

Lesson prepared by: Ms Anna Napier

School Kalkara Primary

Class Year 5

Social studies / Maltese lesson

Theme Ir-Raħal sabiħ tal-Kalkara

Remote preparation Discussion on whether each pupil liked living in Kalkara and why.

Day 1

Objectives By the end of the session the children will be able to identify and tick a list of places/buildings found in Kalkara. (Hand-out 1)

Step 1 During the weekend the children are encouraged to really notice all the things/places which are found in Kalkara.

Step 2 This is discussed in class - children share their ideas.

Step 3 **Ref. Hand-out 1** - The children are asked to choose by ticking the places which were defined as being present in our locality.

Step 4 They are now asked to pick out any particular place of interest and make some research about it.

The objectives are to be discussed with the pupils.

The children themselves are asked to name the learning patterns to be used in order to achieve these objectives.

Precise: Observe, Describe, produce (written)

Sequential: list, recognise, prepare, choose, plan.

Day 2

Objectives

- Step 1** The children will present a picture, photo, collage and maybe a small model of the particular place chosen.
- Step 2** They can also verbally describe their material and also explain how they had done it and maybe even give some information about it.
- Step 3** The children will copy the poem "Raħal Twelidi" by Karm. Vassallo. They can compliment this by a picture, drawing or photo.

The children would have chosen and prepared the appropriate material. Thus they would have used their application in the sequential pattern. Then they would have explained, compiled and written any information, thus using the precise pattern. Finally, they would have illustrated, constructed and demonstrated their work - technical pattern.

Day 3

- Objectives** The children will work as a group - obviously as diversified as possible - to compile an interesting write-up on their locality.
- Activity** The children are divided into 5 groups.
- Step 1** Each group is presented with an envelope. This contains words which make up 5 sentences. Each sentence has its own colour. The children sort out the colours first.
- Step 2** Then they form sensible sentences by placing the cards in the appropriate sequence.
- Step 3** Finally they also have to put the sentences in the order which they think is the most suitable.
- Step 4** A pupil is chosen to represent his/her group and s/he reads the five sentences.
- Step 5** The children are then encouraged to put the grouped sentences in order too so that a whole composition will be formed. This will be done by a discussion in class.
- Step 6** These sentences are now written on five different sheets, complimented with relevant pictures. Any other material on the subject will be presented in a small exhibition on 'Jum il-Kalkara'.

This activity will appeal to students who require the use of sequence, precision and technical.

The precise learner will enjoy looking carefully at the words in order to create sensible sentences.

The sequential will now put them in order. Since they are playing with cards, the technical pattern will also be in use.

Day 4

Objectives

The children will participate in a conversation/interview with Mr. Michael Cohen, Mayor of Kalkara.

Mr. Cohen has been invited to visit our school on the 10th of December which is 'Jum il-Kalkara'.

Activity

Every individual child will be encouraged to come up with confluent ideas on what should be done to enhance further developments in Kalkara.

All ideas will be discussed beforehand in class, in order to avoid repetitions.

In this activity all the children will be encouraged to stretch their confluent pattern as much as possible and thus dream-up and come up with different ideas.

Day 5

An educational visit to Fort Rinella will take place on
(date still to be confirmed). *

Weather permitting, we will walk there from school, thus taking the opportunity to see and talk about other places in Kalkara.

These will include the cemeteries, Mediterranean Film Studios, the industrial estate, football ground, the Grand Harbour and the fields.

* This visit actually took place prior to what we had planned. We visited Fort Rinella on Tuesday, 30th November.

As planned, we walked there from school. The children were talking about all the things mentioned above.

The volunteer present started to give information about this grand historical place. All the children took great interest and soon started to ask a number of questions.

The guide was pleased with their response and gave them quite a number of details. Of course, they were really enthusiastic when we approached the 100-ton gun.

Afterwards, the children were asked to draw anything that had attracted them most during the visit. Almost immediately, some of them commented that even here they were going to use their learning patterns - pointing out that in this particular activity they were going to use the technical and confluent patterns most.

In fact, I did notice that they were trying to come up with quite different ideas. These drawings were chosen and the winners were given a small token. Furthermore, they were also allowed to fire (using tissue paper) a small gun. This aroused great enthusiasm.

All the children commented on how much they had enjoyed this educational outing and on how much they had learnt.

<p>I think that at the particular age all the children, even those with a low technical pattern will enjoy this educational visit tremendously and thus every individual will benefit from it in his/her own individual way.</p>
