

5th Level

Primary (Elementary)  
School

Block 2. Life in community

PLURALISM AND CIVIC VALUES IN DEMOCRATIC SOCIETIES

Activity 2.8: "THE VALUE"

Time: 1 h

PREPARATION

- During the previous lesson, the teacher will ask the students for information about values, its history, and universality. Students will bring that information to this session.
- 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: *values, hierarchy, minimal and maximum, universality*. It might be useful to introduce some linguistic structures, such as: *to extract information of..., the*

	<p><i>meaning of... (value) is..., my hierarchy of values is..., we have come to the agreement that...</i> Explain what the students are going to do in this lesson: they will create a mural on the concept of the values.</p> <p><b>Main activity:</b>          In small groups, students will talk about the information they found on the web about values. Students will cut out the information they have and add it to a mural the teacher has created. Students might make drawings about the concepts they have chosen. Each group mounts its information on the mural. Finally, there will be a debate about the meaning of the mural.</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><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 2.8: "THE VALUE"

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 know the importance of civic values.</li> <li>• To know the concept of values, its history, and universality.</li> <li>• To create a mural on civic values with information extracted from the web.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of values, its history, and universality.</li> <li>• Creation of a mural about values.</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting information from the web.</li> <li>• Creating a mural on values, its history, and its universality.</li> </ul>	
BASIC COMPETENCES			
<ul style="list-style-type: none"> <li>• Linguistic communication</li> <li>• Treatment of the digital and non-digital information</li> <li>• Social and civic</li> </ul>			
DESCRIPTION OF ACTIVITIES			
<p>This activity consists of looking for information in the web with an end of creating a mural on the concept of the values, its history, and universality. The teacher divides the class in small groups and hands out the questions to the students to answering (see Appendix) and at the end of class the students will present the mural to each other.</p>			

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
<ul style="list-style-type: none"> <li>- If there is more time, it is possible to do this activity individually.</li> <li>- Images can be added.</li> </ul>			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> <li>- <i>To extract information from...</i></li> <li>- <i>The meaning of... (value) is...</i></li> <li>- <i>My hierarchy of values is...</i></li> <li>- <i>We have come to the agreement that....</i></li> </ul>		<i>Values, hierarchy, minimal and maximum, universality.</i>	
MATERIALS		TIME	
<ul style="list-style-type: none"> <li>- Class materials.</li> </ul>		<ul style="list-style-type: none"> <li>- One hour.</li> </ul>	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
<ul style="list-style-type: none"> <li>- Teacher self-assessment sheet (see Assessment folder).</li> </ul>		<ul style="list-style-type: none"> <li>- Student self-assessment sheet (see Assessment folder).</li> </ul>	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION		ASSESSMENT

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).