

5th Level

Primary (Elementary)
School

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

RECOGNIZING OTHERS AS THE BASIS OF HEALTHY COEXISTENCE.
FRIENDSHIP.

Activity 1.7: "WHO IS WHO?"

Time: 1 h.

PREPARATION

- The teacher writes the names of each student on a piece of paper and puts these in a bag.

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:

The teacher explains the activity, while passing around the bag with the names of each student in it. Each student takes a piece of paper from the bag. If a student picks a paper with his/her own name, he/she will exchange it. The teacher explains the meaning of the necessary words to do the activity and the content of the activity. They are going to develop words that positively

identify their classmates' characteristics.

Main activity:

The students are shown how to make a fan in zigzag with a piece of letter-sized paper. In the first zigzag he/she will write his/her name, and in the last one, the name of the student that he/she has picked from the bag. The students will then write a short phrase or words (always in positive) about the student who has been picked. When the task is finished, the fans are handed in to the teacher, or they put them in the teacher's bag. The teacher will then choose at random a fan from the bag (or the teacher will assign one of the students to do this). The name of the student who drew the fan will be read and then the phrases or words that have been written. (Ex.: "*Juan has said that this student is shy, extroverted...*"). The teacher will explain any vocabulary the rest of the class may not understand. The students try to guess what name is written in the last zigzag of the fan, that is to say, the one who has been defined.

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 1.7: "WHO IS WHO?"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis of healthy coexistence. Friendship.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To identify and positively evaluate the personalities of those around us. • To assume and respect the opinions of others in regard to our characteristics. 	<ul style="list-style-type: none"> • Respecting and valuing the others. • Accepting how others are. • Accepting the opinions of those around us. 	<ul style="list-style-type: none"> • Identifying and evaluating the characteristics of others and respecting their way of being and doing things. • Accepting and valuing the opinions of those around us.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Learning to learn. • Self-autonomy and initiative. 		
DESCRIPTION OF ACTIVITIES		
<p>The teacher prepares the activity in advance by writing each student's name on a small piece of paper that will be put in a bag. At the beginning of the lesson, the teacher will deliver a sheet of paper to the students and show them how to make a zigzag fan with it. Then, each student will draw a paper from the bag with the name of one classmate; If any of them takes out his or her name, they exchange it. Next, they write their name in the fan's first zigzag, and in the last one the classmate's name they have just picked up from the bag. In each zigzag, they write a sentence or positive characteristic of this person. When they finish, they put all the paper fans into the bag. The teacher will then choose a fan from the bag,</p>		

identify who made the fan, and read out loud the characteristics that student used to describe the other student.
 Example: *María says that her classmate is...* The class tries to guess who is being described.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
- A student can choose a fan from the bag and read what has been written.	- Students might say whether they agree with their classmates' descriptions or not, always being positive. - Students could also talk about other qualities they think are appropriate that may not appear on the fan.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
- <i>I think that ... is very ...</i> - <i>(Ricardo) is ...</i> - <i>(Juan) said that (Elisa) is ...</i> - <i>(Juan) thinks that (Elisa) is ...</i> - <i>Do you think that (Jaime) is ...?</i> - <i>Do you agree with (Juan)?</i>	<i>Classmate, zigzag, fan, to describe, to agree, positive quality, nice, kind, pleasant, charming, attractive, amusing, funny, enjoyable, witty, calm, quiet, beautiful, supportive, graceful, playful.</i>
MATERIALS	TIME
- Letter-sized paper (one for each student) - One bag or one box.	- Approximately 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 CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).