TÍTULO:

RAMÓN LEARNS HOW TO SOLVE A CONFLICT

AUDIOVISUAL

TOPIC
Communication skills.

CURRICULAR AREA
Foreign Language: English.

SCHOOL CONTEXT
Bilingualism.

RECOMMENDED AGE
8 to 10 years old.

SUMMARY

Ramón and his classmate Sarah are making a clay sculpture in class when Sarah criticises Ramón's work. Ramón feels sad about the comment. When the teacher notices that something is wrong, she encourages Ramón to talk to Sarah about his feelings. Sarah reflects on how she would feel in a similar situation and, realising her mistake, apologises. In the end, they happily finish their sculptures together.

THEORETICAL BASIS

School is the primary environment for peer interaction in childhood. It is common for some children to struggle with integration or show maladaptive behaviours such as speaking disrespectfully to classmates. Teachers play a key role in identifying such situations and guiding students towards socially accepted behaviours and understanding the emotional consequences of their actions.

PURPOSE

This activity helps pupils empathise with both Ramón and Sarah. First, from Ramón's point of view, it teaches how to cope with emotionally hurtful situations and express one's feelings. Then, from Sarah's point of view, it highlights the value of constructive criticism over dismissive comments.

LESSON PLAN

Stage 1

Begin with comprehension questions to ensure students understand the story:

- Where are Ramón and Sarah?
- Why did Ramón feel sad?
- What did the teacher tell Ramón to do?
- Did Ramón and Sarah get on well at the end of the story?

Encourage empathy by asking: "Do you feel sad when someone is mean to you?" Ask pupils to share real-life examples when they felt sad because of others' words or actions. Start with a personal example to help them relate.

Then ask: "What can you do if someone says mean things to you?" Refer back to Ramón's actions in the story:

1. Ramón told Sarah how he felt: "I feel sad when..."
2. Ramón asked her to stop: "Stop saying mean things."

Stage 2

Now shift to Sarah's perspective. Ask:

- "Have you ever been mean to another child?"
- "What can you do instead of being mean to someone?"

Teach students how to express constructive feedback. Instead of saying, "That's ugly!", suggest:

- "Your work is... (positive adjective), but it would be better if... (improvement suggestion)."

Stage 3

Focus on two key expressions:

- For the person who feels hurt: "I feel... when you..."
- For the person who caused hurt: "I am sorry."

Distribute comic-style illustrations with speech bubbles. Pupils fill in the dialogue based on how they interpret each situation. They match expressions to characters and share their interpretations aloud, with the teacher assisting with vocabulary.

The aim is to reinforce communication skills and empathy through active engagement and language practice.