

5th Level

Primary (Elementary)
School

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

FREEDOM OF CHOICE AND RESPONSIBILITY.

Activity 1.9: "THE QUOTE"

Time: 1 h.

PREPARATION

- The teacher will write or print the quotations on pieces of paper, ready to be distributed to each group (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 the materials (see Appendix). The class reviews the materials and the teacher clarifies any terms that are unclear. The class reads the quotations and discuss their meanings. The teacher clarifies the content of the activity.

	<p>Main activity: The students divide themselves into groups: 3-5 students in each group. They are free to choose themselves, with the condition that the total number of groups is even. The teacher delivers one quote to each group and gives the students time to read it and discuss its possible meanings. They will choose one member of the group to write down their reflections and they will include questions they may have. The groups will then exchange their quotes together with the paper on which they have written their reflections and questions. Every group will then answer the questions about the quote and comment on the reflections by the other group. The groups which have exchanged the quotes will then meet and comment on both the reflections and the answers to the questions. Each group will choose a speaker who will read their quote out loud, along with the reflections from both groups and the questions and answers given about it.</p> <p>Closing activity: - <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>CLOSING</p>	<p>Closing routine: - <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 1.9: "THE QUOTE"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Freedom of choice and responsibility.	
GOALS	CONTENTS		ASSESSMENT CRITERIA
<ul style="list-style-type: none"> To reflect on the importance of freedom of choice and responsibility. To elaborate and reflect on the guide lines taking into account freedom and responsibility. 	<ul style="list-style-type: none"> Responsibility of being free. Setting free and responsible working standards. 		<ul style="list-style-type: none"> Knowing the meaning of responsibility and freedom. Setting free and responsible working standards.
BASIC COMPETENCES			
<ul style="list-style-type: none"> Linguistic competence. Learning to learn. Personal autonomy and initiative. 			
DESCRIPTION OF ACTIVITIES			
<p>Taking into account the content that will be explored (freedom of choice & responsibility), the students themselves will be the ones who have to lead the activity.</p> <p>1st Activity: First, students will make groups of 3 to 5 people, making sure to have an even number of groups. Each group will be given a quote (see Appendix). They will reflect on it, write down their thoughts, and create questions for another group to answer. The teacher will facilitate and play the role of consultant.</p>			

2nd Activity: The groups will exchange their quotes and what they have written about it. Then they will read the reflections from the first group and answer the questions presented.

3rd Activity: Each group will meet with the group they exchanged quotes with and discuss their reflections and the answers to the questions posed. The students will make sure to speak respectfully and honour comments and answers from each person.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Instead of actual quotes from philosophers and writers, the teacher could write simple sentences about liberty and responsibility, and then do the same activity. 	<ul style="list-style-type: none"> - The reflections or thoughts about the quotes or sentences might be just another simple sentence, instead of a complete reflection.
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>A very important writer said that ...</i> - <i>What do you think about ...?</i> - <i>Do you think (that) this is true?</i> - <i>Do you agree?</i> 	<p><i>Quotation, freedom, liberty, right, join, writer, philosopher, thinker, choice.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - Small pieces of paper with a quote written on each one. 	<ul style="list-style-type: none"> - Approximately one hour: <ul style="list-style-type: none"> 1st Part: 20 minutes 2nd Part: 20 minutes 3rd Part: 20 minutes

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).