

GRAPES ARE NOT THE ONLY FRUIT	SECTION 3: THE ART OF BEING FREE
LESSON PLAN 1: <i>Choices</i>	TIMING: 1 hour
<p><b>Activity 1 – Warm up</b> <span style="float: right;"><b>Whole class</b></span></p> <p>Pre-teach: to break a rule</p> <p>- The group sits in a circle. Tell them they are going to play the Pen Game. Tell them the rules of the game will not be explained.</p> <p>Give a pen to one learner. Tell them to start the game by passing the pen to the next person in the circle.</p> <p>After the pen is passed, say that the passer broke the rule. Tell them what the rule was. It can be any arbitrary thing. Sample broken "rules": passing pen with left hand, passing pen with tip forward. Passing pen with cap off, passing pen without saying "Bam!", passing pen with legs crossed, passing pen to someone wearing a bracelet, passing pen to someone wearing a green shirt, etc.</p> <p>Ask the second person to continue by passing the pen to the next person. Every so often, announce another broken rule; continue the game until the pen returns to the person who started.</p> <p>Ask:</p> <p><i>What rules were broken?</i></p> <p><i>What are the rules of the game?</i></p> <p><i>Do they accept their mistakes?</i></p> <p><i>What is wrong with the game?</i></p> <p><i>Is the game fair? Why?</i></p> <p><i>How should it be changed?</i></p> <p><i>How can the game be made fair? (Use of L1 here)</i></p> <p><b>Activities 1, 2, 3, 4 – Main Activity</b> <span style="float: right;"><b>Whole class and individual word</b></span></p> <p><i>Do you know about human rights?</i></p> <p><i>Can you explain what they are? (Children use L1)</i></p> <p>Explain that human rights are those rights which are essential for us to live as human beings.</p> <p>Give some examples. <i>Unlike the rules in the Pen Game, human rights are for everyone, make sense and are fair. These rules want to protect people from unfair rules. Some people don't have a house to live in or can't eat food like you do.</i></p> <p>Explain that a group of 50 countries, called the United Nations, agreed on the Universal Declaration of Human Rights (UDHR) which lists the rights that every person has.</p> <p>Explain that human rights come in different categories but they are all equally important.</p> <p>Give examples for each category and write them on the blackboard:</p> <p style="text-align: center;">political rights (right to vote), civil rights (right to freedom of opinion), equality rights (right to be free from racism), economic rights (right to be paid fairly for work), social rights (right to an education) and cultural rights (right to speak one's own language).</p> <p>Idea taken from The United Nations Association of Canada <a href="http://www.unac.org/learn/wrld/lesplan/lesso/session3.htm">http://www.unac.org/learn/wrld/lesplan/lesso/session3.htm</a></p>	

- Play hangman to help the learners guess the word 'treasure'. Use a treasure to introduce the word 'freedom'. Say: *What is this?* (a treasure). *What's inside?* (they might try to guess different things), but tell them that it is something highly valued), (they'll keep on trying to guess what it is). Tell them that it is not an object and that nobody can touch it, smell it, see it or hear it. Give them another clue: for example a picture of a prisoner who is in a cell and can't get out of it. Open the treasure and unwrap the paper which contains the word freedom. Ask learners if they know what it means. *Freedom means living life as we wish. But can we do all what we want? Acting responsibly is a way to do things well and feel free. But sometimes we need rules*

Show this dialogue on the screen:

- A. Let's play basketball  
B. Ok. But I don't know the rules  
A. We don't need rules, we can do as we like!  
B. Ok. Rules are boring.  
A. That's out. My point.  
B. There's no such thing as 'out'  
A. You're not allowed to catch the ball.  
B. I can do as I like. There are no rules.  
A. I won!!  
B. No, you didn't! I scored it in a different way!

Ask the learners: *Why did the children play without the rules? Did they enjoy their game? Why was that? What difference could rules have made to the game?* Children need to realize that rules are important sometimes, even though they might not like them.

Ask the learners to think of one rule that they believe is the most important for the world to be peaceful and for everyone's rights to be respected. Get them to write a couple of lines:

*My rule is....* (cheese cake for everybody, that everybody has to have good friends...)

Sometimes no one is there to tell us what the rule is, but we must think responsibly. Use the following worksheet to help learners think about the feelings that might make us do something wrong. Is this an excuse for their actions? Being free means being responsible for your own actions. Through this activity learners can decide if there are acceptable ways of dealing with difficult feelings such as anger which do not include vandalism.

**Have it Ready!**  
Student Worksheet S3L1.2 Destroying Playground

Ask learners to think of when their feelings 'rule' their heads were strong and they did not stop to think about what they did. What happened? Was the outcome positive or negative for them and for others involved? Do they think that the outcome would have been better if they had identified their feelings and how these might affect their behaviours before acting? Learners will probably find the questions easier to answer (although in L1), since Section 2 covered part of the issue.

- *Being free means being responsible. Being free means having to choose sometimes.* The book *You Choose* can be used as an introduction to talk about choice.

**Have it Ready!**  
Sharratt, N. and Goodhart, P. (2003) *You Choose* London: Picture Corgi

The book is marvellous for developing speaking and listening skills and letting children expand their imagination. The illustrations are very colourful. In practice you can give them all the alternatives by pointing out the different images or **How does this work in practice? Does the teacher say all the alternatives/ write them on the board/ give the learners choices they can read and circle?**

*If you could go anywhere, where would you go?* (seaside, forest, volcano, city, desert, outer space...)

*Who would you like for family and friends?* (a pirate, and alien, a fairy, a robot, Father Christmas...)

*What kind of home would you choose?* (a tree house, a gypsy caravan, a tent, a castle...)

*And what would you put in it?* (A swinging sofa for my friend and me, a big chair, a secret door...)

*And how would you travel?* (Springing on springs, Flapping with flippers, rocket, helicopter...)

*And when you were hungry, what would you eat?* (Jelly and cream, lots of pancakes, a yummy soup...)

*What would you wear?* (a dressing gown, a Polynesian skirt, Kilt with clogs and a top hat, Roman sandals, nothing at all...)

*Why not get yourself a pet?* (A polar bear, a rooster, a robot dog, three goldfish...)

*Is there a job you'd like to do?* (vet, judge, carpenter, musician, librarian...)

*What would you do for fun?* (go skiing, bungee jumping, exploring, sunbathing...)

*And when you got tired and felt like a snooze, where would you sleep?* (Cradle, in a bed of flowers, hammock...)

Indeed, there is rarely one correct answer on choice or behaviour in most situations. Since learners might tend to look for only one right answer, this is an activity to extend thinking and go beyond the obvious to think of other possible choices for the character in each situation.

#### Provide Some Thinking Questions

1. Let's say you are sitting at the kitchen table with a pizza in front of you. What are you going to do? (eat it, smell it, etc.);
2. How many different responses did you come up with for the previous question? (several);
3. In most situations in which you have to make a choice, do you think there are only one or two possible choices? (no, if you think about it, there are usually lots of alternatives);
4. When you're faced with a problem, is there only one thing you can do? (no, you can think through several possible solutions before deciding on one);
5. What if two friends both wanted to go to the cinema together with others and they selected different movies? What are three or four choices that you have? (go with one, go with the other, don't go at all, invite another friend to come, etc.)

In the following worksheet the characters are in situations in which they must make a choice. Learners have to list at least two other choices that each has in each situation. One choice for each is already given.

**Have it Ready!**  
Student Worksheet S3L1.2 Choices

Discuss the choices that the class wrote for each situation. Which choices are most logical

or likely to cause the least conflict?

- In this case, give several situations involving a right/wrong choice and see if the learner can identify the right answer.

**Have it Ready!**

Student Worksheet S3L1.3 Right and Wrong Responsible Choice

Discuss if someone might choose the incorrect answer as his or her choice of behaviour in each situation. What reason would be involved? (revenge, fear, embarrassment, etc.). What are the rewards in choosing to do the right thing? Why should anyone choose the right thing if he/she wouldn't get caught or noticed below?

<b>GRAPES ARE NOT THE ONLY FRUIT</b>	<b>SECTION 3: THE ART OF BEING FREE</b>
<b>LESSON PLAN 2: <i>Grapes Are Not the Only Fruit</i> –end of project production–</b>	<b>TIMING: 2 hours</b>

## Introductory Activity 1 – Warm Up

Whole class

### Have it in Mind!

Although some children are stubborn, sooner or later, they still will need to learn how to become open-minded, to help them become well-adjusted individuals, who are ready for change and new challenges. Having an open mind means knowing when and how to listen, understanding new opinions, and trying new things. The child will be able to respect other people for their differing perspectives and who they are, and, in turn, he/she will gain respect from others, too. Children need to understand that all people are unique and that change is inevitable, so they will have an idea about how to think about the world around them. They have to learn that things cannot always happen the way they want them to, which is why they must remain flexible and keep an open mind to make them more creative, sociable, and ready for difficulties. Through all the previous lessons you have been teaching how children can be open-minded because:

- you have taught them to understand the word “why”, which answers the causes and nature of things.
- you have taught the children that change is constant. You gave them some examples of how change occurs, for example, in people’s attitudes, and how it sometimes cannot be controlled sometimes. The point was to help them understand, that no matter how right and well-prepared a decision is, there are some things that naturally take their course, and the only way to cope is to adapt with an open mind. Certainly, if they try to deny or fight back what is bound to change or happen, then they tend to become depressed.
- you have taught the children about acceptance, by reflecting on the concept of differences and limitations of persons, places, and events. Thus, they have reflected on how helpful it is to appreciate everything for what it is and they have been encouraged to accept people’s limitations and capabilities, and be proud of them. In the future, these children will probably most likely to respect the differences of all things in the world.
- you have encouraged the children to try new things, see new places, think about different people, and take calculated risks. Experience will help them in widening their perspective and how they react to things and trials in life. You have probably shown them the rewards and consequences of their decisions, and constantly encourage them to keep trying.
- you have taught every child to avoid generalizing and stereotyping, which are two hindrances to developing an open mind. You have encouraged the child to appreciate every detail about what he/she has experienced (for example through having a physical disability), and discouraged him/her from discriminating or judging by first impression. You have also helped them experience firsthand before allowing them to state their opinions and views.

This lesson has been designed as a completion, a summary of all the previous work and it concludes the project through the reflection of its title, *Grapes Are Not the Only Fruit*. The title consolidates the idea of what being an open-minded person is like which includes being critically receptive to alternative possibilities, being willing to think again despite having formed an opinion, and sincerely trying to avoid those conditions and offset those factors which constrain and distort our reflections.

Years ago, it was a family tradition to pass down the secrets to treasured recipes and spend hours in the kitchen teaching children to cook. Somewhere between the addiction to video games and the overactive schedules of parents and children, cooking lessons have been neglected.

While there are many reasons for teaching kids to cook -- less expensive than eating out, preserves family heritage, etc, the two most important reasons here are that by teaching the children about the importance of cooking, you're giving them a better chance to be a healthy grown-ups as well as to appreciate variety. Giving them the ability to appreciate freshness and to transform ingredients into tasty foods opens their eyes to making wiser choices about what to eat.

So, let's make the best out of fruit (Catalan, British, Swedish, French, Portuguese...): Buy different local seasonal fruit or ask a local supermarket or greengrocer to donate some. Hold a fruit tasting session, which is your favourite? Can you think of a word to describe each fruit - such as juicy, tangy or refreshing? Blindfold children and see if they can identify each fruit again. You could use fresh, canned or dried fruit. You will need to make sure that fresh fruit is ripe and some might need cooking (such as rhubarb which would taste horrible raw!) Ask learners which recipes they would make with each fruit (teach *I would...*): *I would make a fruit salad, I would make a trifle, I would make Coca de Cireres*, etc.

### Activities 1,2, 3 – Main Activities

Whole class, pair and individual work

- Tell learners that they are going to make a grape crumble. The great thing about it is that you/they don't have to make it look too perfect. Set up a stall in the classroom and have the equipment and ingredients ready (See TR.1). Practise all the vocabulary and language structures needed to make the recipe and use REALIA as a way to practise this language. Hand out the worksheet and let learners proceed to make the recipe in pairs. Encourage them to make use of the English language (worksheet S3L2.1 and S3L2.2=scaffold) while preparing the recipe. The last part of the worksheet includes a key to recipe symbols which will be useful for them in the following activity. Make sure they understand their meaning.

- Lead learners to a deeper appreciation of open-minded inquiry. Ask the learners to remind you what the title of the whole project is (*Grapes are not the only fruit*) and ask a learner to write it down on the blackboard. Ask them if they can find a link between this title, what they have learned in other lessons and this recipe. Help learners see how the crumble recipe can be adapted to use any other fruit and that for that reason it can become really creative, tasty and healthy. Learners will see the way one can play with the language to make metaphors and will realize that thinking about grapes as an only fruit is thinking narrowly. Instead, an open-minded individual is an optimist (we can make other crumbles with other fruits, too!), who always sees things in a different light (they can also be tasty, delicious, healthful and kid-friendly! Negative words, feelings, and actions also evoke a negative mindset, which will limit an individual's capacity to succeed in life. Tell learners to always remember to stay positive to keep their mind open.

- Encourage learners to create their own crumble recipe by using any other fruit. Learners will use the grape crumble recipe as a model for their text creation. After, in pairs, they ask their partner to say what recipe the partner has made and use the chart to record answers about aspects to consider in their recipe (allergies, suitable for vegetarians...): *yes it is/no it isn't, yes, there is/ no there isn't, it's a... (quick, medium-length, longer cooking activity).*

**Have it Ready!**

Teacher Resource TR.1 *Grape Crumble*

Student Worksheet S3L2.3 *Crumble Recipe (front side)*

Student Worksheet S3L2.4 *Crumble Recipe (back side)*

Student Worksheet S3L2.5 *Creating a Recipe*

- Wouldn't it be wonderful to live in a kind world? A place where everyone said **sweet words**, doors were always held open, there was no bullying, and peace reigned supreme. Sure, that's a dream world, but it's one you can at least aim to create with your learners.