

5th Level

Primary (Elementary)  
School

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

RECOGNIZING OTHERS AS A BASIS FOR HEALTHY COEXISTENCE.  
FRIENDSHIP.

Activity 1.8: "YOU'VE GOT A FRIEND IN ME"

Time: 1 h.

PREPARATION

- The activity needs a CD player and the music track of the Disney movie "Toy Story".
- A copy of the lyrics of the song for every student (see Appendix).
- Worksheets related to the song (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:**

The teacher explains the activity while distributing a copy of the song. The teacher reads the lyrics and defines any difficult words. The class discusses the meaning of the song. The teacher

	<p>explains the content of the activity that is going to be developed.</p> <p><b>Main activity:</b>  The class listens to the song while they follow along with the lyrics. The teacher will answer any questions and then assign the class to fill out the worksheet provided (see Appendix). The teacher will ask for students to share what they have written and then lead a discussion about the questions.</p> <p><b>Closing activity:</b>  - <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>
<p><b>CLOSING</b></p>	<p><b>Closing routine:</b>  - <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></p>

## ACTIVITY 1.8: "YOU'VE GOT A FRIEND IN ME"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Recognizing others as the basis for healthy coexistence. Friendship.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To value and appreciate friendship as a form of coexistence.</li> <li>• To reflect on the importance of friendly coexistence.</li> <li>• To know the broadest meaning of the word "Friendship".</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship as the basis for positive coexistence.</li> <li>• Knowing the meaning of friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting, evaluating and learning the way to coexistence amicably,</li> </ul>
BASIC COMPETENCES		
<ul style="list-style-type: none"> <li>• Linguistic communication.</li> <li>• Learning to learn.</li> <li>• Self-autonomy and initiative.</li> </ul>		
DESCRIPTION OF ACTIVITIES		
<p>1<sup>st</sup> Activity: Listen to the song "You've got a friend in me" from Disney's "Toy Story". Students will follow the song from the handouts given to them by the teacher (see Appendix).</p> <p>2<sup>nd</sup> Activity: The students will reflect on the meaning of the song and fill out the individual work sheet (see Appendix).</p> <p>3<sup>rd</sup> Activity: The teacher will initiate a debate about the importance of friendship, how we help each other, and what we learn from each other. To finish, the class will sing the song together.</p>		

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>- For the students to learn the key words from the song: They can try to fill out the worksheet of the lyrics with key words deleted. Then they can listen to the song again and see if they were correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can talk about their toys and other personal objects, and explain why they like them so much, which are their favourites, etc... They can talk about whether they consider a relationship with a doll (a cushion, a special small blanket, etc) a kind of "friendship. Perhaps they do not have this object now, but they did when they were babies.</li> </ul>
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>To stick together.</i></li> <li>- <i>You've got a friend in me.</i></li> <li>- <i>Smart smarter // strong stronger.</i></li> <li>- <i>To see it through.</i></li> </ul>	<p><i>Vocabulary related to the song: road, rough, miles, warm, bed, to remember, pal, troubles, folk, smart, strong, destiny.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> <li>- Disney's "Toy Story": "You've Got a Friend in Me".</li> <li>- Student worksheet (see Appendix).</li> </ul>	<ul style="list-style-type: none"> <li>- Approximately one hour: <ul style="list-style-type: none"> <li>1st Part: 10 minutes</li> <li>2<sup>nd</sup> Part: 15 minutes</li> <li>3rd Part: 35 minutes</li> </ul> </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 CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).