

5th Level

Primary (Elementary)  
School

Block 2. Life in community

RIGHT AND DUTY TO PARTICIPATE. WAYS OF PARTICIPATION

Activity 2.7: "THE INTERVIEW"

Time: 1 h

PREPARATION

- A week before, the teacher will ask the students to interview (see Appendix) five adults using the questions on the worksheet passed out. The student chooses one of the values and uses the corresponding questions. Students will bring these answers to this lesson.

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: *interview, volunteer work, to take part in, political participation, social and cultural participation, union participation*. It might be useful to introduce some linguistic structures, such as: *the ways of participation, realize a study on..., jointly record*

	<p><i>results, to reach an agreement.</i> Explain what the students are going to do in this lesson: they will jointly record the interviews they have brought from home, and will talk about them as a class.</p> <p><b>Main activity:</b> The students will take out the interview they gave before this lesson. In small groups, they will jointly record their results. Students will talk about the answers they have, and once this is completed, they must reach an agreement in order to again answer the questions. At the end of the class, there will be a debate about each question.</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 2.7: "THE INTERVIEW"

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"> <li>• To know the principal ways of citizen participation.</li> <li>• To develop a study of citizen participation.</li> <li>• To collect information through interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the ways of citizen participation.</li> <li>• Elaboration of a study on citizen participation using the information collected from an interview.</li> <li>• Elaboration of a study on the citizen participation by means of a summary of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing the principal ways of citizen participation.</li> <li>• Using an interview to collect information.</li> </ul>
BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Awareness and interaction with the physical world.</li> <li>• Social and civic.</li> </ul>		
DESCRIPTION OF ACTIVITIES		
<p>1<sup>st</sup> Part: Every student will interview five adults. A week before the activity in class, the teacher will have given interview questions to the students with the goal of carrying out a study on citizen participation (see Appendix).</p> <p>2nd Part: In small groups the students will jointly record the answers to their interviews. Later having reached an agreement they will answer the questions again.</p>		

3rd Part: At the end of the class the class will discuss each question.		
OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
- Instead of asking the adults, they can look for the information in the web.		
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>The ways of (participation).</i></li> <li>- <i>Realize a study on...</i></li> <li>- <i>Jointly record the results.</i></li> <li>- <i>To reach an agreement.</i></li> </ul>		<i>Interview, volunteer work, to take part in, political participation, social and cultural participation, union participation, volunteer participation.</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).