



Be Considerate

Age: Primary

Level: A1

Global Knowledge or Global Attitudes and Action:
Global Attitudes and Action

Standard for Learning Outcome: Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.

Learning Outcome: P.D2.S5.LO1 Behave in a considerate and respectful way in the community

Standard for Global Skill: P.D3.S4.LO4 Show reflective thinking in the carrying out of a task

Global Skill: Student acquires the skills to be a creative citizen.

Sustainable Development Goals: 4: Quality Education, 12: Responsible Consumption and Production

Part 1 (10 mins)

- A.** Introduce the concept of being considerate and respectful by asking students some questions, e.g., *How do you help your parents? What do you do if someone in your family is sleeping when you are playing at home?*

Tell students that when we think about what other people need, and we try to help them, we are being considerate and respectful. Make sure that students understand the meaning of each word. Do a quick concept check, with examples of being considerate and respectful, for example:

Is it considerate to shout out the answers in class? (No)

Is it respectful to listen to others? (Yes)

Ask students to look at the images 1–4 and ask them what they can see, who the people are, and where they are. Ask *Do you think they need help? (Yes)*. Present any necessary vocabulary, e.g., *wash and dry the dishes, carry heavy books, stand on a bus, fall*. Point out that the other images (a–d) show people who are being considerate and helping the people in images 1–4. Ask students to match the people who need help with the people being considerate in the two sets of pictures.

Answer Key: 1. c 2. b 3. d 4. a

- B.** Have students work in pairs to complete what the people say. Tell them to read the words from the box before completing the activity. Elicit any new vocabulary.

Answer Key: 1. dry 2. stand, sit 3. open 4. help, hand

Part 2 (20 mins)

- A.** Tell students they will read part of a magazine article with the title *Think Forward!* Check that they understand the meaning of the word *forward* and ask if they can guess what the article is about. Invite students to read the paragraph and answer the question.

Answer Key: Adam describes inconsiderate behavior at the beach.

- B.** Ask students what they think the title of the article *Think Forward!* means now that they have read the article (think of what effects your actions will have and don't do anything that will cause harm or damage in the future).

Ask students to read the article again, and then read the sentences 1–5 to decide if they are true or false. Encourage them to underline the information in the text that helped them choose their answers.

Answer Key:

1. F; *He says the beach is great and beautiful.*
2. T; *They have picnics or go for walks with their dogs.*
3. F; *They often leave a lot of trash on the beach.*
4. F; *The trash sometimes gets into the ocean, too.*
5. T; *They should think about the people who are going to the beach after them.*

Ask students if they have ever been to a dirty beach or park. How did it make them feel? Ask them why it is inconsiderate to leave trash or other things when you leave a place.



Primary | Teacher's Notes

- C. Tell students that they are going to work with a partner to think about ways that people can behave in a considerate and respectful way in their town and community. Elicit some examples of public spaces in your town, e.g., the library, the park, the beach.

Help students think of ideas by eliciting examples of how we know other people have been in a place before us. For example, there's trash on a picnic bench at the park. Elicit ideas about how people should be considerate in these spaces, and provide useful language, e.g., *pick up, throw away, return, take turns, take care of, be quiet*. Ask each pair to share one of their ideas with the class.

Part 3 (20 mins)

- A. Pre-teach vocabulary that your students might not know, e.g., *tradition, live alone*.

Read the article about Padma's family as a class, or allow a few minutes for students to read in silence and consider the answer to the question.

Answer Key: Every week they think of five things they can do to help each other.

Ask students to give examples of who Padma helps, and what she does. Guide them to notice her reasons for helping different family members, e.g., her grandma may be lonely, her uncle may feel tired in the evenings.

- B. Tell students that they are going to work on their own to think about different ways that they can help people in their own family, like Padma's family does. Remind them that, sometimes, kind words are needed, just as much as actions. Allow time for students to complete their charts. Monitor them as they do this, helping with language where necessary.

Allow students to share their ideas and improve on their own ideas if they want to.

Extension

- A. Tell students that they will now think about how they can be considerate and respectful at school. Allow students to work alone first and complete the sentences.

Answer Key: Be/Arrive; hand; classmates/friends/teachers; your classmates; Respect/Take care of; schoolyard/classroom; Listen/Be kind/Be polite; Wait; Follow

- B. Put students in groups and have them design and illustrate their own posters to show how to be considerate at school. Tell them to use some of the ideas from A and on the worksheet but encourage them to think of their own ideas about how to be considerate at school.