

LA VERDADERA FELICIDAD NO CUESTA DINERO



2017/2018

PRIMARIA

APROVECHA TU TIEMPO LIBRE PARA LO QUE IMPORTA
Ganas tú, gana el planeta y ganamos todos y todas.



INGLÉS - Cursos 4°, 5° y 6°

OCIO NO CONSUMISTA

The right to free time in childhood



Children's games. Ayaou Sokpa – Old Village (Ivory Coast). Source: SED

TEACHER INDEX CARD

Subject

1. Analyze texts and pictures related to consumerism versus the right to a healthy free time.
2. Create expressions to reveal what feelings are experienced while performing different activities.

Contents

CONCEPTS	PROCEEDINGS / PROCEDURE	ATTITUDES
<ul style="list-style-type: none"> • Consumerism • Sustainable leisure • Children's right to play, rest and leisure. 	<ul style="list-style-type: none"> • Reading and comprehension. • Using double-meaning expressions • Assimilation of English documents (texts, pictures). • Making of reports/posters to synthesize ideas 	<ul style="list-style-type: none"> • Sensitize about the impact of our lifestyle on the Earth. • Promote alternative ways of enjoying free time

Skills Programming

SKILL	DETAILS	ACTIVITIES
<i>Language Knowledge</i>	Reading and comprehension of English documents Learning vocabulary	1, 2, 3, 4, 5
<i>Mathematical ability</i>	-	-
<i>Connections with the environment</i>	-	-
<i>Communication technology</i>	Finding information on the Internet	3
<i>Social and civic ability</i>	Reflection about Sustainable Development and Children's Rights	1, 2, 3, 4
<i>Cultural and artistic ability</i>	Making thematic posters	4
<i>Learning ability</i>	Making thematic reports or summaries	3, 4
<i>Personal autonomy</i>	Control of personal involvement in group tasks	3, 4

Materials

- Pictures and documents about consumerism and the right to free time (different sources).

Timing

SESSION 1	SESSION 2
<ul style="list-style-type: none">• Activity 1• Activity 2• Activity 3	<ul style="list-style-type: none">• Activity 4• Activity 5

Key answers

- Activity 2: 1) Work harder; 2) Earn more money; 3) Buy more things; 4) Keep going.
- Activity 4: A) play; B) recreation; C) rest; D) leisure.

STUDENT ACTIVITIES

Activity 1. Consequences of consumerism

- Brainstorm about the meaning of the following pictures¹:

Describe the global image

Describe the characters

Describe the legends

What is the meaning?

Image 1



Image 2



1 Sources: Image 1 <https://es.pinterest.com/explore/quotes-about-slavery/>
Image 2 <https://it.pinterest.com/pin/568368415447839437/>
Image 3 <http://www.chrismadden.co.uk/inkline-press/beast/baby-walker.html>
Image 4 <https://tpduke.wordpress.com/2012/01/03/vc501-design-manifesto-research-anti-consumerism/>

Image 3

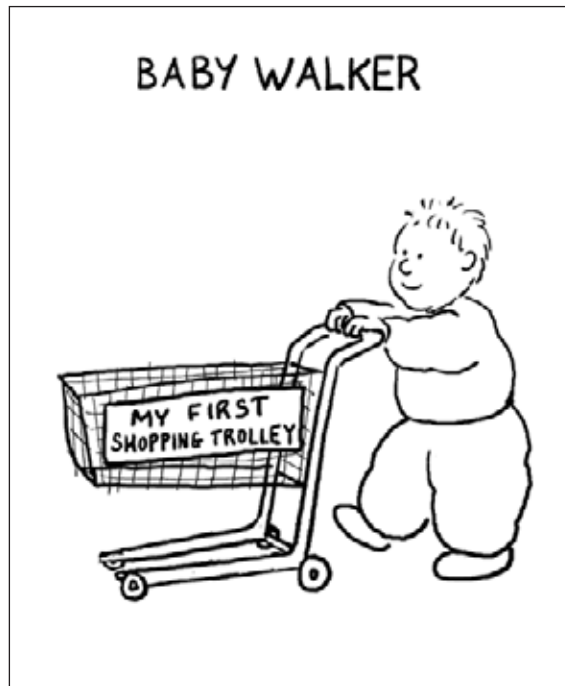


Image 4



- Try to connect the pictures with the following themes:

Consumerism

Waste production

Overconsumption and leisure

Trademarks

Education and consumption

Object dependence

...

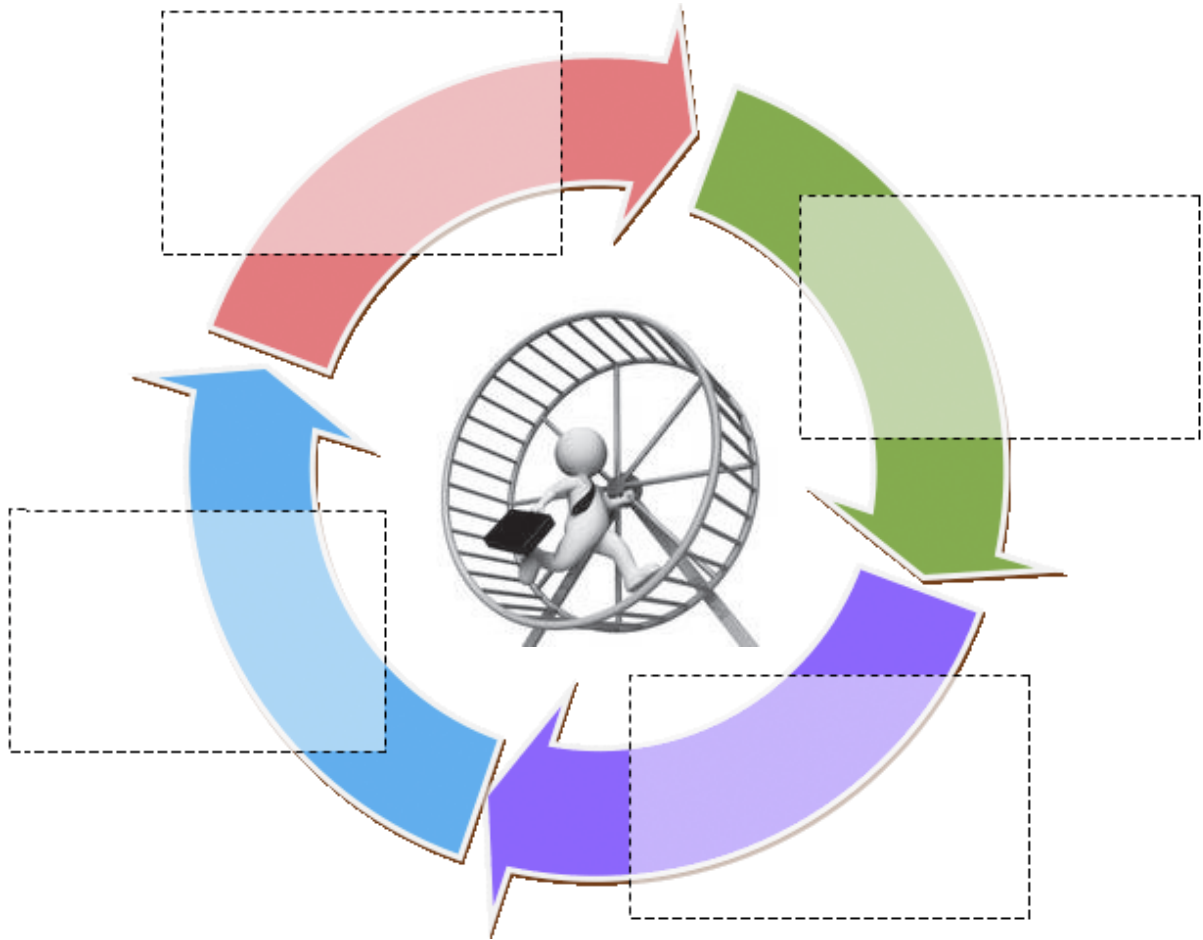
Activity 2. Rat race

- In the English language, there are many “double meaning” or “hidden meaning” expressions. For example, the expression “rat race” recalls the image of laboratory rats racing through a maze to get the cheese. However, there is another meaning...
- What is the hidden meaning of “rat race”?
- According to the Cambridge Dictionary: Rat Race is “a way of life in modern society, in which people compete with each other for power and money”.
- Look at the following cartoons², shown out of order:



2 Source: http://www.polyp.org.uk/cartoons/consumerism/polyp_cartoon_Rat_Race.jpg

- Try to order the four cartoons.



- Compare the main message with the slogans in each of the cartoons:

Message inside the arrow	Slogans
Happiness is just around the corner	Earn more money Stay ahead of the race Keep going Taste that satisfies Work harder Spoil yourself with a luxury Buy more things

- Do you believe that “Happiness” in these cartoons means the same as “Felicidad” in the poster of the following campaign? Why?



Actividad 3. When do children and adolescents in Nicaragua feel happy?

- Read the following text³:

When do children and adolescents in Rama Cay, Nicaragua feel happy?

"When I'm playing with my brothers and sisters, watching television and at home with my family." **Boy, age 6**

"When I play with my dolls and make rondón soup and cakes with my friends." **Adolescent, age 13**

"When I go out into the country in summer because I have fun with my friends." **Boy, age 6**

"When I help my dad sow and we swim in the river." **Adolescent girl**

"When I am with other children and I listen to the songs and sing myself." **Girl, age 11**

"When I look out over the lake and watch the sailing boats come and go." **Girl, age 8**

"When I help my dad fishing." **Boy, age 9**

"When I walk, play football and dance." **Boy, age 12**

Group tasks:

- In the opinion of these children, what are the common characteristics of the activities that make them happy?
- Find on the Internet Article 31 of the **Convention on the Rights of the Child (United Nations, 1989)**, and write it in your notebook.
- Can you relate the content of Article 31 to the children's happiness?

3 Source: United Nations Development Programme (UNDP) / United Nations Children's Fund (UNICEF), "Retrato de la niñez y la adolescencia indígena de Rama Cay, Bluefields, Nicaragua", Cuaderno sobre Desarrollo Humano, No. 5, 2013
[online] http://www.ni.undp.org/content/nicaragua/es/home/library/poverty/publication_11122.html

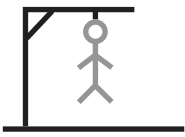
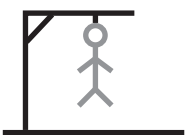
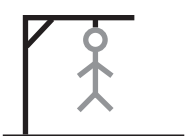
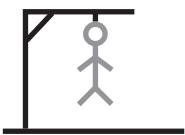
Activity 4. The right to enjoy free time

Challenges in realizing children’s right to play⁴

Children all over the world face multiple challenges in realizing their right to play. Too often, the curriculum and daily schedule fail to recognize children’s need for play and recreation. For many children, living environments pose significant hazards: uncontrolled traffic, pollution, lack of local safe play areas and green spaces, and high levels of crime and violence. With the rapid expansion of electronic media, and in response to parental concerns over safety in the outside world, children are spending more time playing online games, social networking, watching films and television, or listening to music. While these new platforms offer huge opportunities for children, there are, nevertheless, growing concerns about the risks to children’s health and well-being. However, the challenges are not the same for all children. Differential beliefs about what is appropriate for girls and boys, the constraints of poverty and low resources, as well as the pressures of living in conflict zones or the lack of opportunities for children with disabilities, for example, introduce additional barriers to play.

New opportunities for young children to attend school often sit alongside traditional expectations that they should also contribute to household chores and farming, especially in rural areas. However, combining school with work leaves children little time for play, rest and leisure. For example, 90 per cent of children in Ethiopia already undertook some kind of paid or unpaid work, by the age of 8 years old, including household chores, caring for others, and farming. Expectations are different for girls and boys. One 12 year old described how he went to the morning school shift, returning at noon. Then in the afternoon, he was responsible for taking the family’s livestock to find grazing, including a cow, two horses, two donkeys, and eight sheep. Initiating young children into work is still crucial for many poor families.

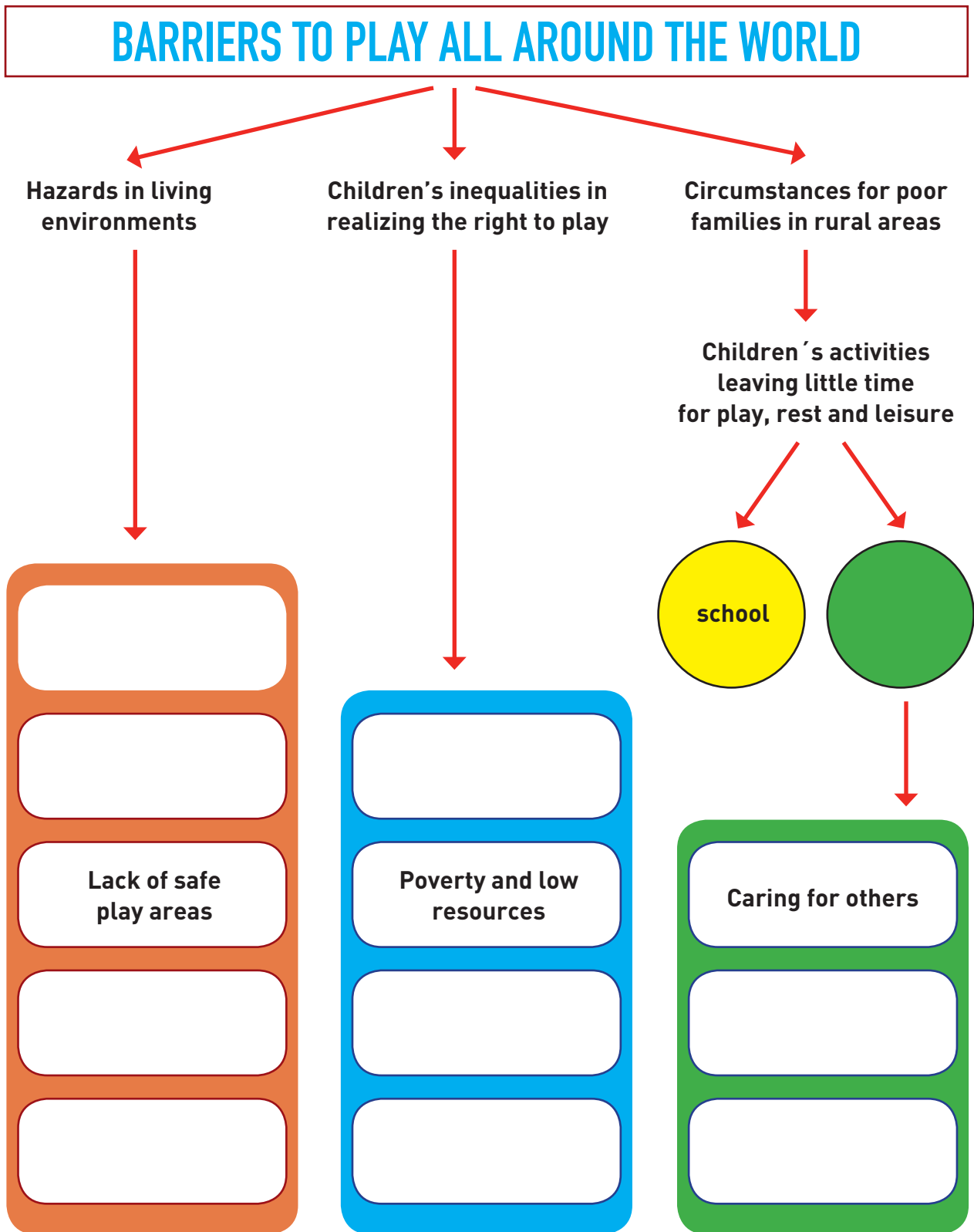
- Find coincident key words in this text and Article 31 of the Convention on the Rights of the Child, and play with the “hanged man/woman” game:

	<p style="text-align: center;">_ _ _ _</p> <p>A: (4 letters) To take part in a game.</p>
	<p style="text-align: center;">_ _ _ _ _ _ _ _ _ _</p> <p>B: (10 letters) Enjoying when you are not working.</p>
	<p style="text-align: center;">_ _ _ _</p> <p>C: (4 letters) To stop being active for period of time in order to relax</p>
	<p style="text-align: center;">_ _ _ _ _ _ _</p> <p>D: (7 letters) Time when you are not working or doing other duties.</p>

4 Source: <https://bernardvanleer.org/publications-reports/the-right-to-play/>

Group task

- In groups of 4-5 pupils, complete the diagram filling it with ideas from the text:



- Make a poster explaining advantages and disadvantages of electronic media-based games and activities.

Activity 5. My personal timetable

- Make your own timetable.

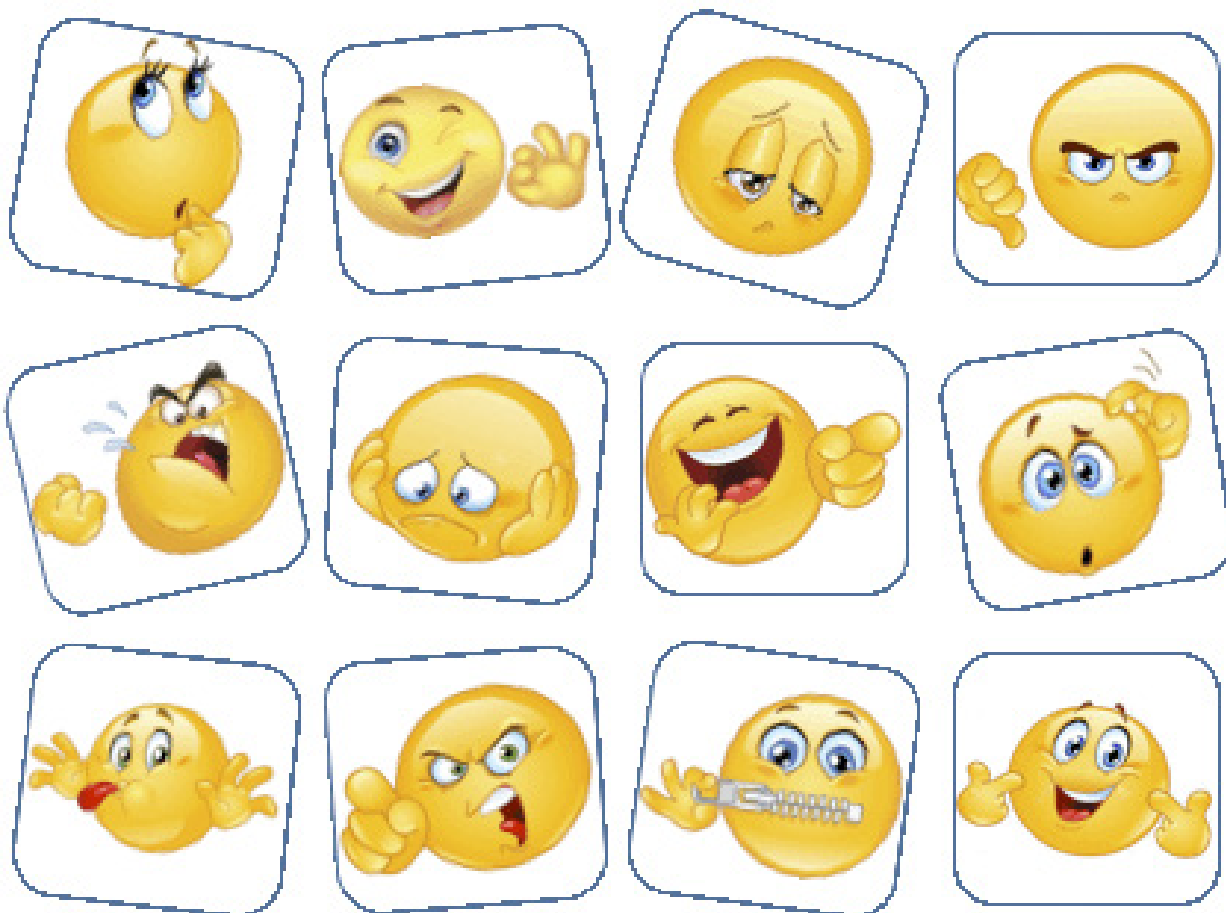
Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08.00							
09.00							
10.00							
11.00							
12.00							
13.00							
14.00							
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17.00							
18.00							
19.00							
20.00							
21.00							
22.00							

- Classify your activities
 - Underline in **red** activities corresponding to the time spent on duties (school activities, household chores...).
 - Underline in **blue** activities corresponding to the time spent on freely chosen activities (extracurricular activities, sport, music, dance...).
 - Underline in **green** activities corresponding to free time.



Play area at St Pius X School in Tatum (Cameroon). Source: SED.

- Choose an emoji⁵ to represent how you feel while participating in the different activities of each group.



- Write sentences to express your feelings while participating in different activities. Use the following verbs as shown in the examples:

Love / Like / Enjoy / Hate	to + verb
	verb + ing

We love playing guitar together
 She doesn't like to go to the school
 He hates to go shopping with his wife
 They enjoy eating ice cream

⁵ Source: <https://es.pinterest.com/explore/angry-emoticon/>