

# Let's improve our coexistence in the school!

GEP2: 2022-2023



**Pau Casals' School**  
Laia Gibert, Lorena González

IDENTIFICATION OF THE GEP PROJECT	
<b>TITLE</b>	Let's improve our coexistence in the school!
<b>STUDENTS' CEFR LEVEL (A1, A2...)</b>	A1
<b>GRADE</b>	2nd and 3rd grade
<b>CONTENT AREA(S)</b>	Values education
<b>NUMBER OF SESSIONS (4, 6 OR 9)</b>	6
<b>TEACHER(S) INVOLVED</b>	Laia Gibert and Lorena González
<b>KEYWORDS</b>	Socioemotional learning, coexistence, emotions, values education.



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## OUR PROJECT

### INTRODUCTION

Lately, we have seen that there are a lot of conflicts in the school, especially in the playground and at lunch time, right? Many times you come to us to ask for help, because you don't know exactly how to deal with them and how to improve coexistence between us. Because of this, we will start a new project to help you solve conflicts in a positive way, and not only you, but also everyone in the school!

What do you think about creating a poster with some ideas and hang it everywhere in the school? (other classes, the corridor, the playground...). Before that, we can brainstorm together the types of problems we have, and even act them out to look for different solutions and then share them with all the school. This way, everybody will know how to act in case they are feeling bad or they are having a problem with a classmate.

### DRIVING QUESTION

How could we improve coexistence in the school?

### FINAL PRODUCT

A visual decalogue (poster) to hang in the different classrooms or spaces of the school.



## LESSON PLANNING

Extret del [nou currículum](#) (en Català)

Developed by the teacher (in English)

### ÀREA

Especifica les àrees/matèries que treballa el teu projecte

### COMPETÈNCIES ESPECÍFIQUES

Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.

### SABERS

Prioritza entre 3-5 sabers (extrets del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.

### LEARNING OBJECTIVES

Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of [discursive verbs](#) and these lists of action verbs ([document 1](#) and [document 2](#)).

### ASSESSMENT CRITERIA & TOOLS

Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use

**Students will be able to**

...

1. To understand the global message of a story and relate it with real situations lived in the school.

**Assessment tool:** Teacher's observation rubric.

**Curriculum criteria:** Llengua estrangera (4.1).  
Recognise and comprehend words, sentences and global meaning of an oral literary story, presented visually with the support of images.

Llengua estrangera

#### Competència específica 2:

Comprendre i interpretar textos orals i multimodals breus i senzills, en la llengua estàndard, i identificar el sentit general i la informació més rellevant, valorant, progressivament autònoma, aspectes formals i de contingut bàsic, per construir coneixement, formar-se una opinió i eixamplar les possibilitats de gaudi i lleure.

- **Bloc:** Comunicació oral.  
- **Saber:** Comprensió de textos orals de tipologia diversa en diferents formats i mitjans.



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<p><b>Competència específica 3:</b>  <u>Produir textos orals i multimodals amb coherència, claredat i registre adequats,</u> atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, <u>per expressar idees, sentiments i conceptes,</u> construir coneixement i establir vincles personals.</p>	<p>- <b>Bloc:</b> Comunicació oral.  - <b>Saber:</b> - Reproducció de textos orals memoritzats (cançons, poemes, dramatitzacions) en el marc de les propostes didàctiques d'aula.</p>	<p>2. To orally reproduce a short dialogue in order to act out a hypothetical conflictive situation.</p>	<p><b>Assessment tool:</b> Students' videos.  <b>Curriculum criteria:</b> Llengua estrangera (5.1).  5.1. Write words and short expressions about relevant topics, such as sentences and ideas on how to act in front of a conflict, with adequate models and linguistic scaffolding.</p>
<p><b>Competència específica 5:</b>  Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició, amb regulació dels iguals i autoregulació progressivament autònoma i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes.</p>	<p>- <b>Bloc:</b> Expressió escrita.  - <b>Saber:</b> Producció de textos propers o viscuts, de tipologia diversa, dirigits a diferents destinataris, amb acompanyament i una intenció concreta.</p>	<p>3. To write short sentences with ideas on how to improve the coexistence in the school.</p>	<p><b>Assessment tool:</b> Students' final posters.  <b>Curriculum criteria:</b> Coneixement del medi natural, social i cultural (9.1) "Participar en l'entorn social i en la comunitat escolar, de manera assertiva i constructiva, amb responsabilitat i utilitzant un llenguatge inclusiu i no violent."</p>

<p><b>Coneixement del medi natural, social i cultural</b></p>	<p><b>Competència específica 9:</b>  <u>Participar en la vida social de manera eficaç i constructiva respectant</u> i aprofundint en el desenvolupament dels drets humans i dels infants i de les minories, per tal d'aconseguir una ciutadania activa, responsable i implicada</p>	<p>- <b>Bloc:</b> Societat i territori (Alfabetització cívica).          - <b>Saber:</b> Adquisició de compromisos de participació i acceptació de normes en l'entorn familiar, veïnal i escolar, per a la prevenció, gestió i resolució dialogada de conflictes.</p>	<p>4. To acquire strategies to solve everyday conflicts and communicate them efficiently to the school's community.</p>	<p><b>Assessment tool:</b> Students' final posters.  <b>Curriculum criteria:</b> Coneixement del medi natural, social i cultural (9.1) "Participar en l'entorn social i en la comunitat escolar, de manera assertiva i constructiva, amb responsabilitat i utilitzant un llenguatge inclusiu i no violent."</p>
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<p><b>CONTENT (KNOWLEDGE AND SKILLS)</b>  <i>To complete this project, we will cover the following content</i></p>	
<p><b>CONTENT-RELATED KNOWLEDGE</b></p>	<p><b>CONTENT-RELATED SKILLS</b></p>
<p>Recognition of emotions: happy, sad, angry, frustrated, nervous, fear, scared.            Coexistence values and rules: solution, conflict, defend, ask for help, stop...            Specific vocabulary related to the story: tall, strong, push, fight, brave, peace, shield...            Poster's written structures: If I feel..., I can...            Solutions in front of a conflict: ignore, move away, ask for help, say "stop", go to the teacher, calm down...</p>	<p>Create a poster related to coexistence values.            Write short sentences on how to solve conflicts peacefully.            Relate the content of the story with students' reality.            Orally dramatize different conflictive situations in a video.</p>



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Structures to express opinions and give feedback: I like... / I don't like...

## CONTENT-OBLIGATORY LANGUAGE

*See the Foreign Language curriculum of the year you have chosen and select:*

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*
3. *Interactional language*

### 1. Indispensable language items:

- a. Vocabulary from the story and related to conflicts (conflicts, peace, shield, fear...). Verbs: push, fight, defend. Adjectives: sad, angry, brave, coward, strong.
- b. Action words to create a protocol to avoid and deal with conflicts. E.g.: listen, speak, look for a solution, help, ask for help...
- c. Imperative form to create a protocol.
- d. Feelings in different situations: I feel... when...; happy, sad, angry, calm, nervous, frustrated, loved.

### 2. Discourse genres and text types: Narrative and instructive texts.

### 3. Interactional language: I am finished; can I have a..., please?; can you help me, please?.



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## REFERENCES

## COMMENTS (OPTIONAL)



USEFUL ABBREVIATIONS YOU CAN USE						
<b>SKILLS</b>	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
<b>INTERACTION</b>	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
<b>ASSESSMENT</b>	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW						
SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
1	Introduction of the project.	5'	Listening	Whole group classroom		
	<u>Pre-telling activity</u> : introduction of the vocabulary with flashcards.	20'	Listening	Whole group classroom	<a href="#">Flashcards</a> related to the story.	
	<u>Storytelling activity</u> : “The brave spirit” (“el club dels valents”).	15'	Listening and speaking	Whole group classroom	<a href="#">PPT presentation</a> (projected)	



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	<u>Post-telling activity (visual dictogloss)</u>	20'	Listening and speaking	Individual, pair and whole group	PPT images.	Teacher's observations.
2	Short brainstorm on how to solve conflicts in the school.	15'	Listening and speaking	Individual, pairs and whole group.		
	Students watch a <a href="#">vídeo</a> (model) about different strategies on how to solve them. T	15'	Listening and speaking	Whole group classroom	<a href="#">Video</a>	
	Game: How do you feel when...?	30'	Listening and speaking	Whole group classroom	- <a href="#">Board game</a> (projected) - <a href="#">Linguistic scaffolding</a>	Teacher's observations.
3	Listen and read the conflictive situation assigned to each group.	15'	Listening and reading	Whole group and small groups	Conflictive situations <a href="#">(script)</a> .	
	Choose the best alternative or solution to solve the conflict.	15'	Writing	Whole group		
	Naming emotions worksheet					
	Rehearse and practice the script for the video.	30'	Speaking	Small groups		Teacher's observations.

4	Checklist before recording the video.	15'	Listening and reading	whole group	<i><u><a href="#">Checklist "how to make a good video"</a></u></i>	<i>Teacher's observation</i>
	Recording of the different videos.	45'	Speaking	small groups		

5	To view the videos they have recorded.	1h	Listening	Whole group	<i><u><a href="#">Checklist "how to make a good video"</a></u></i>	<i><u><a href="#">Checklist "how to make a good video"</a></u></i> (Co-assessment)
	Co-evaluation.		Reading	Small groups		

6	To create a poster with the actions that leads them to calm down.	45'	Writing	Small groups	<i><u><a href="#">Class interaction support</a></u></i>	
	Self-assessment.	15'	Reading	Individually	<b><u><a href="#">KPSI</a></u></b>	Self assessment

## SESSION PLANNING

### SESSION 1:

**OBJECTIVES OF THE SESSION:** To understand the global message of a story and relate it with real situations lived in the school.

#### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- Text type: Narrative text
- Specific vocabulary: tall, strong, force, punch, fear, encourage, sandwich, push, fight, truth, coward, sad, brave, peace, defend, shield, conflict.
- Interactive strategies: Can you repeat, please?; I don't understand.

SESSION	ACTIVITIES					
1.1	Introduction of the project: sharing the final product and objectives with students.	5'	Listening	Whole group classroom		
1.2	<u>Pre-telling activity</u> : introduction of the vocabulary with flashcards.	20'	Listening	Whole group classroom	<a href="#">Flashcards</a> related to the story.	

<p><b>1.3</b></p>	<p><u>Storytelling activity</u>: “The brave spirit” (“el club dels valents”). The teacher reads aloud the story with visual support and accompanying gestures. She makes pauses and students repeat along with her.</p> <p>The story is told a second time. This time, students are given one of the flashcards related to the story and vocabulary introduced before and have to raise them when they appear into the storytelling.</p>	<p>15’</p>	<p>Listening and speaking</p>	<p>Whole group classroom</p>	<p><a href="#">PPT presentation</a> (projected)</p>	
<p><b>1.4</b></p>	<p><u>Post-telling activity (visual dictogloss)</u>: To make sure students’ understanding, we will use the 1-2-4 cooperative technique in order to put in order the set of images related to the story.</p>	<p>20’</p>	<p>Listening and speaking</p>	<p>Individual, pair and whole group</p>	<p>PPT images.</p>	<p>Teacher’s observations.</p>



## SESSION 2:

**OBJECTIVES OF THE SESSION:** To identify strategies to deal with conflicts in a positive way.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** Dramatization (audiovisual).
- **Specific vocabulary:** Emotions (happy, sad, calm, angry, frustrated, nervous...); Structures related to expressing and managing feelings in a positive way (If I feel..., I can...).
- **Interactive strategies:** It's my/your turn; roll the dice; move forward (...) spaces, move back (...) spaces.

SESSION	ACTIVITIES					
2.1	Short brainstorm on how to solve conflicts in the school (review of last session's story), using the cooperative strategy "think-pair-share".	15'	Listening and speaking	Individual, pairs and whole group.		
2.2	Students watch a <a href="#">video</a> (model) about different strategies on how to solve them. The teacher uses gestures, pauses and choral repetition for students to produce.	15'	Listening and speaking	Whole group classroom	<a href="#">Video</a>	

2.3	Game: How do you feel when...? Students play a board game in which they have to ask and answer simple questions related to different situations and feelings, using the structures provided.	30'	Listening and speaking	Whole group classroom	- <a href="#">Board game</a> (projected) - <a href="#">Linguistic scaffolding</a>	Teacher's observations.
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### SESSION 3:

**OBJECTIVES OF THE SESSION:** To familiarize with the script and dialogues for the video.

**CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:**

- Text type: Narrative, dialogue.
- Specific vocabulary: Vocabulary and structures related to everyday conflictive situations (e.g: I don't like...; it's mine...; stop; I want to do it; etc).
- Interactive strategies: I don't understand; it's my turn; we have finished.

SESSION	ACTIVITIES					
3.1	Listen and read the conflictive situation assigned to each group.	15'	Listening and reading	Whole group and small groups	Conflictive situations <a href="#">(script)</a> .	
3.2	Choose the best alternative or solution to solve the conflict.	10'	Writing	Whole group	<a href="#">Vocabulary review</a> (2nd grade)	



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3.3	Naming emotions will be a support activity in the form of worksheets that helps students remember (while preparing their videos) the vocabulary and language structures that they have been learning by means of the tale, the video and the game in the previous sessions and that they will need for their videos.	10'	Writing	Individually	<a href="#">Worksheet "Naming emotions"</a>	
3.4	Rehearse and practice the script for the video.	25'	Speaking	Small groups	(3rd grade)	Teacher's observations.

## SESSION 4:

**OBJECTIVES OF THE SESSION:** *To put into practice the knowledge learned (emotions, actions and oral expression).*

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** Dialogue.
- **Specific vocabulary:** Emotions (happy, sad, calm, angry, frustrated, nervous...); Structures related to expressing and managing feelings in a positive way (If I feel..., I can...).
- **Interactive strategies:** I don't understand; it's my turn; we have finished.

SESSION	ACTIVITIES					
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4.1	The teacher will give the students a list where they can check the aspects to take into account before recording the video. These will be the guidelines that their peers will take into account to evaluate them.	15'	Listening and reading	whole group	<a href="#">Checklist “how to make a good video”</a>	Teacher’s observation
4.2	Recording of the different videos taking into account the checklist and the prepared structures that have been prepared following a model.	45'	Speaking	small groups		

## SESSION 5:

**OBJECTIVES OF THE SESSION:** *To understand simple oral dialogues.*

*To analyze when a dialog meets all requirements.*

*Knowing how to find strategies when a conflict arises.*

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** Dialogue
- **Specific vocabulary:** Emotions (happy, sad, calm, angry, frustrated, nervous...); Structures related to expressing and managing feelings in a positive way (If I feel..., I can...); give opinion (I like, I don’t like...).
- **Interactive strategies:** Give opinion (I like, I don’t like).

SESSION	ACTIVITIES					
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5.1	In the first part of the session, students view the videos they have recorded.	1h	Listening	Whole group	<u><a href="#">Checklist “how to make a good video”</a></u>	<u><a href="#">Checklist “how to make a good video”</a></u> (Co-assessment)
5.2	The co-evaluation will also be part of the session following the checklist that they were analyzing in the previous session. Each group will assess the video of their classmates.		Reading	Small groups		

## SESSION 6:

**OBJECTIVES OF THE SESSION:** *To write simple sentences.*

*Knowing how to find strategies when a conflict arises.*

*To know how to identify personal strengths and weaknesses during the learning process.*

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

- **Text type:** Instructional text.
- **Specific vocabulary:** Emotions (happy, sad, calm, angry, frustrated, nervous...); Structures related to expressing and managing feelings in a positive way (If I feel..., I can...).
- **Interactive strategies:** All those collected in the attached document such as “can I help you?”, “can you help me?”, “can you repeat please?” ...



SESSION	ACTIVITIES					
6.1	Based on the videos and the reflection, each group will capture their alternative to the conflicts on a poster. They must add a drawing and the action that leads them to calm down. For classroom interaction with classmates and with the teacher, students will have a visual reference with all the necessary phrases for oral interaction.	45'	Writing	Small groups	<u><a href="#">Class interaction support</a></u>	
6.2	To finish the project, students must reflect on their learning process. Therefore, to conclude, they will carry out a self-assessment.	15'	Reading	Individually	<u><a href="#">KPSI</a></u>	Self assessment

ANNEXES

SESSION 1

# THE CLUB OF THE BRAVE



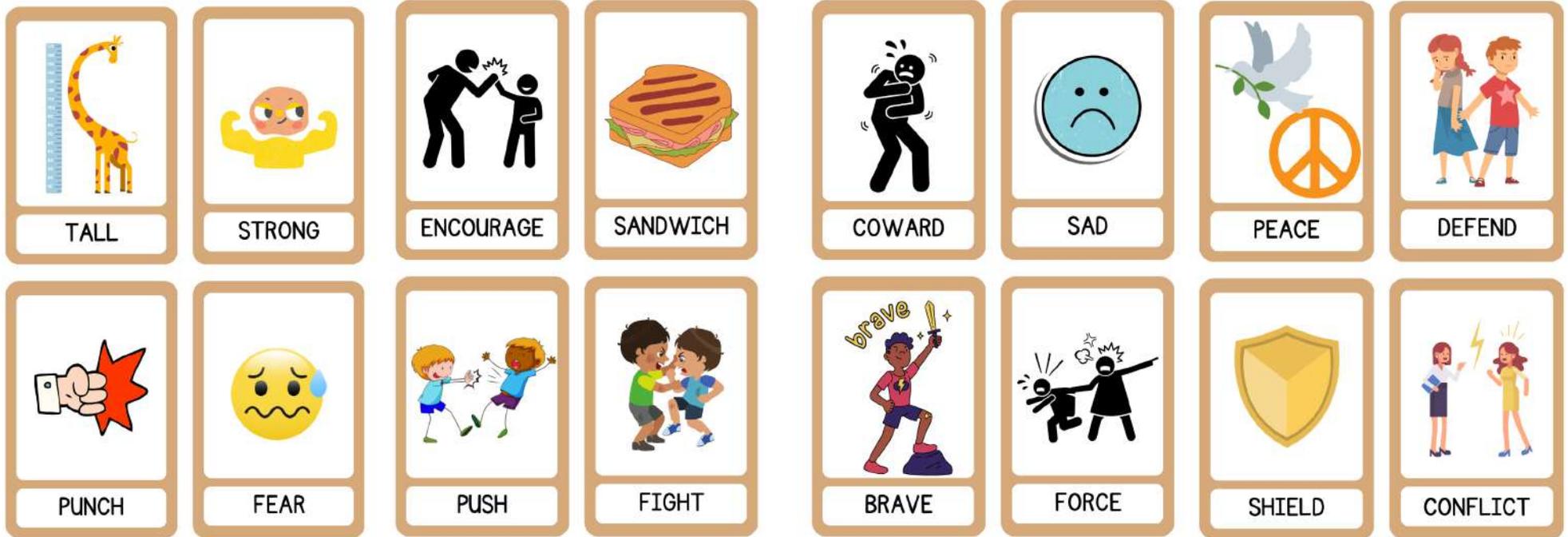
SAMUEL IS A COWARD? YOU DON'T KNOW HIM.



- TODAY I CAME HERE TO REMEMBER YOU ARE THE KING OF THE BRAVE BECAUSE YOU SOLVED THIS CONFLICT PEACEFULLY.



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SESSION 2



<b>Finish</b>	...if you lost something?	...when all is dark?	...when you watch a horror film?	...when you go to the beach?
...when it rains?	<b>Go back 1 space</b>	...when you are with your family?		
...when you go to the hairdresser?	...when you help someone?	<b>Super skip! Move ahead</b>	...when you have holidays?	
...when you make a mistake?	...when you argue with your best friend?	...when you go to the cinema?		
<b>Miss a turn</b>	...when you laugh a lot?	...when you wake up?		
...when you go to the snow?	...when you see your teacher?	...when you do homework?		
...when it is Christmas?	...when you go a birthday party?	...when you can play your favourite games?		
...when you have to go to the school?	<b>Oh no! Go back</b>	...when you go to Portaventura?	...when you do exercise?	
<b>Go forward 2 Spaces</b>	...when you see a spider?	...when you go to the hospital?		<b>Start</b>



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# If I feel \_\_\_\_\_, I can \_\_\_\_\_



- Sad
- Angry
- Nervous
- Frustrated



- Jealous
- Blame
- Alone
- Embarrassed



- Ignore
- Move away
- Say "STOP"



- Go to the teacher
- Talk with a partner

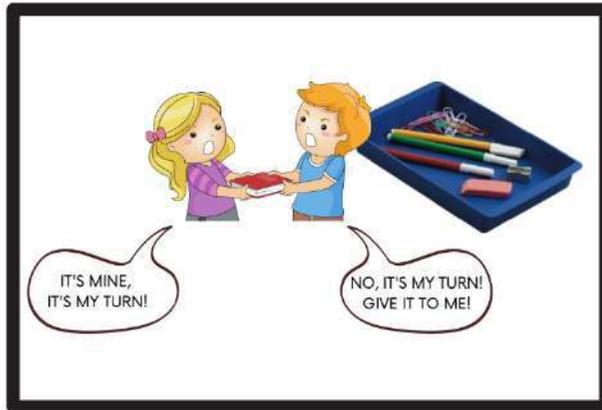


- Find a solution
- Get calm
- Rock - paper - scissors
- Flip a coin



SESSION 3

**SITUATION 1:**  
FIGHTING FOR THE MATERIAL



SOLUTION: \_\_\_\_\_



**SITUATION 2:**  
NOT PLAYING TOGETHER



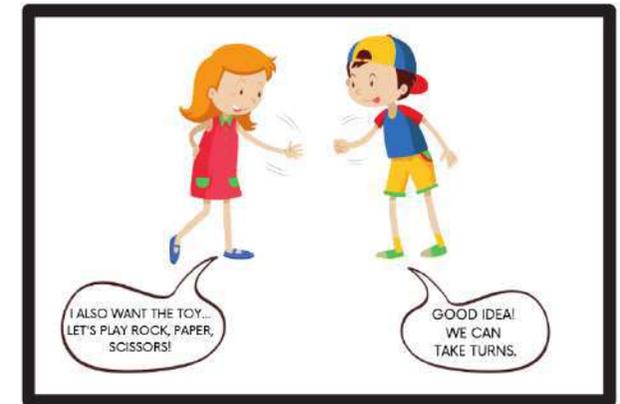
SOLUTION: \_\_\_\_\_



**SITUATION 3:**  
WANTING THE SAME TOY



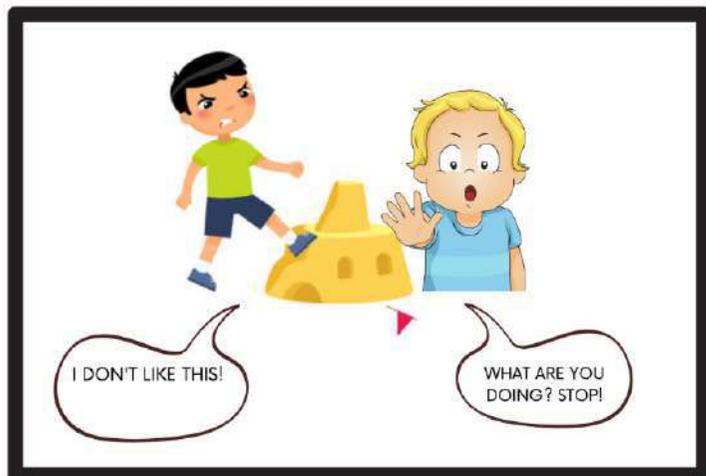
SOLUTION: \_\_\_\_\_



### SITUATION 4: DESTROYING CONSTRUCTIONS



SOLUTION: \_\_\_\_\_



### SITUATION 5: LAUGHING AT OTHER CHILDREN



SOLUTION: \_\_\_\_\_



# Naming Emotions

Naming our emotions helps us understand what we are feeling and why we are feeling like that. By labelling emotions we learn to regulate them

- Label the emotions and think about what they make you want to do

Emotion	I feel	It makes me want to
 Happiness	happy	smile laugh sing dance
 Sadness	sad	cry be alone
 Anger	angry	
 		
 		



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**REMEMBER!**

# BASIC EMOTIONS



SCARED



SAD



NERVOUS



SHY



ANGRY

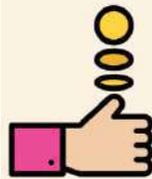


HAPPY

# SOME SOLUTIONS

WE CAN...

LET'S...



FLIP  
A COIN



TALK



PLAY ROCK,  
SCISSORS, PAPER



ASK FOR  
HELP



IGNORE IT



CALM DOWN



STOP IT

SESSION 4 AND 5

Name: \_\_\_\_\_



# Checklist

- Speak loud and clearly
- Remember all the lines correctly
- Hold the camera well
- Everyone in the group participates
- The video is clear
- It is fun to watch
- The conflict is solved using the 5 finger rule

Did you like the video?

 Yes, I liked... \_\_\_\_\_

 No, I didn't like... \_\_\_\_\_



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SESSION 6

**How we can talk to each other**

Can I help you? Can you help me? Do you understand?

Can you help me? Yes, I understand. No, I don't understand.

Can you repeat it please? Have we finished? It's your turn.

What else? Are you ready? Be quiet, please. Yes, I'm ready! I'm not ready yet, please wait.

Go there. Cmon, let's do it!

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**MY SELF EVALUATION**

HOW DID I DO?	GREAT	OK	BAD
I worked hard in my group.			
I was polite and respectful to others.			
I enjoyed the activities.			
I completed my work neatly and on time.			
I learned new things.			
I followed the teacher's instructions.			
I know how to solve conflicts in a positive way.			
I try to do my best all the time.			



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