

5th Level

Primary (Elementary)
School

Block 3. Life in society

NO DISCRIMINATION ON GROUNDS OF BIRTH, AGE, RACE, SEX, RELIGION
OR ANY OTHER CONDITION OR PERSONAL OR SOCIAL CIRCUMSTANCE.
EQUAL RIGHTS IN THE JOB MARKET AND IN SOCIETY

Activity 3.7: "COUNTRIES"

Time: 1 h

PREPARATION

- Material: 2 large poster boards, 27 white paper sheets, 14 pencils, 18 markers of different colours, 5 red markers, 13 scissors, 14 glue sticks.

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: *opportunities, developed countries, discrimination, difficulty, facilities, developing countries, building, school, hospital, street, light, wealth, poverty,*

rights, debt, education, poor, differences, help, food, work. It might be useful to introduce some linguistic structures, such as: *we live in a developed country, poverty is a big problem in developing countries, developed countries should help developing countries, some differences between developing and developed countries are...* Explain what students are going to do in this lesson.

Main activity:

The class is divided into small groups. The teacher has already explained what developed and non-developed countries are, and gives some examples of them. Each group of students will represent a country. Each country (group) has goods assigned to them based on the wealth or lack of wealth of the actual country. All teams must build a city with the materials or goods they are given. If they need something they do not have, they can make deals with other countries (groups) and so complete their assignment. When the projects are completed, the groups will show the cities they have created, and will discuss the difficulties they experienced in the activity.

Closing activity:

- *What is your opinion of ... (the topic)?*
- *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.*

CLOSING

Closing routine:

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

ACTIVITY 3.7: "COUNTRIES"

CONTENT BLOCK 3: Life in society		SECTION: No discrimination on grounds of birth, race, sex, religion, or any other condition or personal or social circumstance. Equal rights in the job market and in society	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To accept and work with the disadvantaged. • To evaluate equality and people's rights. • To accept people regardless of their differences. 	<ul style="list-style-type: none"> • Acceptance of others without distinction. • Assistance and collaboration in people's rights and equality 		<ul style="list-style-type: none"> • To think about conclusions regarding different opportunities in different countries. • Do everything possible to help the needy. • To evaluate equality and people's rights.
BASIC COMPETENCES			
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Cultural and artistic. • Learning to learn. 			
DESCRIPTION OF ACTIVITIES			
Divide the class into small groups, as many groups (countries) as the teacher desires. Each group is assigned a country and certain materials. With these materials each group (country) will build a city. At the end of class the cities created will be			

presented to the class as a whole. Then the teacher will initiate a discussion regarding the difficulties of creating a city, and the different experiences developed and developing countries had with the project.

Countries and materials:

United States: 1 large poster board, 10 sheets of paper, 5 pencils, 10 markers of different colours, 4 scissors and 8 glue sticks.

China: 1 large posterboard, 10 sheets of paper, 4 pencils, 8 markers of different colours, 6 scissors and 5 glue sticks.

Spain: 5 sheets of letter-sized paper, 4 pencils, 5 red markers, 3 scissors, 1 glue stick.

Algeria: 2 sheets of letter-sized paper, 1 pencil.

Madagascar: 1 sheet of paper.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - The teacher can choose as many countries as desired and modify the materials according to the number of students. This activity has been designed for a group of 25 students. - The groups can reach agreements amongst themselves, aiding each other with the acquisition of materials. For example: The United States can provide scissors to Madagascar in return for Madagascar agreeing to paint a building for them. 	<ul style="list-style-type: none"> - It might be useful to take a globe of the world to the class in order to orientate the students in regard to where their own country is, where developing and developed countries are, etc.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - ... <i>is a developed country.</i> - ... <i>is a developing country.</i> - <i>Do you know where ... is?</i> 	<p><i>Opportunities, developed countries, discrimination, difficulty, facilities, developing countries, building, school, hospital, street, light, wealth, poverty, rights, debt, education, poor,</i></p>

<ul style="list-style-type: none"> - <i>We live in a ... country.</i> - <i>Could you please name some developing countries?</i> 		<i>differences, help, food, work.</i>	
MATERIALS		TIME	
<ul style="list-style-type: none"> - 2 large poster boards, 27 letter-sized sheets of white paper, 14 pencils, 18 markers of different colours, 5 red markers, 13 scissors, 14 glue sticks. 		<ul style="list-style-type: none"> - One hour 	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
<ul style="list-style-type: none"> - Teacher self-assessment sheet (see Assessment folder). 		<ul style="list-style-type: none"> - 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).