

5th Level

Primary (Elementary)
School

Block 3. Life in society

LIFE IN SOCIETY. THE NEED OF RULES IN COEXISTENCE. COEXISTENCE PRINCIPLES IN THE SPANISH CONSTITUTION AND IN THE VALENCIAN STATUTE OF AUTONOMY

Activity 3.9: "PLEASE...THANK YOU!"

Time: 1 h

PREPARATION

- Student's 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 next terms: *well educated, responsible, respectful, honest, fair and with sense of solidarity*. Explain what students are going to do in this session: they will work reflecting on the importance of social rules to organize society: the rules which are not written anywhere

but everybody should be aware of and behave that way to be a good citizen and to develop a society with understanding.

Main activity:

Hand out the worksheet. The first activity is a vocabulary exercise: the teacher copies and cuts out the pieces of the activity so that the students in groups put them back together. Then the second part is a memory game where they have to create sentences or ideas they have been working by putting both parts together. Don't tell them about this second part until they have finished the first one. Then the students should copy these ideas in their notebooks. As a follow-up, and depending on the level of the students' command of the language, they may think of examples that make a good citizen using the definition they have: *well educated, responsible, respectful, honest, fair and with a sense of solidarity.*

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 3.9: "PLEASE...THANK YOU!"

CONTENT BLOCK 3: Life in society		SECTION: Life in society. The need of rules in coexistence. Coexistence principles in the Spanish Constitution and in the Valencian Statute of Autonomy
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To reflect on the importance of behaving like and being a good citizen. • To become familiar with words related to the unwritten social rules when dealing with other people. 	<ul style="list-style-type: none"> • Development of consciousness of belonging to a community. • Acknowledgement of social rules necessary to establish a society: the unwritten rules of what is appropriate behaviour in public in order to be good citizens, and to develop a society with understanding. 	<ul style="list-style-type: none"> • The student reflects on the importance of behaving like and being a good citizen. • The student becomes familiar with words related to the unwritten social rules of public interactions.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Cultural and artistic. • Learning to learn. • Autonomy and individual initiative. 		

DESCRIPTION OF ACTIVITIES	
<p>Hand out the worksheet. The first activity is a vocabulary exercise: the teacher copies and cuts out the pieces of the activity so that the students in groups put them back together. Then the second part is a memory game where they have to create sentences or ideas they have been working by putting both parts together. Don't tell them about this second part until they have finished the first one. Then the students should copy these ideas in their notebooks. As a follow-up, and depending on the level of the students' command of the language, they may think of examples that make a good citizen in the same way as the definition: <i>well educated, responsible, respectful, honest, fair and with sense of solidarity.</i></p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - The teacher can choose only parts of the activities taking into account the level of our students. 	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>How do you say ... in English?</i> - <i>You must ...</i> - <i>You should ...</i> - <i>when ... , what ...</i> - <i>Do, Don't do: imperatives.</i> - <i>present continuous.</i> 	<p><i>Well educated, responsible, respectful, honest, fair and with a sense of solidarity, let out/get in, elderly people, pregnant women, deceive/benefit from.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Worksheet with activities. - Dictionary. 	<ul style="list-style-type: none"> - One hour.

TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Complete the self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> Acknowledgement of social rules necessary to establish a society: the unwritten rules of what is appropriate behaviour in public in order to be good citizens, and to develop a society with understanding. Becoming familiar with words related with these social rules. 	<ul style="list-style-type: none"> Participate actively in the lesson. Respect speaking time. Bring the requested material to class. Understand the point of view of others. 	<ul style="list-style-type: none"> Understanding the social rules explained in the unit. Giving possible examples of what a good citizen is. 	

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