

UNIT: GRAPES ARE NOT THE ONLY FRUIT
PROJECT SECTION 3: THE ART OF BEING FREE

1. Choices
2. Grapes Are not the Only Fruit –end of project production–

Teachers and parents worry that the decisions that children and young people make might be unwise or dangerous. But still, even for adults, decision making is a skill involving both a cognitive and an affective process. The ability to recognise the thoughts and feelings, consider the consequences and choose the best outcome is a highly valued facility leading to resilience, achievement and responsibility. The skill can be taught and, although this section could be far much more developed, some materials to teach on decision making and thinking in a wider way are provided. The last lesson is planned as a way to complete the whole didactic programme planning.

AIMS	<ul style="list-style-type: none"> - to help children understand the concept of freedom. - to help children be more capable in predicting their own behaviours and identifying their consequences. - to encourage children to identify solutions and good choices via small steps as opposed to simply emphasizing ends or goals 	CONTRIBUTION TO COMPETENCES	COMMUNICATIVE: 1) Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument. 2) Can interpret and understand the situations she/will encounter in everyday contexts and beyond METHODOLOGICAL 4) Can gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance PERSONAL, SOCIAL AND CIVIC 5) Can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action in order to preserve and improve living conditions for one's own and the others.
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LEARNING OUTCOMES	Know	<ul style="list-style-type: none"> - that society needs rules - that freedom is an important concept - know about the balance between rights and responsibilities 	
	Be able to	<ul style="list-style-type: none"> - realize that there is not just one way of living - predict consequences of behaviour on people and objects - identify solutions and good choices 	
	Be aware of	<ul style="list-style-type: none"> - the importance of being open-minded 	
COMMUNICATION	Language of learning	Vocabulary	<ul style="list-style-type: none"> - Places - Furniture - Transport - Food - Clothes - Animals - Jobs - Hobbies

		Structures	<ul style="list-style-type: none"> - I would - I could - My rule is to... - I think it means...
	Language for learning	<ul style="list-style-type: none"> - Deciding right things to do. - Defining the word <i>freedom</i> - Making links between the words <i>freedom</i>, <i>responsibility</i> and <i>rules</i>. - Sharing life experiences - Asking and answering questions - Giving opinions 	
COGNITION			CULTURE
<ul style="list-style-type: none"> - Identifying - Defining - Applying imagination - Making decisions - Looking for solutions and developing evaluation criteria 			By not seeing the world as simply black or white, a greater number of people can be seen as creating its dynamic variety. People live the many shades of grey in between and whenever reality is represented by an art form the realness of the reality must be called into a question because it has been subjectively framed.

ASSESSMENT CRITERIA	<p>Skill:</p> <p><u>Language knowledge:</u> the learner identifies core vocabulary items when encountered in the different classroom situations e.g. when working with the book <i>You choose</i>. The learner comprehends a short narrative and identifies bad behaviour and its consequences.</p> <p><u>Understanding the meaning of abstract concepts:</u> freedom. This type of assessment is formative.</p> <p><u>Strategy recognition:</u> the learner is able to recognize strategies to overcome feelings of anger.</p>
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