



UNIVERSIDAD DE VALLADOLID

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GRADO EN EDUCACIÓN INFANTIL

TRABAJO FIN DE GRADO

**“THE ASSEMBLY IN INFANT
EDUCATION, A PRACTICAL
PROPOSAL IN 5 YEARS OLD”**

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ABSTRACT:

The assembly is the base to work in Infant Education but... how can a good assembly be designed? There are many aspects to be taken on account to plan an assembly, beginning with the number of assemblies to be developed along a school day. In this final piece of work I try to present different options about how to design an assembly and a practical proposal is suggested for the last course in Infant Education.

The proposal is based on different theories especially on the emotional intelligent theory quite relevant nowadays in a variety of contexts, not only in the educational field. Besides, multiple intelligences theory give a new perspective to design proposal with let pupils learn in the best way for them, because there are many different ways to learn. Finally, the integrated curriculum establishes the bases to work English in Infant Education therefore it is the starting point of the practical proposal.

KEY WORDS: Assembly, Emotional Intelligence, Multiple Intelligences, classroom routines, autonomy.

RESUMEN:

La asamblea es la base del trabajo en Educación Infantil pero... ¿Cómo es diseñar una buena asamblea? Son muchos los aspectos a considerar, Hay muchas maneras de planear y diseñar una asamblea, empezando por decidir cuál es el número de asambleas que se quieren realizar a lo largo de la semana escolar. Con este trabajo intento dar diferentes opciones a tener en cuenta en el diseño de una asamblea y, además, diseñar una propuesta práctica para desarrollar una asamblea dirigida al último curso de educación infantil.

La propuesta práctica está basada en diferentes teorías, en especial en la teoría de la inteligencia emocional, tan relevante hoy en día en una gran variedad de contextos, además del escolar. Además, la teoría de las inteligencias múltiples da una nueva perspectiva a la hora de diseñar propuestas didácticas que ayuden al alumnado a aprender de la mejor manera posible. Para terminar, el currículum integrado establece las bases para trabajar el Inglés en Educación Infantil por lo tanto es el punto de partida de la propuesta práctica.

PALABRAS CLAVE: Asamblea, Inteligencia emocional, Inteligencias múltiples, rutinas, autonomía

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1. INTRODUCTION

This work has been done with the objective of presenting a practical proposal for an assembly in Infant Education, especially for the third course. I decided to work on the assembly because after having finished my studies as a primary English teacher last year, and now after finishing the studies to be an infant education teacher specialized in English, I think a very important difference between the two educational stages is the assembly. The assembly is the base of the pupils' learning process IN Infant Education and it has to be useful in order to give the perfect response to pupils' necessities.

During my internship I realized about the importance of the assembly in the kindergarten school day and based on my school mentor designed assemblies, I could include some new aspects or activities on the ones they already have, and it was then when I decided to lead my work towards this topic. This real context provided me with some ideas and I wanted to go further, to look for more information and know more about assembly.

Besides, my internship in a British School, which implies many hours of English per week from Infant Education onwards, reinforce my studies as both an English and Infant Education teacher, so as to combine carefully the English lessons with the rest of the hours. So, I wanted to offer and design a proposal for an assembly in which both English and Spanish will be used by the pupils without problems and without a need to think about one or the other separately.

To develop my proposal, I had in mind some pedagogical theories in order to create a useful and complete assembly, as well as experiences of teacher who have been working in infant education for years and have a clear manner to do an assembly. Both the theories and the experiences help me design the assembly time, especially because I wanted to go beyond the initial assembly at the beginning of the morning. I intended to give a response for any situations and experiences happening into a classroom and I design for it three different assemblies with its moments, aims and activities.

In addition, I also wanted to connect it with emotional intelligences. Emotions and feeling are basic in people's lives, especially in children who are expressing emotions at any moment. And I wanted to give pupils time to express their feelings and control

them to become emotional intelligent people. Besides, in the school, pupils not only learn theoretical knowledge but they learn how to be and live with others and it has to be taught too as it is not innate for a child.

Finally what I have tried to present with my work is that as teachers help their pupils to develop their own learning process, and this has many connotations because as teachers we do not only transmit them knowledge but we teach them to think, to broaden their capacities in order to be more and more autonomous and to develop a critical thinking and emotional intelligent which are in demand for our society.

2. AIMS

The main objective of this work is giving an option to work the assembly in Infant Education, especially in the five year-old class. In other words, I plan options for the organization, spaces and resources that have to be taken into account to develop a good assembly. After a research about methodologies and techniques to work in Infant education, through educational theories and experiences of specialist teachers, I have designed three assemblies for the day, with their own aims and stages, activities and organization.

In addition, as I have already said my internship experience in a British school this year, and the degree I am finishing now, make me decide to mix the use of the mother tongue with the use of a second language into the assembly in a natural and planned way. Therefore, my aim is the development of an assembly in which the use of the language is something natural, independently of the language used, and pupils improve in the use of language progressively.

Besides, I want to get some professional competencies that are compulsory to be an Infant Education teacher, specializing in English. These are my aims with this work, which are based on the aims for an Infant Education teacher defined in the TFG guide:

- To know the main teaching currents about teaching English to elementary school children. To apply these currents in an effective way, identifying the best action points in each one.

- To know and perform the Infant Education Official Curriculum, to design a suitable syllabus, no matter what language because I have to know how to do it in English or Spanish.
- To be able to analyse a concrete context in order to plan educational activities, in this case a suitable assembly to get the best results.
- To design spaces and situations, which promote and facilitate the acquisition of early childhood learnings.

3. MOTIVATION BEHIND THE STUDY

Due to the fact that our society is changing and it is more and more multicultural, the government have elaborated bilingual policies to apply in schools¹, where bilingual programmes have been promoted in order to give the students the possibility of being able to be proficient in communicating in different languages, especially Spanish and English.

There are many schools which have designed their school programs based on bilingualism; offering English, as a second language, from Infant education. The implementation of a bilingual programme in a school requires teachers who have good abilities in English language and knowledge about how to work with a multilingual method. This degree in Infant Education, with English specialization, is a good way to train future teachers which could work as a tutor in infant education and could also use both languages (Spanish and English) in a real bilingual method.

To work in that way, the main features in Infant education must be taking into account, and we cannot forget that the meeting or assembly in this stage is basic for the pupils' learning process. So Infant education teachers have to be able to develop a clear scheme for the meeting time, with clear activities and proposals and they also have to use both languages to develop a global learning.

¹ - BOCyL: DECRETO 122/2007, de 27 de diciembre, por el que se establece el Currículo del segundo ciclo de Educación Infantil en la Comunidad de Castilla y León (2007).

- Spanish- English Infant Integrated curriculum (2013) Ministerio de Educación Cultura y Deporte.

There are many ways to make an assembly but not all are useful for the children. The assembly has to be planned by the teacher because it has to be the starting point of knowledge. The activities, resources, timing and topics must have a clear aim in order to be useful for the learning process. In this work I research the assembly and its importance for the learning process in Infant education and I also try to offer a work proposal for the meeting time in a five year-old class.

As a conclusion, the designing of an assembly on Infant education is part of an Infant education tutor labour, so it is part of her competencies, and combining the mother language with a second language (English) in a correct way, in order to develop the pupils learning, is part of the English teacher labour. To sum up, designing a model of assembly and using on it a bilingual method is part of an infant education teacher specializing in English, so that is my aim.

4. THEORETICAL BACKGROUND

First, I will define and reflect about the assembly, what it is, and its importance. The assembly is an essential part into the school day, and it is an indispensable element to understand the current education conception of Infant Education, nowadays. An assembly will appear in all Infant education syllabuses, in one way or another, because the assembly is the engine of the classroom.

The assembly in Infant Education is a meeting moment between the teacher and the pupils, it is a moment to express feelings, ideas, tell about their experiences... moreover it is a moment to learn, learn to do and learnt to be. The assembly makes pupils develop their social relationships, which are necessary and rewarding for them.

Sometimes the assembly is seen as a disorderly meeting; however it is not the reality. The assembly is something very useful and organized; if the meeting goes wrong due to the lack of teacher preparation it is likely that the rest of the morning activity will go wrong too. The assembly has to be planned and it has to be a way of motivation for pupils, because the assembly must have activities which stimulate and motivate children to the learning process and the activities also have to support the pupils' autonomy and esteem in order to look in favour on their personal image.

I have based my practical proposal in different theories that are meaningful to the ideas that I have followed in order to design a way to work the assembly in Infant Education.

4.1 Official guidelines

The connection with DECRETO 12/2008, de 14 de febrero, por el que se determinan los contenidos educativos del primer ciclo de la Educación Infantil en la Comunidad de Castilla y León y se establecen los requisitos que deben reunir los centros que impartan dicho ciclo.

When planning the activities and moments of the assembly, I took into account the knowledge areas of the Spanish curriculum as I have to work into the curriculum scope; those are the demands I have to give a respond to in the assembly:

1. Self- knowledge and personal autonomy:

The personal identity appears as a consequence of the relationships which children establish with the environment, especially with their social relationships. So, those established by pupils in the assembly with other children, help them to know themselves, to value themselves and to be different from the rest, to have their own ideas and ways to act, while they are learning how to respect others and interact with them.

When the pupils acquire their self-concept, they are able to get responsibilities and, in this way, develop their autonomy, because they will be able to do things by themselves.

2. Knowledge of the environment:

Children in Infant Education are aware of the first social groups which they belong: the family and the school. The knowledge about the performance and rules of those social groups makes pupils learn about how they have to act in order to get a good coexistence, and some of those rules are worked in the assembly. In addition, the assembly can be a place where the problems can be solve, because they can argue, always in a respectful way, in order to express their disagreements.

Besides, the assembly helps pupils to understand the changes in their environment, they are aware that the time goes by and it produces changes. In the assembly they work with physical situations and phonemes, little by little

they assimilate those changes in an abstract way, developing their abstract thought as well.

The information to work in the assembly has to be related with the thinking stage of the pupils because they work special and temporal notions that have to be worked in a logical way, from the physical representations to abstract notions.

3. Language: Communication and representation:

In relation with this area the assembly let pupils related with the environment through the language. They have the opportunity to express their ideas and opinions; the assembly is an opened moment for dialogue.

The assembly teaches different ways to use the language because this is not only a verbal language. Other ways of expression can be developed: artistic language (pictures, images) musical language (all songs and music) body language (non-verbal language, learning through the body) visual language (observation of reality through images, videos...) mathematic language...

Besides we will include the learning of a second language because of the importance for the English. We can work English during the assembly in a bilingual way where the use of English is something logical and common for the pupils, in connection with all the other elements mentioned.

Having the Official Curriculum as the reference to set the abilities that pupils have to develop in Infant Education, those are ones that I would select:

Self- knowledge and personal autonomy	To know their bodies, improve in the control and accuracy of the movements.
	Recognize and identify their own feelings and emotions and express them to other.
	Create a good self-image, as a result of a positive interaction with other people.
	Do daily activities in an autonomous way in order to be more and more independent.
	Adapt their behaviour to the needs and requirements of others.

	Act with confidence, and develop attitudes and habits of respect, support and collaboration.
Knowledge of the environment	Observe and explore their environment, situations and relevant acts of their daily life.
	Identify different social groups their characteristic, values, culture and lifestyle.
	Develop good relationships, adapt their conducts to different situations and solve problems and conflicts always peacefully and respectfully.
Language: Communication and representation	Use the language as an instrument of communication, representation, learning, enjoyment and social relationship.
	Expressed with a precise and appropriate vocabulary, with clear pronunciation and correct intonation.
	Understand information and messages received from the others, and participate with interest and respect in different situations social interaction.
	Adopt a positive attitude towards the language, both own and foreign.
	Understand and respond, verbally and nonverbally, to oral productions in a foreign language which are associated with common classroom tasks.
	Identify words into phrases and discriminate phonemes in a visual or hearing way.

The connection with the Spanish-English Integrated curriculum

In order to increase the use and knowledge of the second language (English), as well as the cultural aspects from English speaker countries, THE Spanish Minister of Education and the British Council, in 1996, signed The Bilingual Project between the Spanish Minister of Education and the British Council. The Bilingual Project agreement was signed on February 1st, 1996 (last renewal April 18th, 2013), and it established as the main aim the creation of a frame of cooperation between both countries: curricula and projects are integrated and simultaneous. This integrated curriculum includes the contents that both parts consider as essential for the knowledge of the historical, social and political reality of both countries, as well as the methodology to implement.

“The guidelines in English for the 3 years of the Infant cycle are closely related to the curriculum in Spanish for this cycle. The focus is on the development of the whole child through a curriculum which considers the physical, cognitive, social, emotional and cultural development of each individual in the context of the immediate society in which the child lives, i.e. the school and his/her environment.” (Integrated curriculum, 2013, p 9)

In addition the methodology is based on topics, which can develop skills from all the different areas in Infant Education. The work project is based on a topic that relates every single activity and area, so each topic could be planned to work in Literacy, Maths, Knowledge of the world, Music and all the other areas.

With this agreement, the government gives students the possibility to be able to express themselves with correction both in English as in Spanish, since Spanish and British contents are integrated.

4.2 Constructivism

The constructivist current is referred here as it is necessary to explain that pupils are not a white paper which absorb all the new information but that as individuals they have their own knowledge and previous experiences which make their learning process different and special from the rest of classmates.

When pupils get new information of the environment there are two moments in the learning process: the assimilation and the accommodation (Piaget, 1975). The new information is received by the child who compares them with the previous knowledge and experiences, and then he gives sense to that new information and creates a new mental structure where the new information is mixed with the previous knowledge. In this way the brain of the pupil is like a shelf with many boxes on it. At the beginning, the boxes are a bit full but this new knowledge must fill them up, well organized because the pupils will be given clear mental schemes. Besides, the different mental schemes will be linked together because we will work with different experiences and knowledge at the same time.

Besides it is important to take into account the ZPD (Vygotsky, 1985) of each pupil if we want the learning process to be successful. The "*Zone of Proximal Development*" (ZPD) is Vygotsky's term for the range of tasks that a child can complete independently and those completed with the guidance and assistance of adults or more-skilled children. The lower limit of ZPD is the level of skill reached by the child working independently. The upper limit is the level of additional responsibility the child can accept with the assistance of an able instructor. In this manner the assembly has to be organized based on the context and experiences of our pupils, especially if we want pupils to do the activities alone and participate on them actively.

The labour of teachers is being mediators for pupils, they have to be a support when pupils have difficulties to reach a goal, but teachers must not be the centre of the learning process or in this case of the assembly. Besides, the teacher must give the pupils the mediators and resources that they need in order to complete the task in an autonomous way. So, the teacher is the one in charge to create useful Scaffolding for the pupils. The Scaffolding term was defined by Vygotsky (1985) and it refers to all the resources and displays that teachers give to the pupils in order to let them be autonomous and independent learners.

One important point in the scaffolding is that teachers have to be conscious of the pupils' learning because they are the managers who have to remove the mediator when the learning has been assimilated. If the teacher removes the mediator before pupils have assimilated knowledge, the learning will not be completed, so pupils will forget it.

On the other hand, if the teacher does not remove the mediator when the learning process has finished pupils will be dependent of the mediator forever.

In the proposal presented, I have tried to give pupils resources which can be changed in order to give pupils a greater demand because they have to progress in their learning process.

4.3 The development of different intelligences

Reaching the success in the learning process does not only depend of one type of intelligence, but on a set of abilities and capacities. Santrock (2009) defines five factors which affect to the pupils' learning process:

1. Their environment, view in a physical way because it refers to the illumination, the furniture, the size of the space, the noises...
2. Their emotions (motivation, responsibility, perseverance...)
3. Their social preferences (work in groups or individually)
4. Their physiological characteristics (visual, hearing, tactile...)
5. Their preferences to assimilate information

If we want to take into account the diversity of our pupils, we need to know their characteristics and learning styles; besides we should give them different options and ways in order for them to develop their own learning process adapted to their personal characteristics. To get this goal in the assembly, it should be divided in moments and stages where there will be several different activities.

4.2.1. Multiple Intelligences Theory

This is a pedagogical theory, which is related to the idea of taking into account the abilities and characteristics of the students, is Gardner's Multiple Intelligences Theory.

What Gardner (1983) said in his theory, "Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences." in a simple way, is that there is more than one type of intelligence; specifically he refers to eight different intelligences. And this means that there are many ways to learn and each of us has our own set of intelligences which implies as well our own way of learning; due to this fact we, as teachers, have to give pupils the

opportunity of learning in different ways being aware of their different ways of learning and providing them with a variety of activities to work the same content.

The assembly I propose is linked with this theory because I will try to include in it different types of activities in order to work with the eight intelligences that Gardner defined. The connection established to work those intelligences is as follows:

- Interpersonal intelligence: the assembly is a moment to share with others, and pupils need to develop and know social rules to interact with others.
- Intrapersonal intelligence: is developed because the pupils create a view of themselves when interacting with the environment, because they know their likes and limits.
- Bodily-kinaesthetic intelligence: we encourage this intelligence in the meeting area with dances, massages, and manipulative games.
- Musical intelligence: Pupils learn through songs, such as the days of the week song, the month of the year, healthy food habits and many others.
- Spatial intelligence: the organization of the assembly is designed in order for pupils to create a mental image. Furthermore, I will use visual aids as grids, charts, displays, mediators and pictures.
- Logical-mathematical intelligence: this intelligence is worked because in each assembly the teacher proposes different problem solving situations where pupils need to use the logical or mathematics concepts.
- Naturalistic intelligence: we really observe the environment or the reality, every day we have to measure the temperature and observe the weather.
- Linguistic intelligence: we develop especially this intelligent because the assembly is thought so that pupils communicate, express themselves orally.

4.2.2. Emotional Intelligence

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

Mayer & Salovey, 1997

We, as human beings, have two minds that work together, one mind thinks and the other mind feels. This fact produces that our feelings determine our thoughts, and the thoughts enrich the feelings.

The emotional answers have a biological base but they are conditioned by the social context. When pupils begin their social development, they receive much information about the emotions that will determine them. For example, a child needs an adult to teach him what shame is and when to feel it. The shame feeling is taught not innate.

Two types of intelligences coexist in the person (cognitive and emotional) but it is true that the emotional intelligent gives us the capacities and qualities which help us to become authentic human beings. For this reason it is important to work with the emotions and feelings into the school, especially in infant education when pupils are so young and they are learning little by little from their social context. Sometimes, the success in the school life does not depend on the intellect but on the emotional intelligent.

The emotional intelligence can be defined as the capacity of knowing and controlling their own emotions and recognizing the others' emotions (Goleman, 1996). Besides Goleman uses an Aristotle's quote to emphasize the importance of emotional intelligent *"Anybody can become angry - that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody's power and it is not easy"* For Goleman there are some abilities or stages that take part in the emotional intelligence:

- Self- awareness: recognizing and knowing our sensations, likes, emotions, feelings. This is the first part of the process as we cannot understand others if we are not able to understand ourselves.
- Self-control: When we know what is happening to us then we need to know how to manage all our sensations and impulses, respecting ourselves and respecting others.
- The enthusiasm: it is an essential factor to reach success. Loving what we do it is determinant to get the best result on it. Two people with the same cognitional

capacities can get different results in what they do if depending on their enthusiasm for it.

- Empathy: It is the capacity to recognize people's feelings, worries and necessities, and to act on them. As teachers we have to be aware that the empathy capacity does not develop until a child is five or more years old, because different researches showed in their investigations (Winner and Perner, 1983) that pupils need to have the "mind theory" in order to understand the operation of the people's mind, and this "mind theory" is not developed until the child is over than 4 years old. So, in this way we try to help pupils to understand the other people's point of view and feelings to make them empathetic children, because this is a hard point to reach when they are on infant education.
- Social skill: these skills help to manage the relationships with other people and build social support networks.

Therefore the school is a context in which pupils learn how to be emotionally intelligent. That process is called by Goleman "Emotional literacy" and this process tries to teach the pupils how to modulate their emotions, so as to develop their emotional intelligence. This emotional intelligence is part of the new educational currents and it has as an aim the development of emotional competences, which help to create a better personal and social wellness. The school tries to give a respond to social needs, which are not treated by formal education, using methodologies based on emotional intelligent.

In order for pupils to develop their emotional competencies, the teacher has to be emotionally competent. Nowadays, there is a need for a teacher who knows many concept and information about different theoretical topics and also a teacher who, in addition to the theoretical and practical knowledge, knows how to transmit different values and attitudes to their pupils.

The aims that Goleman designed to school are these:

- To detect problems in the pupil's emotional level.
- To help to know their emotions (happiness, sadness, shame, anger...)
- To classify emotions, feelings and moods.
- To teach how to express moods in a suitable way.

- To modulate and manage the emotions
- To learn how to be an emphatic person
- To learn how to manage the frustration
- To adopt a positive attitude for the life
- To avoid and manage problems and disputes.
- Make emotional intelligent decisions.

To sum up, I think that the future of the education is teaching our pupils not only theoretical knowledge but manners to improve their emotional competencies. The success is for people who fight for it decisively, and know how to manage the problems and the emotions and turn them into something which impulses them to reach their goals. In Infant education, I have specially focused in the recognition and control of the emotions and the development of the empathy which is for me one of the most important capacities of the human beings.

4.4 Developing skills in Infant Education children

4.4.1. Basic conversational skill

The assembly gives pupils the opportunity to talk with other about many different topics and experiences. Pupils need to develop some skills that are necessary to keep a good conversation with other people, and that is a point of learning for the pupils in Infant Education. They need, little by little, to be able to talk with others and make that conversation something fun and useful.

To keep a good conversation are needed the following conversational skill, which have to be taught to our pupils because those skill are not innate:

- Word turns:

The capacity to be involved in activities which need turns taking begins to develop when the children are babies. In this way, when they begin to talk, their capacity to keep the word turns is very similar to the adults' capacity.

However, there are some differences between children and adults and they are related to the timing. On the one hand the duration of the silence between the speakers' interventions are longer when children are less than 4 years old than after 4 years old. On the other hand, the intervention time is longer in adults than in children, but the difference disappears little by little as the child grows.

- Keep the topic:

Children in Infant Education can keep the topic of a conversation without problems; however adult must motivate and make the conversation interesting for the pupil in order to keep their attention in the conversation.

- Conversational rules:

In order for the conversation to be effective the speaker has to be involved in following some premises:

- Give the exact amount of information.
- Give true information
- Give relevant information
- Be clear

When those premises are broken it is because the person is giving information that should not be interpreted literally. Children do not understand those double meanings because they are not able to infer certain information.

- Adjusting to the speaker:

Children, even in Infant Education, are able to adapt their register to the listener, the courtesy grades are teachable, and so children will be able to use formal or informal register if we teach them how to do it.

4.4.2. Literacy skills

In addition to these conversational skill and related to the integrated curriculum there are some other reasons to include second language **literacy skills** in Infant Education, including the use of language into the assembly:

- ✓ Learning to read and write in English is a longer more complex process than in Spanish. An early start is essential to allow time for the children to become fluent readers and creative writers.
- ✓ There are differences between spoken and written language and it has been demonstrated that exposure to both together helps the children perceive these differences positively from the start.
- ✓ The advantages of an early start to acquire the language orally are greater if this is accompanied by an informal introduction to the written word through a meaningful context. The use of fiction and non-fiction books, classroom labels, classroom exhibitions and the systematic teaching of synthetic phonics all

contribute to effective language acquisition and the coherent development of reading and writing skills.

Those reasons show the necessity of using English as a common language to communicate into the assembly and also those are reason to motivate the introduction of English into the practical proposal. Besides, the targets for third course of Infant Education on literacy are shown in the following chart (Spanish- English Infant Integrated curriculum, 2013, p 49)

Infant 3: 5-6 years	
<ul style="list-style-type: none"> • Pupils demonstrate that they can: • Sustain attention and interest during each activity throughout the lesson • Show pleasure in listening (e.g. smiling and anticipating) and listen confidently to more complex language • Take turns to speak and listen to other children in relation to what has been said before • Remember chunks of dialogue or short phrases from simple fiction and non-fiction texts • Remember and use phrases to retell simple stories and explain natural processes e.g. from caterpillar to butterfly • Enjoy dramatising well known stories using different voices and actions with puppets, masks or other visual aids • Recite by heart a large number of songs, rhymes and chants • Identify and respond to sound patterns in teacher led activities: through rhyming games at circle time, when reading nursery rhymes and chants, when playing card games • Confidently understand classroom instructions and be able to repeat them to others • Confidently use set phrases to ask for help and permission or for other classroom routines • Begin to use familiar language in new contexts • Begin to experiment with combining language 	

4.4.3. Social skills

The assembly and daily routines in the classroom are an important part of the children's social development. It is mentioned into the Spanish and the "Integrated" curriculum, so they should be included into the classroom planning.

The integrated curriculum defined some skills which pupils have to be able to do at the end of Infant Education, in the following chart there are included the social skills which are directly work through the assemblies:

Class routines	<ul style="list-style-type: none"> ✓ Enjoy listening to each other in the group situation. ✓ Not shout in class.
Greeting and goodbyes	<ul style="list-style-type: none"> ✓ Say good morning, good afternoon, hello and goodbye. ✓ How are you? Fine, thank you.
Feelings	<ul style="list-style-type: none"> ✓ Express feelings: happy, sad, cross, angry, hungry, frightened, scared, surprised, and shy. ✓ Have positive self-esteem, actively participate in class and enjoy seeing displays of their own work and that of their peers.

Personal hygiene and health	<ul style="list-style-type: none"> ✓ Have an awareness of the importance of a balanced diet. ✓ Be able to dress and undress themselves
Behaviour patterns	<ul style="list-style-type: none"> ✓ Say “please”, “thank you” and “sorry ✓ Accept the concept of losing/winning when playing a game. ✓ Be aware of the importance of a job well done, and be able to take on board the idea that correcting errors is part of “doing something better”.
Sharing and participating	<ul style="list-style-type: none"> ✓ Share classroom equipment, and take turns to use things. ✓ Enjoy tidying up, and know where to put things.
Showing respect	<ul style="list-style-type: none"> ✓ Realise the importance of taking it in turns to speak. ✓ Have respect for other people’s personal space ✓ Show curiosity about the immediate environment

4.5 TPR (Total Physical Response)

This method is used in first stages in learning a new language and James Asher defined it in 1966. Teacher explains the method in native language to let the student feel comfortable; only when students feel confident they will start speaking all the time in the foreign language. It requires a silence period that the teacher must respect.

Teachers will use commands at the same time that they do them so that the students will follow acting out the command. Representing song, using song that requires gestures to be done as they are sung will be a good way to begin. This type of methodology is useful in the first stages of second language learning, because it is related with the children’s language development, which was defined in the integrated curriculum.

It is said that in the initial stages, the children’s understanding of English is largely demonstrated through nonverbal response to the language input: physical response to songs, games, stories, creative response through art and craft activities, expressions of pleasure arising from stories, songs and rhymes. (Spanish- English Infant Integrated curriculum, 2013)

Besides, pupils demonstrate what they understand through verbal response in Spanish and through repetition in English of “chunks” of familiar language, and little by little they are able to experiment with a mixture of English and Spanish and use this along with non-verbal response to get their message across.

This principle will be used in the proposal especially when routines in the classroom are set. Besides, this method is used when the student must respond with a physical response: it could be when the classroom is being organized for different activities or moments. Pupils assimilate the routines or the commands and they will use them in other situations with their classmates, for example to organize their classmates when they work in groups.

4.6 Learning through topics/projects

As the Integrated Curriculum (2013) says, topics give an ideal context from which to work as they merge the learning objectives from the different curricular areas to provide an opportunity for children to:

- Develop their knowledge and understanding of the world.
- Understand new concepts in a meaningful context.
- Develop socially, emotionally, physically and cognitively through the teaching of all curricular areas.
- Acquire language in a natural way.

By using a cross curricular approach, all subjects can be studied within a given topic. This methodology emphasizes links between subjects what helps pupils to develop a global learning process. Pupils will be able to connect prior knowledge and experiences with new ones.

Finally, it is said that along with daily routines, in which the assembly is included, topics provide a meaningful context in which the English language can gradually be understood, assimilated and then produced by the children little by little. As teachers use English in a natural way, children are not just learning lists of vocabulary, but learning to understand and use language in a meaningful context.

5. METHODOLOGY

The methodology that has been used for the development of this work can be divided in two parts. The first one is composed of a theoretical description based on important pedagogical theories such as Constructivism Theory (Piaget, 1975), Multiple Intelligences Theory (Gardner, H. 1983) or of Vygotsky Educational theory (1985). I have also read about many personal experiences from infant education teachers who tell

me about their meetings, how and why they do them. The sources that have been consulted are related with the main points of the theoretical background such as constructivism, multiple intelligences, scaffolding, emotional intelligence... The bibliographic search for this theoretical part of the work has been carried out mainly through specialized databases that provide access to numerous publications and by consulting textbooks in printed and digital format, as well as various websites.

The second and practical part of the work has to do with a teaching proposal for third course of Infant Education pupils; they are 5 years old. This proposal consists on a design to do assemblies with quite define activities, moments and resources, and its evolution through the whole year according to the development of pupil's skills and competences. I based on my own experience into an Infant Education class but I also take into account personal experiences from other teachers that I have searched on Internet, in some platforms as teachingchannel.org. The practical proposal is closely linked with the theoretical background because I based my work in the constructivist theory in which pupils are the centre of the learning process and all the new knowledge begin from the pupil's previous experiences and knowledge.

Finally, there is a final consideration about my own proposal but also about the importance about assembly assessment; factors can be evidences that the assembly has different types of mistakes.

6. PRACTICAL PROPOSAL

I have designed a practical proposal about how to do an assembly in the third course of Infant Education, with the different activities and its variations for the different moments and situations during the whole course.

My idea is create a type of assembly that develops the autonomy and the oral expression of the students and gives them the opportunity to connect their previous knowledge and personal experiences with the new concepts and information. Before showing my own proposal I have to say that my idea bases on my internship period in a British school in Palencia province. So, I am going to explain the context and the main characteristics of the assembly that I have done in my training period.

6.1 The context

The school is a British school in Palencia, with pupils from 3 to 12 years old. I worked with pupils of 5 years old, at the end of the second term and the beginning of the third term; this fact is important because pupils at the end of third course of infant education have assimilated all the contents and parts of the assembly and the majority of the pupils are able to do many things autonomously.

In this point of the course, the assembly can be reduced or changed in order for pupils to get used to the way of acting in Primary Education as in that stage there will not be assemblies every day, so what we tried with the assembly is to reduce the time for the children's interventions and extend the part to work and emphasized knowledge.

The class has got 25 students; there are some special cases such as A spine bifida child, a child with conduct disorder and another child with problems to produce oral and written language. In addition to those special children, the group is very uneasy and they have problems to spend long time listening or quiet in a site, so they demand a big variety of activities and moments in order to follow the class.

However, they are pupils with an intense feeling of belonging to the group; they value the others and respect the differences and diversity of their classmate. Due to this respect for the diversity they work perfectly in groups, because they are able to help the others and respect the ideas and opinions from other people, but they are five years old and it implies that they are in a egocentrism stage, what make children want to be the centre of their reality and maybe do not take into account the opinions and feelings of other people if they are focus in their own points of view.

Besides, they are very participative, so they easily take part in the activities that need to be practical and manipulative if we want that pupils keep their attention. They have a great physical strength and they are very active, they need to move and enjoy with their bodies, so it is important to develop kinetic activities to cover this necessity of moving.

This group has a close relationship with the teacher because the teacher is their support point. They are very loving and respectful with the teacher, they need to feel loved and supported but it does not mean that they do not have to be punished sometimes, because they need limits.

I want to talk about pupils' language skills; because I think that it is a basic for the design of the proposal. The official Spanish curriculum (2008) says that in infant education is important to develop the first contact with the written skills, what means the recognition of the most important words in the pupils' daily reality and the writing of common words as their names. However, pupils know how to read and write before primary education, there are very few cases of pupils who do not know how to write or read when they are in the first course of primary education, moreover children who do not read when they begin primary will have more problems to follow the lessons.

To sum up, five year old pupils know how to read and write in Spanish and they can also read words in English, however it is difficult for them to write in English yet. So, it is very important to use an illustrator to help our pupils to write the words which they know and really understand.

6.2 The assembly

The class teacher work in the assembly and the aims followed were my starting point so I need to refer to them first. There was one assembly per day, at the beginning of the morning, and it took more or less one hour. There are 3 different moments in the assembly:

- **Reception (5 minutes):** After arriving at the class pupils leave their bags and their coats and put on their smock. When they are dressed they sit down on the meeting area, the teacher greets and places them taking into account different aspects such as mixing boys and girls and mixing the quiet pupils with the most active ones in order to control them.
- **Pupil's interventions (20 minutes):** When all are in the meeting area in a semicircle the teacher sits in the centre of that circle so that every pupil can see her. Then, the teacher invites the manager of the day to sit next to her. Pupils will share their experiences and whatever they want with the rest of the class. They raise their hands for turn taking. At the beginning, they usually listen to their classmates without interrupting but sometimes they lose interest and they only want to speak about their own things. Later some suggestions provided by the teacher or others suggested by others, in order to keep the attention and for the pupils to respect the turn taking will be described.

- **Meeting routines (15 minutes):** this part of the meeting is the one that suffers the major number of changes; as there are many repetitive actions that once assimilated have to be changed if we want pupils to go through new challenges. You can find the different routines in the following chart, in which you can see the modification between the first assembly in February and the last one in May. When the “After chart” is empty it is because it does not change.

Activities	Before	After
Greeting	The manager greets the rest of the class and the rest answer with the same answer.	
Roll call	The manager asks for each classmate who answers with “YES”. The manager is helped by a list with the names and the photo of each classmate.	
Counting and note how many pupils are in the class.	The manager counts the girls and writes the number on the whiteboard (next to the drawing of a girl), the counts the boys and write the number on the whiteboard. Finally, he counts everyone and writes the number.	The manager writes how many girls and boys are not in the class, then he has to solve a math problems, he calculates how many pupils are in the class subtracting the number of pupils who are not at the class from the total pupils.
Set the date and the weather	Every pupils sing “Colorina’s song” which a song about the days of the week. Then the teacher moves the bird to the correct day of the week, and sticks the weather card that is given by the manager.	The manager moves the bird and sticks the weather.
Set the calendar	The teacher moves the ball to the next day of the calendar; everybody counts how many days of the month have left.	The manager writes the dates and the changes the new display about: <ul style="list-style-type: none"> • Yesterday was: • Today is:

	The teacher sticks the day and the date while the manager writes the date on the whiteboard.	<ul style="list-style-type: none"> • Tomorrow will be:
Read the calendar	<p>The teacher asks one by one, following the order they are sitting down, the following questions:</p> <ul style="list-style-type: none"> • What is the day? • What is the day of the week? • What is the month? • What is the year? • What is the season? How many seasons are? What are the seasons? • How many days have the week? What are they? • How many months have the year? What are they? What is the position of... (May...)? 	
Reading activity	The teacher passes cards with the names of the pupils in order to each one reads one card.	The manager picks up his name from all the names cards while the teacher passes cards to be read by pupils about the topic that is working on that moment.

- **Introduction of the theme or works that are going to be done during the school day (20 minutes):** it depends on the goals the teacher wants to get. For example, on Tuesdays the teacher works with activities or games related to literacy.

This assembly is my point of reference to develop my own proposal because it has several aspects to take into account in the third course of primary education. Beside, through this assembly pupils develop the following skills:

- Identify the classmates

- Respect the word turns
- Respect other classmates, don't disturb.
- Improvement of the oral expression (vocabulary, pronunciation, gestures...)
- Develop space and time concepts
- Adaptation to school
- Develop pupils self confidence
- Give the scaffolding to make pupils to organize their previous knowledge and mix them with the new ones.
- Develop the concentration and observation capacities.
- Give the pupils the opportunity to be more autonomous little by little.

6.3 Other proposals to consider

Besides the ideas that I have chosen and learnt from my training period I have looked into other ways to work in the assembly from different teachers.²

About the space and materials for the assembly

Although the space does not seem important it is determinant for a proper assembly. The assembly space has to be a comfortable place without annoying objects which produce distractions and problems in our pupils. For example, it is not advised to set the assembly next to the racks because pupils will touch them, play with the coats... Besides, that space has to be comfortable in order for our pupils to spend time sitting down there, so we can have a carpet, even each pupil can have a cushion to sit on. Finally, the size of the carpet has to be large enough, that means that all pupils and teachers could sit down on it without disturbing the other pupils next to them.

The materials and resources that will be used in the assembly have to be selected by the teacher because they have to be suitable materials in order to give the pupils the scaffolding to take part in it in an autonomous way. The basic resources that teachers usually need are:

- ❖ A part of the wall covered by cork to hang there all the displays and mediators useful for the meeting.

² Sonia Garcia blog: <https://soniaeducadorainfantil.wordpress.com/category/asamblea/>
Elisa Hernández youtube-channel: <https://www.youtube.com/watch?v=AStG2ne9Pps>

- ❖ A whiteboard in which pictures can be written or stick.
- ❖ A computer or an interactive board.
- ❖ A little settle for the teacher.
- ❖ A cupboard to keep all the cards and instruments for the assembly.

I will refer to the displays for the proposal as each teacher has her own displays and mediators, although there are some very common such as the calendar, the weather register, the assistance register...

About how many time the teacher uses the assembly:

Several teachers do the assembly once a day but there are other options, for example you can do a second assembly after the break in order to solve problems that pupils have in the break time, something that is very common on Infant education. Besides, there are teachers who do an assembly at the end of the morning as a way to review the works or to say goodbye in a special way.

About the duration and stages of the assembly:

Some teachers may spend more or less one hour in the assembly, while others limit the time to 20 or 30 minutes as the assembly is consider the time to share experiences and set the routines. I consider that you can work many things in the assembly, and it can be used as the base to work during the whole day, it can take one hour if there are different activities and moments to avoid the fatigue in our pupils.

About the abilities and capacities:

There are teachers who make many types of activities in the assembly because they try to develop their pupils' intelligent, so they try to work with multiple intelligences to make pupils complete learners. Pupils learn in different ways, each one is special and different, and maybe what it is perfect for one pupil is useless for another. So, working different types of activities all pupils can develop their learning process. That is the reason why the assembly has to have different moments and activities.

About how to organize pupils in the assembly:

The arrangement of the pupils in the assembly can be in two different ways (Lentin, 1980):

- ❖ Sitting around a subject of observation: All students can observe and listen at the same time and it is the teacher who moves from one place to another and is available to all individual considerations.
- ❖ No subject of observation: pupils sit down on the floor in the way they prefer, and the teacher also sits on the floor or in a little chair while reorganize the pupils in the spaces, for example she sits near pupils who are busiest and mixed pupils with a great capacity of inhabitation with other less capable because it involves a bigger grade of motivation and attention of the students.

Besides, the seating options are important to keep the pupils attention, giving pupils the opportunity of choose the type of seat they want; maybe, it can be perfect to involve them into the assembly.³

After revising these factors to organize an assembly I design my proposal, linking my personal experience with other teachers' experiences.

6.4 An assembly proposal

The space

I have designed a map of the class in order to set the meeting area (to check click [here](#)). I have taken into account a good corner with good lighting and enough space in order to sit down there without disturbing others and having enough space to do movement activities.

The resources and materials

In the meeting area suggested these different elements can be found which are basic in order to achieve a good result in the assembly:

- **A very big carpet.** This is a special carpet because it is like a big puzzle. So it can be divided into many pieces that allow us to create different work groups. When children sit down there they have to sit on one piece only so they respect each other's personal space. All these pieces can be also moved to anyplace into the class in order to work in different ways. The pieces of the "puzzle" are the

³ "Seating option" video on teaching channel: <https://www.teachingchannel.org/videos/seating-chair-options>

key to understand the type of activities that I would develop in that area, because I look for relaxed situation where we can share in big group.

- A **mobile whiteboard**. This resource is used by the teacher to illustrate her discourse, because maybe some pupils need a visual support to understand her, so we encourage learning through multiple intelligences. It will be necessary to do some specific activities based on literacy or maths.
- There is a **bench with two big drawers below**, it will be used for the teacher but it is also a resource to give responsibility to one pupil, because if any pupil sits on it has more responsibility because he is the manager.
- Next to the armchair we have a **cupboard** in which all the displays, cards and mediators used in the assembly are kept; I will talk about it in the description of the assembly.
- There's an **interactive board**, the objective is work with the digital competence and the uses the ICT like a routine. For example, we can do interactive activities always in group to encourage the discuss, sharing opinions and agreements.
- The part of the wall where the assembly takes place is covered by **cork** because all the mediators used for the daily routines are hung on it.

The number and duration of the assembly

After my investigation I have decided to develop three assemblies per day, each one with a specific aim and different duration too. The reason why I have taken this decision is because I understand the assembly as a whole group meeting but it will depend of the moment in the school day and the goal. Therefore, I am going to explain which my three assemblies would be:

- Assembly at the begging of the morning: The main objective is to place pupils into the working classroom environment and prepare them for the activities that are going to be done during the school day. Besides it tries to develop concepts of the main three areas and the other specific areas such as mathematical and musical.
- Assembly after the break time: The aim of this assembly is solving the different problems and share important situations which have taken place during the break time, besides it tries to relax the pupils and get calm and predisposition to the work.

- Assembly at the end of the morning: what I try to achieve with this assembly, apart from developing good habits such as say goodbye, is to develop a way to do assessment because I want to give pupils the opportunity to share with others their results, the works and efforts they have done.

I am aware that in the last course of Infant Education the requirements are so many however I think that working in that way can let to a better learning process and the results will be better too. What I mean is that maybe, I spend less time doing written works in an individual way but children will work literacy as much as they would do two or more literacy worksheets per day, a real experiences with the language and the use of the language as a way to communicate and learn is the best way to develop our pupils language and communication capacities and abilities.

Classroom methodology

The type of methodology that will be used into the lessons is based on these two methodologies which I referred in the theoretical background, TPR and learning through topics. Although, the assembly is the centre of the practical proposal it is necessary to define a clear methodology that explains how to work during the whole school day.

The assembly will be changed or affected by the topic which is being worked in the lessons, especially, the assembly at the beginning of the morning, because some activities, for example the games after the routines, will be based on the topic.

Besides, TPR is the best option to use English into the assembly and the lessons because pupils will understand the second language little by little and their answers will be physical or part of routines and habits into the lessons. The routines in the class and the assembly can be done always in English through TPR method.

Developing skills

Finally, I have developed my own concrete goals which I want pupils to achieve, they are related with all the skills and capacities that the Integrates curriculum defines and also with the Goleman's theory, because I want to give pupils the opportunity to be successful student in any area.

- **Social skills:**
 - ✓ Take part and feel part of a class group
 - ✓ Respect the classroom rules
 - ✓ Accept responsibilities
 - ✓ Be punctual
 - ✓ Cooperate with other pupils
 - ✓ Respect others, its ideas and works
- **Language skills:**
 - ✓ Improve the vocabulary
 - ✓ Use a correct verbal language
 - ✓ Keep the attention in a conversation
 - ✓ Keep the topic
 - ✓ Respect the word turns
 - ✓ Improve the use of non-verbal language
 - ✓ Acquire fluency to speak in public
- **Space and time skills:**
 - ✓ Recognize the space and its elements
 - ✓ Organize temporal sequences
 - ✓ Observe the pass of the time, link it with physical changes in the environment
 - ✓ Develop time awareness in order to know the routines and moments into the classroom and the school day.
 - ✓ Follow a number sequence
- **Cognitive skills:**
 - ✓ Improve the capacity of attention and observation
 - ✓ Knowledge of the proximal environment
 - ✓ Development of the memory
 - ✓ Calculate and solve problems with simple operations such sum and subtraction
 - ✓ Identify different geometrical bodies
 - ✓ Recognize common objects and its characteristics
- **Emotional skills:**
 - ✓ Recognize the own emotions and feelings

- ✓ Express feelings and mood in a suitable way
- ✓ Share with other problems and success
- ✓ Recognize moods, feelings and emotions from other people
- ✓ Support others, help them when they need it
- ✓ Respect opinions and ideas different than owns.
- ✓ To be motivate and have a positive attitude to work in class.

Assembly one, at the begging of the morning, phases and activities:

- **Reception (minutes 5):**

- 1) Pupils come into the class in a line, when they come through the door they have to greet the teacher; each week there is a special greeting which is decided in the last assembly on Friday.

The greeting in the first week will be a Spanish greeting; the pupils can suggest the type of greeting they use at home or in their daily lives. If there are some pupils from other countries it would be a good manner to begin with their greetings from the world and other cultures.

Besides, we can even suggest that pupils make up greetings, for example if we are working the animals we can let them invent a monkey greeting, if the teacher takes that initiative as something serious and important pupils will take it in the same way, and it will not produce a loss of control of the group.

- 2) Pupils put off their coats and put on the overall, then they set their bags and folder in their sites and finally they sit down in the meeting area. The teacher will be there to place them suitably to keep their attention as long as possible. It is important to mix pupils, who are quiet with those who are not, to get the balance.
- 3) Everybody sing the good morning song, they have to option in English or in Spanish. They do it standing because the song has movements and it is a way to motivate and encourage them because they have already woke up.
- 4) Everybody sit down on the floor except the teacher who takes a site on the bench and invites the manager to sit down next to her. Then the teacher gives the manager the medal that shows he is the manager.

- **Moment to share with others (between 15 and 20 minutes):**

I have decided that instead of letting pupils talk about anything they want, I will set a theme for each day. The reason of this decision is that sometimes pupils at these ages always talk about the same topics and things, because their proximal environment is the same the majority of the times, as a result the assembly talks can become monotonous and without interest.

MONDAY	Talk and share about some activity or experience of the weekend.
TUESDAY	Talk about an imaginative proposal, for example what will happen if we could fly?
WEDNESDAY	Bring something important for their daily lives, games, puppets, books and talk about them.
THURSDAY	Important news they want to share with other, they can bring the newspaper, the link to the news on Internet, or a video...
FRIDAY	Future plans

With these topics I try to give a different option to talk every day, I let them share their personal stuff, especially Monday and Friday because they could have lived something special in their lives but the rest of days I want it to be different. Although, the teacher has chosen the topic of the day, it gives the pupils the opportunity to talk about themselves, their lives, their way of thinking...

For me Tuesday is a very special day because I give them the opportunity to be creative, to let their imagination fly. This may seem something simple and ordinary however many schools put an end to the children's imagination because they considered that pupils need to mature and there is no way to do it if pupils do not focus in the intellectual thinking.

The idea to participate in this part of the assembly is that the teacher writes on the whiteboard the topic, this is a way to make pupils read. Then the manager of the day will start with his comment, the rest of the pupils listen to him and if they want to make a comment related with his comment they have to raise their hands.

To change the speaker the manager selects which of his classmates will be next. However, the teacher can select who student is the next, if she considers that there are pupils who do not participate or participate too much.

- **Morning routines (10 minutes):**

In the third course of infant education pupils have assimilated the different routines of the assembly in Spanish and part of them in English, so I have decided that this part of the assembly will be always in English.

In order to make the routines more visual and easy to understand I will describe them in a chart which has three columns. The first column has the title of the activity, the second one is a description of the process and the third one includes some variations which can be done to adapt the activity to the pupils' needs. Finally you can find an image of each mediator on this [link](#).

<p>Roll Call</p>	<p>In the assembly there is a mediator as you can see in the fourth column.</p> <p>The manager read the names aloud one by one. The classmates have to answer when they listen to their name. But they do not answer only with a “Yes” each day there is special way to answer. For example, if we are working with animals they have to answer with the name of an animal, we can even do it more difficult, they have to answer with the name of animal which begin with the same letter as their name.</p>	<p>The mediator in four year can have the photo of each pupil with the name below and in three years can have only the photo.</p>
		<p>Some options to answer for a week can be these:</p> <ul style="list-style-type: none"> ❖ School object ❖ School object which begin with the same latter as their names. ❖ Square shape school objects ❖ Soft objects ❖ Rough objects
<p>Math problems</p>	<p>The manager has to count how many pupils are in the classroom. He has to write how many girls are not in the school and then how many children are missing. Finally, he has to count how many pupils are in the school through a subtraction, pupils who are usually in class least pupils who are missing.</p>	<p>When they are younger they can count their classmates touching their heads, and they only have to take notes about the amount they have counted without make a subtraction or a sum.</p>

<p>Calendar and date</p>	<p>Everybody sing the song of the days of the weeks, the manager stick the paper “Today” in the correct day.</p> <p>Then they sing the song of the months of the year, the manager set arrow in the correct month.</p> <p>Then the manager set the season while the teacher asks other pupils about how the trees in that season are or when it started or will finish.</p> <p>The manager stick the day into the calendar and count how many days have passed and put stick into the boxes which show hundreds, tens and units. Then he checks if there is some special event on the calendar.</p> <p>If there is for example a Birthday it is the moment to sing the Happy Birthday song and give the big medal to the birthday child. If there is an excursion or other type of event it will be comment at the end of the routines.</p>	<p>It can be paper for “yesterday”, “today” and “tomorrow” to set in the days of the ways in order to create a timing</p> <p>The manager can say any important that happen in that month for example October: Halloween time, December: Christmas time...</p> <p>The number of the calendar can be divided in colours red for the tens and blue for the units so they have to pay attention when the put the day, for example to put 25 the need a red number two and a blue number five.</p>
<p>Weather register</p>	<p>The manager goes to the window and look at the sky, then he set the weather mediator, it has two parts how</p>	<p>In addition to the mediator it can be a paper where pupils can write the exactly temperature, because there is a thermometer</p>

	<p>the sky is and what is the temperature. While everybody sings the weather song “How is the weather?”</p> <p>Then the teacher can ask to the rest if they agree with the manager. She also asks about the clothes they need to this weather to the rest of the pupils.</p>	<p>outside the window. In this way pupils learn how to read the temperature and how to write it.</p>
Jobs	<p>The teacher will stick the names of the pupils who have any of the following rules in the mediator, and remember their responsibilities:</p> <ul style="list-style-type: none"> ❖ <u>Line leader / End of the line leader</u>: on the one hand, the line leader has an identifier which is a mini-flag, he is the first person in the line, on the other hand the end of the line leader when he stay in the line he is going to count up from 1 to 10 and everybody has to be in the line yet. ❖ <u>Table’s manager</u>: they have to supply the materials to their table group. They also have to pick up the materials and carry to their places. 	<p>We can create more jobs for the rest of the pupils give them more possibilities to act and be responsible, for example can be an Eco-monitor, a librarian, a rack-monitor... It depends if we want to divide the responsibilities.</p>
Timetable	<p>The teacher give to the manager a list with the</p>	<p>We can ask other pupils to read the list of the activities to the</p>

	<p>activities which are going to be done, then the manager has to set the activities in the correct order into the train wagons.</p>	<p>manager in order to involve the rest of the pupils.</p>
<p>Healthy snack</p>	<p>We sing this song with their gestures: https://www.youtube.com/watch?v=-oef2fvDRJc Only the part of the song which says the food they will have in the snack time. For example if there is fruit: <i>Fruit, fruit,</i> one, two, three, <i>Fruit, fruit,</i> one, two, three, One for you, One for me One for the teacher One, two, three.</p>	<p>The song can be different; it can be in Spanish too. It depends of the teacher if he likes some other song.</p>

- **Work some areas or topics (20 minutes):**

Depending on the activities which will be done the rest of the day, this time can be use in different ways. I have designed some activities related with different areas, combining then in the way the teacher prefers.

1) Games with letters:

We introduce a letter for example the R, first the teacher shows two cards with two words with the letter R, in this case are two because the R can be read in a strong or light sound. Pupils have to reproduce the sound of the letter R and then the game begins:

- Option one: the teacher asks pupils to think about some word which have the letter. Then pupils will say and write it on the whiteboard.
- Option 2: the teacher asks pupils to touch something which has the letter and stay quiet until she asks to the pupil.
- Option 3: the teacher gives a card to each pupils with an image and the pupils have to say if the word has or don't the letter.
- Option 4: They sing the song of the letter; if we want to work in English we can use a song from Jolly Phonics method.
- Option 5: Guess the word which will be written on the back by other pupil and then write it on a paper.
- Option 6: Complete an acrostic with the word that the teacher says.

2) Games with maths:

- Option 1: The teacher puts on the floor two numbers and selects two pupils, and then she asks for the bigger or littler number.
- Option 2: Pupils can work with roods, the can be divided in groups and each group has a set of rood, then the teacher can show a rood and ask pupils for a combinations of rood in order to obtain her rood.
- Option 3: There is a number line in the assembly zone, the teacher moves some number while the pupils close their eyes, then pupils have to discover the mistake and correct the number sequence.

- Option 4: Teacher asks pupils to organize in a line follow different factors, for example the height, the age...
- Option 5: The teacher asks pupils to make groups following her indication, for example she can ask groups of 7-2, groups of 5+8...

3) Games with the topic of the project:

In this case is more difficult to define activities which can be used for every Single topic for example the animals, the plans, the city, the space... but I can suggest these:

- Option 1: The teacher hands out a card for each pupil, some cards have images and the others have words. Pupils have to find his pair and stick both cards on the white board.
- Option 2: The teacher sticks some picture cards on the whiteboard, and hands out word cards to some pupils; one by one they go to the whiteboard and stick the words under the correct picture.
- Option 3: We can play a mimic game with the most important contents of the unit, the teacher select one pupil and gives him a paper with the object, character, animal or situation that the pupils has to perform in order to the rest of pupils guess it.
- Option 4: Introduce some experiment which is important for the project, for example in the Space project I performed the succession of day and night with balls and a torch.

Assembly two, after the break time:

- **Reception (5 minutes):**

Pupils come into the class in a line; they go to the racks, leave their coats and pick up a towel to clean their hands. Then, they set their personal stick (a little wood stick with an image of their face) into the box with the face that represents the way the feel. When they finish, they will sit down in the meeting area, it is important that the whole process will be done in silent or speaking softly.

- **Share experiences (10 minutes):**

Then the teacher asks about the pupils' behaviour and gives them the opportunity to talk about their problems or arguments, pupils have to raise the hands to ask the word turn and the teacher gives them the "Word stick" which is

a plastic wand. This stick is a way to control silence and respect the turn taking. If there is a discussion between two pupils the teacher will be the mediator and give them the opportunity to express their points of view, the rest of the class can make inputs and give possible solution, at the end the students who are involved in the problem have to reach an agreement.

Besides, we can work with feelings of our pupils and we can use the English language for it because it is something known by pupils.

- **Time to relax (10 minutes):**

To finish the assembly the pupils arrange in pairs to the relaxation time, because they will give and receive a massage (in the hands, in the face, in the back...) while a relaxing music is playing.

Third assembly, at the end of the morning:

This assembly is special because it is not the same every day. However it has got five types of activities that can be done or not, it depends of the day of the week or the project and activities which have done during the morning.

1) Show and tell

Because of the methodology of the class, in my case task-based method, there will be many days in which pupils will work in order to create and design some task and projects. It is important that pupils can show their works to the rest of the class, if we want them to feel that what they do is important and give the opportunity and the capacity to assess themselves and others.

This is the reason why I have a part in the final assembly to show their projects and of course tell about them to the rest of the class. There can be days in which pupils do not display anything but at least one day per week it will happen, so when I do the syllabus for any week I must have a clear idea about the activities which will be done and of course about the performs which I want to take place in the last assembly.

Maybe, as a little tip, it is interesting to establish a day in which the expositions take places for example on Thursdays; this can be a way to have always a time for this important moment in the learning process.

2) Travelled book

The travelled book is a reading plan proposal, this plan is compulsory for the school and each teacher chooses what activities can be developed into their lessons related with this plan.

In my case the title of my travelled book proposal in “Skippy travels with me”: I want the students to design and create a book where each week one of them tells the adventures that Skippy lived with them in their houses. I want pupils to develop the responsibility to take care of somebody and work with the writing and designing parts of creating a book. Each Monday the pupil, who was with Skippy the weekend, shows the book to their classmates and tell what they did that weekend. When the pupil has finished his “show and tell”, he will pass the travelling book to the next pupil on the class list.

In addition to the reinforcement of the responsibility and writing skill of the pupils, this proposal works the oral skill because pupils have to train their oral discourse, what they say and how they say it. Therefore, many of the language goals on Infant Education are worked with this proposal which is also motivated and fun.

3) Review “Board of good citizen”

There are some rules of the class as I explained before because we remember them every day in the first assembly. There is a mediator title “Boards of good citizen” which is linked with the classroom rules. It is a simple mediator which a double entry table, vertically you can find the names of the pupils and horizontally there are the six rules (written in English). If the pupil’s behaviour is good, he will have six green stickers, but the pupils will lose any sticker if he breaks a rule.

The pupils can lose and win stickers during the whole day; in the final assembly the teacher reviews the chart with the pupils. Those pupils who have six stickers will get a green face and those pupils who do not have all the stickers must apologize and will have a new opportunity to get the green face the next day.

I considered that it is important to reward pupils every day, because they are so young and they really live day by day, and each new day has to be a new opportunity to them, to improve and learn.

4) **Book delivery**

This action is also link with the reading plan. In the last course of Infant Education pupils need to improve in their reading skill because they need to read in a correct way before passing to primary.

The teacher will hang out books to read at home, every day, and pupils can return then when they read it. The teacher will be selected by the teacher in order to be interesting and useful for the children.

5) **Good bye song**

In order to finish the morning in a positive manner we will sing a good buy song, it can be a song that says good-bye but it also can be a song related with the topic that is worked in the lessons. And it can be in Spanish or English it does not matter. You can use a song for weeks or it can change as many times as you want.

6.5 An example: Assemblies in the unit “We are going green”

The integrated curriculum defined different topics to work in class. One of those topics is “Looking after our environment” this topic has as main contents the Global Warming and the taking care of the planet, specially work with the RRR theory, which means that children need to learn how to reduce, reuse and recycling.

“We are going green” is a unit that was planned during my specialization in English in the Infant Education degree, and it is included in a syllabus for a bilingual classroom. The topic is close related with the topic suggested by the integrated curriculum but it is focused on the environmental care and good habits that pupils must have at school and at home.

Through this topic we work in each area in a specific way but all the contents and activities have a close relation with the topic, and I want to use it as an example to work different meetings in a concrete unit.

This unit is part of the third term; specifically it is the first one after the Easter holidays as you can see on the chart:

3RD TERM			
12	WE ARE GOING GREEN!	7th April to 22nd April	THIS IS THE UNIT WE ARE GOING TO DEVELOP IN OUR PROPOSAL
13	YOU'RE IN THE VILLAGE, I AM IN THE CITY	24th April to 8th May	Everything is not identical in both places. What are the main differences? What jobs there are here? Moreover some surprises are waiting us, even a day we share some books with other kids!
14	LET'S TRAVEL	11th May to 29th May	We are going to go to..... What do we have to bring? What are we going to see? What kind of transport do you know?
15	GO HOLIDAYS	1st June to 23rd June	The end of the course... what a pity! We have learned a lot of things so we can't forget everything in the summer.

However, I made changes in the original design because the original unit only has two meetings for the school day and as I said before I would develop three meetings per day. To check the original planning, go to [Appendix 3](#) and to check the planning which I will use go to [Appendix 4](#).

After checking the activities which are planned for each day, I have designed the assemblies for each day, it is true that some assemblies will be the same during the whole unit but there are many assemblies which will be different.

To check assemblies at the begging of the morning go to [APPENDIX 5](#). In the appendix there are only the aspects which are specific for the topic “We are going green”, however the complete assembly, with all the stages and activities that I have described before, will be developed completely into the class.

The assemblies after the break will be the same during the whole unit or working with “We are going green” topic. However, in this topic about “being green”, pupils can use a recycled material to make the massages for example we can use paper strips from

newspapers. Pupils can move the paper strips over the arms and the faces of other pupils because it can be relaxed.

Finally, the assemblies at the end of the morning will have the following scheme, taking into account the activities in the unit. I have emphasized in bold the activities which are part of the unit “We are going green”. Check the assemblies’ description chart in [APPENDIX 6](#).

7. CONCLUSION AND FINAL CONSIDERATION

To conclude this work I would like to give some consideration about the assembly assessment. As I said before, the assembly is a basic point in the methodology in Infant Education but there are assemblies that are not useful and the teacher must correct any situation or activity not working properly.

However a good teacher should not blame the students when the assembly goes wrong, but must analyse and check what have been the mistakes.

One of the issues to analyse is if the assembly keeps pupils’ attention and participation. If all pupils take part in the assembly, more or less, in a balance way and they also keep the attention to the different activities and interventions we can say that the assembly is getting its aim and everything is going right. If any pupil disconnects from the assembly but he comes back to it without problems, for him and for the rest of the pupils, those moments of disconnections are not problems at all. The teacher should not be discouraged if pupils disconnect in some moments because it is something normal for children of five, they have an attention capacity less than an adult so teacher has to be proud if pupils take part in the assembly again because the resources and techniques which teacher use are successful.

On the other hand, if the group often distracts or two or three student does not stop disturbing, maybe, it is an indicator that something does not work. However, it can be changed and it depends on the teacher and the way of viewing the problem. If the teacher considers that it is a pupils’ mistake, he will not do anything to change but if

teacher sees the problems as a way to learn and improve he will work for changing and solving the problems.

In this case the solution is, probably, changing some parts or activities in the assembly. For example, we can cut off the time in some rituals, change some routines in order to make them more difficult, introduce new parts and stage... The magic of the assembly is trying what is the best for our pupils and give them the opportunity to value and express their opinions. The problem is not making changes but do not see the problems and keep the same assembly that is useful for our pupils.

Another teacher's work, apart from assessing the assembly, is control the interventions of the pupils. The teacher has to try that all student take part actively but it is truth that pupils are different and some of them love speaking in public and sharing with others and other pupils are shy. In this way the assembly is a great moment to observe the pupils and know more about them that is important to understand the ways they learn and detect possible learning problems.

It is important for the teacher observe how pupils regulate their behaviour, if they control themselves or he does it because there is an external factor like the teacher. We have to observe if we, as teacher, have to be asking for silence or a correct behaviour, if we threaten pupils in order to keep their attention. This is part of the emotional intelligence if we give them the resources. For example "the board of good citizen" can be one of those resources, in order to pupils can be autonomous and aware of their own behaviours. We are teacher, not police, so we have to be authority but not authoritarian and we can only get this if we mark clear rules and consequences at the beginning, and those limits can be also a factor to get a right or wrong assembly.

To conclude I want to say that this work have helped me to understand why in any infant education classroom there is an assembly space and also why no teacher understand a school day without an assembly.

Besides I have discovered the importance of the emotional intelligence to get successful pupils which make of any activity and proposal something useful and interesting. The school based on theoretical knowledge is over; we are more complex than our capacity to memorize information and dates. The future is for people who know how to act in any moments and is able to give a creative solution for the problems. The school has to

work to give pupils any resource and opportunity that let them to be that type of person in the future.

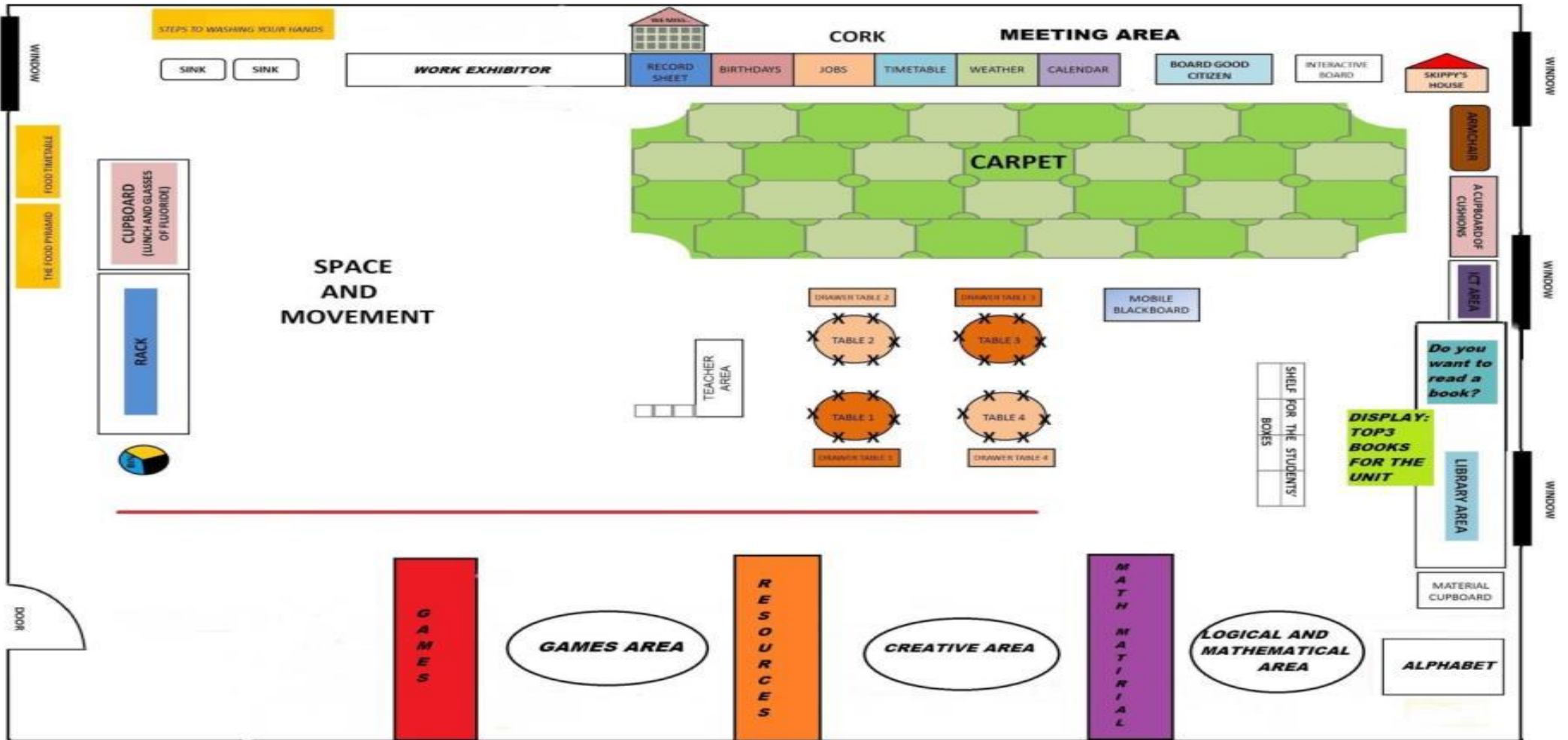
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9. APPENDIX

9.1 APPENDIX 1



9.2 APPENDIX 2

Roll call



Count pupils



Weather register



Calendar

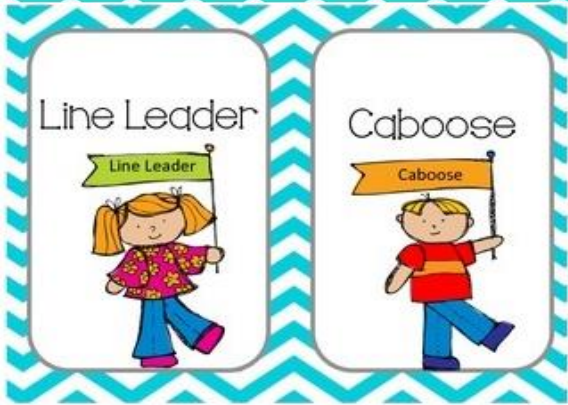


Timetable

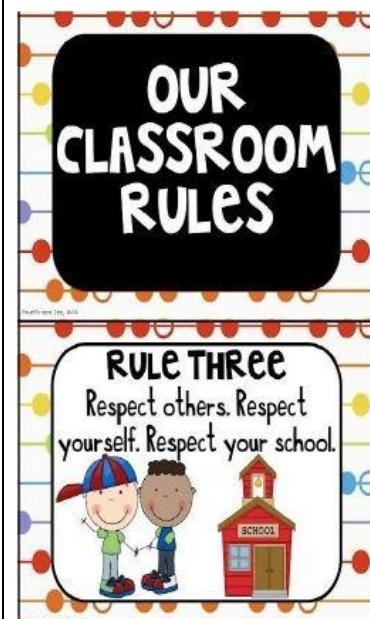
Today's activities

Wake and Shake	Special Work Time	Art and Craft	IT	PE	Outdoor Time
Story Time	Literacy Time	Register	Maths	Small Group Time	Number Work
Snack Time	Assembly	Topic Time	Music Time	Lunch Time	Home Time
R.E.	Visitor	Plan, Do, Review	Offsite visit	Phonics	Writing







Classroom helpers



Classroom rules



Healthy snack

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
What food do we eat today?	DIARY MILK	FRUIT	SANDWICH	FRUIT	CEREALS
					

"Board of good citizen"

OUR CLASSROOM RULES

	RULE 1 Listen	RULE 2 Follow directions	RULE 3 Respect	RULE 4 Raise your hand	RULE 5 Be safe, kind and honest	RULE 6 Be respectful
Alvaro H.	●	●	●	●	●	●
Alvaro A.	●	●	●	●	●	●
Maria	●	●	●	●	●	●
Inda	●	●	●	●	●	●
Marta	●	●	●	●	●	●
Lucia	●	●	●	●	●	●
Marina	●	●	●	●	●	●
Raül	●	●	●	●	●	●
José Carlos	●	●	●	●	●	●
Ikar	●	●	●	●	●	●
Daniel F.	●	●	●	●	●	●
Elsa A.	●	●	●	●	●	●
Juan Benigno	●	●	●	●	●	●
Háster	●	●	●	●	●	●
Eva	●	●	●	●	●	●
Nicolás	●	●	●	●	●	●
Daniel M.	●	●	●	●	●	●
Valeria	●	●	●	●	●	●
Alba	●	●	●	●	●	●
Cherlie	●	●	●	●	●	●
Eli H.	●	●	●	●	●	●
Alexandra	●	●	●	●	●	●
Henar	●	●	●	●	●	●
Daniel P.	●	●	●	●	●	●
Erika	●	●	●	●	●	●

9.3 APPENDIX 3

	TUESDAY 7/4	WEDNESDAY 8/4	THURSDAY 9/4	FRIDAY 10/4	MONDAY 13/4	TUESDAY 14/4	WEDNESDAY 15/4
Topic of the day	BACK TO SCHOOL! WE ARE GREEN!	GETTING TO KNOW PEPPA	TELL THE WORLD HOW TO BE GREEN (Comenius)	SCIENCE DAY	WHERE AM I? WHERE IS...?	FACTORY OF RECYCLED TOYS	WE RECYCLE LIKE PEPPA
9.00-9.05	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class
9.05-9.45	Meeting	Meeting **	Meeting	Meeting	Meeting	Meeting	Meeting **
9.45-10.45	Knowledge of the world	Religion	Literacy	Personal, social and emotional development	Maths	Knowledge of the world	Religion
10.45-11.00	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
11.00-11.30	Playground	Playground	Playground	Playground	Playground	Playground	Playground
11.30-12.30	Creative area *	Maths *	Phsycomotricity	Creative area *	Phsycomotricity	Creative area *	Maths *
12.30-13.30	Personal, social and emotional development	Literacy	Knowledge of the world / Literacy ***	Music	Knowledge of the world	Personal, social and emotional development	Literacy
13.30-13.40	Clean up	Clean up	Clean up	Clean up	Clean up	Clean up	Clean up
13.40-13.55	Meeting:	Meeting	Meeting	Meeting*****	Meeting ****	Meeting	Meeting
13.55-14.00	Farewell	Farewell	Farewell	Farewell	Farewell	Farewell	Farewell
Notes:	*Work corners	*Work corners **Jolly Phonics	*** Comenius activity	*Work corners *****Good citizen award	****Traveller book	*Work corners	*Work corners **Jolly Phonics

THURSDAY 16/4	FRIDAY 17/4	MONDAY 20/4	TUESDAY 21/4	WEDNESDAY 22/4
<i>OPEN DOORS-USING MAPS</i>	<i>OPEN DOORS-CARCAVILLA PARK OUTING</i>	<i>WE ARE ECO-MONITORS</i>	<i>DO YOU RECYCLE LIKE ME?</i>	<i>EARTH DAY: TAKE CARE OF THE EARTH</i>
Enter in class	Enter in class	Enter in class	Enter in class	Enter in class
Meeting	Meeting 9.05 to 9.30	Meeting	Meeting	Meeting **
Knowledge of the world	OUTING TO CARCAVILLA PARK 9:30 to 11:30	Personal, social and emotional development	Literacy	Religion
Lunch time		Lunch time	Lunch time	Lunch time
Playground		Playground	Playground	Playground
Phycomotricity	Lunch and Playground time	Phycomotricity	Creative area *	Maths *
Knowledge of the world	Music	Literacy	Maths	Knowledge of the world
Clean up	Clean up	Clean up	Clean up	Clean up
Meeting	Meeting*****	Meeting ****	Meeting	Meeting*****
Farewell	Farewell	Farewell	Farewell	Farewell
	*****Good citizen award	****Traveller book	*Work corners	*Work corners **Jolly Phonics

9.4 APPENDIX 4

	TUESDAY 7/4	WEDNESDAY 8/4	THURSDAY 9/4	FRIDAY 10/4	MONDAY 13/4	TUESDAY 14/4	WEDNESDAY 15/4
Topic of the day	BACK TO SCHOOL! WE ARE GREEN!	GETTING TO KNOW PEPPA	TELL THE WORLD HOW TO BE GREEN (Comenius)	SCIENCE DAY	WHERE AM I? WHERE IS...?	FACTORY OF RECYCLED TOYS	WE RECYCLE LIKE PEPPA
9.00-9.05	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class	Enter in class
9.05-9.45	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
9.45-10.45	Knowledge of the world	Religion	Literacy	Personal, social and emotional development	Maths	Knowledge of the world	Religion
10.45-11.00	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
11.00-11.30	Playground	Playground	Playground	Playground	Playground	Playground	Playground
11.30-12.00	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
11.30-12.30	Creative area *	Maths *	Phsycomotricity	Creative area *	Phsycomotricity	Creative area *	Maths *
12.30-13.30	Personal, social and emotional development	Literacy	Knowledge of the world / Literacy ***	Music	Knowledge of the world	Personal, social and emotional development	Literacy
13.30-13.40	Clean up	Clean up	Clean up	Clean up	Clean up	Clean up	Clean up
13.40-13.55	Meeting:	Meeting	Meeting	Meeting*****	Meeting****	Meeting	Meeting
13.55-14.00	Farewell	Farewell	Farewell	Farewell	Farewell	Farewell	Farewell
Notes:	*Work corners	*Work corners **Jolly Phonics	*** Comenius activity	*Work corners *****Good citizen award	****Traveller book	*Work corners	*Work corners **Jolly Phonics

THURSDAY 16/4	FRIDAY 17/4	MONDAY 20/4	TUESDAY 21/4	WEDNESDAY 22/4
<i>OPEN DOORS-USING MAPS</i>	<i>OPEN DOORS-CARCAVILLA PARK OUTING</i>	<i>WE ARE ECO-MONITORS</i>	<i>DO YOU RECYCLE LIKE ME?</i>	<i>EARTH DAY: TAKE CARE OF THE EARTH</i>
Enter in class	Enter in class	Enter in class	Enter in class	Enter in class
Meeting	Meeting 9.05 to 9.30	Meeting	Meeting	Meeting
Knowledge of the world	OUTING TO CARCAVILLA PARK 9:30 to 11:30	Personal, social and emotional development	Literacy	Religion
Lunch time		Lunch time	Lunch time	Lunch time
Playground		Playground	Playground	Playground
Meeting		Meeting	Meeting	Meeting
Phycomotricity	Lunch and Playground time	Phycomotricity	Creative area *	Maths *
Knowledge of the world	Music	Literacy	Maths	Knowledge of the world
Clean up	Clean up	Clean up	Clean up	Clean up
Meeting	Meeting*****	Meeting ****	Meeting	Meeting*****
Farewell	Farewell	Farewell	Farewell	Farewell
	*****Good citizen award	****Traveller book	*Work corners	*Work corners

9.5 APPENDIX 5

	Reception	Share with others	Routines	Games/ Topic
Tuesday 7 April	This day pupils can greet in the way they want, because they come back from the holidays and there is not any greeting planned. These greetings can be more emotive because pupils have not seen the teacher for two weeks.	The topic of the day is “Tell me about your holidays”, teacher has to try that all pupils say something about their holidays.	In the "roll call", pupils have to answer with an object which they use every day. We are going to start with the topic about recycled so they have to remember objects in order to work later with them.	It is the first day after holidays, so it is probably that we spend one hour in the previous stages. Due to the time, today we will not do any game, besides the following hour will be dedicated to introduce the new topic to pupils.
Wednesday 8 April	The greeting for this week has been chosen yesterday, maybe it can be: “Let’s save the planet” with the hands up.	The topic today is: What if we do not clean up our rubbish?	In the roll call pupils have to answer with the colors of the recycle containers.	Today we will play to a card game. In the different cards there are objects which are common in our daily life such as paper, bottle, pencil, glass... First, pupils show their cards to the rest of the classmate and say what object is. Then, teacher draws the containers in the whiteboard and some pupils will write under the containers the type of material which is suitable for each one. Finally pupils stick their cards into the correct container.

Thursday 9 April	“Let’s save the planet” with the hands up.	What do you know about the recycling? News about recycling.	In the roll call pupils will answer with a type of material for example wood, plastic...	Today pupils will work in literacy so we will do literacy games. In this case we will work with the letter R and we will do the following activities: <ul style="list-style-type: none"> • the teacher asks pupils to touch something which has the letter R and stay quiet until she asks them the names of the objects. • Then pupils say the word and write it on the whiteboard. • Finally, pupils underline the words with hard R and circle the word with soft R, in order to distinguish the different sound of letter R.
Friday 10 April	“Let’s save the planet” with the hands up.	“What are you going to do this week end?”	In the roll call pupils will answer with a good or bad action to take care of the planet.	In order to help pupils to classify materials in the math area, teacher will divide pupils in groups and will give to each group 15 cards with different object. Pupils have to organize the cards in the way they prefer. Then, each group will show how they have set the materials and why. With this activity pupils can check that there many factors to organize materials.
Monday 13 April	There is a new greeting for this week which was chosen the last Friday.	What did you do last week end?	In the roll call pupils will answer with an object and the color of its container.	We are going to work with movements and location in maps so in this stage of the assembly, we are going to play to "Simon says..." With this game we work with the laterality.

	This week can be “One, two, three I am going green!”		For example: Plastic bottle yellow.	For example teacher says “Simon says rise your left hand”, “Simon says jump to the left”... When the teacher does not say Simon pupils must not move and if they do it they have to sit down on the floor because they have lost.
Tuesday 14 April	“One, two, three I am going green!”	What do you like about our planet?	In the roll call pupils will answer with words which begin with R.	Pupils are going to create their own toys with recycled materials, so in this moment we are going to talk about toys, if all children in the world have toys. It is a way to work with emotional intelligence, the empathy and give pupils other point of view. It is important help them to overcome the consumerist vision which pupils develop from their childhood.
Wednesday 15 April	“One, two, three I am going green!”	Talk about something recycled which you use; it can be a second hand object.	In the roll call pupils will answer with the name of their favorite toy.	We will work with a literacy game. Teacher hands out cards with objects to pupils, draws a big R on the whiteboard and puts a box on the floor. One by one, pupils have to set their card, if the object has an R in its name pupils will stick the card on the whiteboard; if the object does not have an R pupils put it on the box.
Thursday 16 April	“One, two, three I am going green!”	News or information about the Earth day.	In the roll call pupils have to answer with an object which can be found in a park.	As we are going to work with maps, the teacher will write on the whiteboard the name of a classroom object, then she will choose a pupils and she will cover pupil's eyes with a tissue. The rest of pupils have to

				<p>give then the indication to reach the object. Each pupil can give only one movement, the teacher will walk next to the pupil who cannot see anything.</p> <p>We can play three or more times, it depends on the time and the ability of the pupils.</p>
Friday 17 April	“One, two, three I am going green!”	Where will you be this week end?	In the roll call pupils will answer with one rule of the class.	Today the meeting is shorter, so we will use it to explain the rules and give the orders to prepare the pupils to the outing.
Monday 20 April	<p>There is a new greeting for this week which was chosen the last Friday.</p> <p>This week can be “Happy Earth week!” with three claps at the same time.</p>	Did you eat something special this week end?	In the roll call pupils will answer with words which contain the letter R.	<p>We play to a new literacy game: the acrostic.</p> <p>Teacher will write a word, for example Green, in vertical.</p> <p>Then pupils have to complete new words (five in this case) in which the letters of the teacher’s words (Green) are the capital letters of the new words.</p> <p>GLASS RECYCLING ENERGY ENVIROMENT NATURE</p> <p>We can play as many times as we want but it would be perfect if each pupil can write at least one word.</p>

<p>Tuesday 21 April</p>	<p>“Happy Earth week!” with three claps at the same time.</p>	<p>Imagine you have a green power, what will it be?</p>	<p>In the roll call pupils will answer with their favorite place of the Earth.</p>	<p>We are going to play a guessing game about curious data about recycling and saving energy. Pupils will be divided in groups and teacher will say a sentence, for example: How many water you save if you take a shower instead of a bath? The first group will give a number and the teacher can only answer more or less. The groups will answer as many times as necessary to guess the correct number. We work in this way the numbers order and pupils can know about curious information which is very motivator for them.</p>
<p>Wednesday 22 April</p>	<p>“Happy Earth week!” with three claps at the same time.</p>	<p>What do you do to save the planet?</p>	<p>In the roll call pupils will answer with a beautiful word to define our planet.</p>	<p>We play a video about the Earth day.</p>

9.6 APPENDIX 6

Tuesday 7 April	<ol style="list-style-type: none"> 1) Pupils, in groups, will show their containers that have worked in the workshop in the morning and place them in the recycle area. 2) We review the board of good citizen 3) Teacher hand out the books to read at home 4) Pupils chose the greeting for this week. 5) We sing the song “We are going green” as goodbye song.
Wednesday 8 April	<ol style="list-style-type: none"> 1) Due to the Show and Tell on Monday, the traveller book will be explained today. 2) Review the “board of good citizen” 3) Teacher hand out the reading books. 4) Sing the song “We are going green”
Thursday 9 April	<ol style="list-style-type: none"> 1) Review the “board of good citizen” 2) Teacher hand out the reading books. 3) Sing the song “We are going green”
Friday 10 April	<ol style="list-style-type: none"> 1) Review the “board of good citizen” 2) Teacher hand out the reading books. 3) Pupils chose the greeting for the next week. 4) Sing the song “We are going green”
Monday 13 April	<ol style="list-style-type: none"> 1) Traveller book show and tell 2) Review the “board of good citizen” 3) Teacher hand out the reading books. 4) Sing the song “We are going green”
Tuesday 14 April	<ol style="list-style-type: none"> 1) Show and tell about “What toy I have created?” because in that day pupils will do a workshop of creating a toy with recycled materials. 2) We review the board of good citizen 3) Teacher hand out the books to read at home 4) We sing the song “We are going green” as goodbye song.
Wednesday 15 April	<ol style="list-style-type: none"> 1) We review the board of good citizen 2) Teacher hand out the books to read at home 3) We sing the song “We are going green” as goodbye

	song.
Thursday 16 April	<ol style="list-style-type: none"> 1) We review the board of good citizen 2) Teacher hand out the books to read at home 3) We sing the song “We are going green” as goodbye song.
Friday 17 April	<ol style="list-style-type: none"> 1) Show and tell about the maps and the final result in the outing activity. It will in groups and pupils will use their maps to illustrate the description. 2) Review the “board of good citizen” 3) Teacher hand out the reading books. 4) Pupils chose the greeting for the next week. 5) Sing the song “We are going green”
Monday 20 April	<ol style="list-style-type: none"> 1) Traveller book show and tell 2) Review the “board of good citizen” 3) Teacher hand out the reading books. 4) Sing the song “We are going green”
Tuesday 21 April	<ol style="list-style-type: none"> 1) Review the “board of good citizen” 2) Teacher hand out the reading books. 3) Sing the song “We are going green”
Wednesday 22 April	<ol style="list-style-type: none"> 1) Close the unit with a game of cards which included the different concepts. Besides it is the moment in which pupils can give their opinion about the unit, they have to explain activities they love or do not like and give reasons. 2) Hand out the recycling awards to pupils. 3) Teacher hand out the books to read at home 4) Sing the song “We are going green”.