be useful to introduce some linguistic structures, such as: *what is the meaning of coexistence? , comparison of..., think about (rules) and answer.* Explain what the students are going to do in this lesson: they will answer

	<p>some questions and after that they will discuss what they have written as a class.</p> <p>Main activity (this activity consist of three parts): First part: students will complete the left side of the handout; Second part: students will fill out the chart given to them by the teacher, including the criteria they themselves have included; Third part: in small groups, the students will evaluate the level of responsibility they have. It might be useful to talk about what each group has answered in order to compare different levels of responsibility.</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 style="text-align: center;">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 2.6: "RESPONSIBILITY"

CONTENT BLOCK 2: Life in community		SECTION: Living together: family, school, neighbourhood and city	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> To think about the importance of respect for the rules of coexisting. To be aware of the different rules according to the area in which we live or visit. 	<ul style="list-style-type: none"> The importance of living together in all areas of the society. The importance of social rules. The responsibility shared in the different social areas of the student. 		<ul style="list-style-type: none"> Knowing the meaning of living together. Recognizing the need of coexistence.
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic communication. Awareness and interaction with the physical world. Social and civic. 			
DESCRIPTION OF ACTIVITIES			
<p>1st Part: The students have to think and complete the left side column of the handout given to them by the teacher, with sentences (positive rules of living together) that they consider to be important, in this case, rules about house, school and city.</p> <p>2nd Part: On the right side of the chart, students have to answer sincerely the sentences using 'yes' or 'no', or a tick or a</p>			

cross, etc. When they finish they will give the activity to the teacher, who can compare these answers and share this evaluation with the class.

3rd Part: In small groups the students put a value of how much responsibility they demonstrate.

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
- In a big group they can decide the coexistence rules for the school, the house and the city.			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> - <i>What is the meaning of "coexistence"?</i> - <i>Comparatives.</i> - <i>Think about the rules and answer.</i> 		<i>Wastebaskets, to throw away things in a responsible manner, to tidy up, to knock on the door before entering, rules of coexistence.</i>	
MATERIALS		TIME	
- Student's 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).