

Lesson Plan

Curricular Area: Man and Society

Subject: Civic Education

Age: 9-11 years

Unit: Human communities

Topic: *The local community*

Type of the lesson: mixed/ combined

Competencies: 1. Applying Code of Conduct in Everyday Life

Special competencies: 1.1 Recognition of people's affiliation (local, national, European)
1.2 Identification of the essential elements of community affiliation

Objectives

a. Cognitive:

- Observe the borders of their village
- Find the settlements belonging to the village and be able to show them
- To identify River Nyarad and Mountain Bekecs
- Mark on the map Maros County and Galesti
- Recognize and list the higher buildings they can see from the hillside
- Give a free opinion on the usefulness/harmfulness of the bear
- Sing along while walking

b. Motorized:

- Participate actively in activities

c. Affective:

- Get involved
- Enjoy themselves during the activity

Strategies:

- Methods and Techniques: conversation, observation, explanation, evaluation
- Materials needed: empty map
- Interactions: whole class, outdoor activity

| Stages | Learning Content | Procedure (teacher's activity) | Students' activity | Techniques | Evaluation |
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| Introduction (warm-up) | Preparation for hiking | <p>- Children, today, we observe our home village, Nyárádgálfalva from the hillside. We go out through the garden of the school to the hillside next to the cemetery. From there you will see the village with its magnificent buildings. Have you ever been there?</p> <p>- I think we should choose a tour guide who guides us during the walk.</p> <p>Let's form two columns.</p> | <p>Students are preparing for the walk.</p> <p>-Yes.</p> <p>Students choose a tour guide who lives nearby and knows the neighborhood best.</p> <p>They are going to the planned</p> | Conversation | |

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| | Hiking | As you come down the hillside, you take a look at the landscape. | destination. | | |
| Topic processing | Geographic observation | <p>-What do we see?</p> <p>- What is the shape of the village like?</p> <p>-Which are the surrounding villages that you can see from here?</p> <p>-These villages are administratively belonging to our village and there is another village that we should mention. Who knows which village am I speaking about?</p> <p>"We also have a river that passes through us, and everybody knows the name. Which river is it?</p> <p>- There is also a mountain nearby with a height of 1078 m. Who can show us and tell its name?</p> <p>- You can see from here the nearest town ,</p> | <p>Some students list what they see in the distance.</p> <p>-It is rather long.</p> <p>Students list the 5 villages in the distance.</p> <p>Students are responding.</p> <p>-Nyárad.</p> <p>-Bekecs Mountain.</p> <p>-Nyárádszereda.</p> | Observation, conversation | Whole Class |
| | Mark the | | | | |

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| | <p>place on the empty map</p> <p>Game</p> <p>Bulding observation</p> | <p>when you look to the left. Can you recognize it? What is the its name? Have everyone of you been there?</p> <p>-Who can tell me the name of the county we live in?</p> <p>- What is our country name?</p> <p>- I've also brought you an empty map that we are now examining and marking where our village is located.</p> <p>- Now we are going to play a game: Let's pretend that you are lost and you have to explain to a stranger where you live. This is very important, everyone should know it. Tell your address. You can also add street name and house number!</p> <p>- What kind of buildings can we see?</p> <p>- Where do people live, I mean us?</p> <p>-What do most people do?</p> | <p>-We live in Maros County.</p> <p>-Romania.</p> <p>The students find on the empty map the county and the village where they live.</p> <p>- My address is:</p> <p>I live in (country)</p> <p>..... (county)</p> <p>..... (the village's name),</p> <p>..... street,</p> <p>number.</p> <p>This is repeated by several students.</p> <p>- Schools, churches, cultural homes, blocks of flats.</p> <p>People live in houses.</p> <p>-Most people work in agriculture.</p> <p>- They work on the field.</p> | <p>demonstration</p> <p>Conversation, observation</p> | <p>individual</p> <p>individual</p> <p>Whole class</p> |
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| | <p>Maize fields observation</p> <p>Conversation on bears</p> | <p>- Where do the farmers work? -What do your parents produce?</p> <p>- Do you see maize fields? - Show me where do you see it.</p> <p>"What could have happened ?, it seems as if they were ruined. Do you know what the reason is? -Unfortunately, it was the bear, indeed. Do you think the bear is our friend or our enemy?</p> <p>- The bear has done a lot of damage in the area lately, and even many times in the village. Have you heard such stories? Bears do a lot of damage to the man's work, indeed, and they could be very dangerous, because they can attack us if one gets into the road. What do you advise for the farmers or for hiking people?</p> | <p>- They produce corn, wheat, barley and vegetables. -Yes. The students show the maize fields. - The bear has ruined it.</p> <p>-...</p> <p>Students relates stories about bears.</p> <p>Students list their reccomandations: what one should or shouldn't do when they see bears nearby.</p> | | |
| Follow-up | Singing along | -Our trip ends here. We are going to sing | Students are singing on the way | Singing | Whole |

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| | | along back to our school...as you know, there are many songs about our village. | back to school. (Songs: Bekecs alatt Nyárád tere, Zavaros a Nyárád) | | class |
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Annex: EMPTY MAP

